



## Job Description

|                    |   |  |            |
|--------------------|---|--|------------|
| <b>Job Title:</b>  | <b>Alternative Education Provision Teacher<br/>(School House)</b> | <b>Salary (range<br/>where applicable)</b> |            |
| <b>Reports to:</b> | <b>Senior Vice Principal - Pastoral</b>                           | <b>Directly Line<br/>Manages:</b>          | <b>N/A</b> |

**Overall Purpose** Delivery of English, Maths, Science, vocational subjects and Personal Development to secondary students with additional needs, who require either short term or long term alternative education in an environment more suited to their current needs.

### Key Responsibilities and Objectives: Curriculum

#### Key Elements:

#### This will involve:

- Developing and adapting conventional teaching methods to meet the individual needs of students.
- Developing appropriate activities for the students in relation to the curriculum.
- Assessing students who have long or short-term placement needs, and working with colleagues to identify individual students' needs to design individual programmes of learning for students.
- Carrying out baseline assessments and summative assessments for each student.
- Using special equipment and facilities, such as audio-visual materials and computers to stimulate interest in learning.
- Administration, including updating and maintaining records on students' progress.

### Teaching:

- Teaching lessons in order to motivate and stimulate students, so they are able to achieve the maximum of which they are capable.
- Maintaining control of all students in your care at all times, insisting on courtesy and respect.
- Setting homework in accordance with the homework timetable.
- Having knowledge and awareness of the new National Curriculum requirements for core subjects.
- Willingness to contribute to extra-curricular activities.
- Teaching either individual students or small groups of students within, or outside, the class.
- Preparing lessons, and marking and assessing work.
- Teaching core subjects – English, Maths, Science, as well as vocational subjects as requested and have an interest in cross-curricular themes
- Teaching Personal Development including Relationships and Sex Education.
- Promoting high standards within students, including presentation of work, and emphasising positive achievement.
- Giving advice and guidance to students.
- Setting, assessing and reporting on students' work.
- Supporting students in respect of school e.g. literacy (L4L), numeracy (REAL)
- Supporting students in using basic ICT as required. Supporting students to understand instructions related to school work and homework, as required.
- Preparing and maintaining equipment/resources as required and assisting students in their use. To mark students' work carefully, regularly, frequently, and with constructive comments designed to correct misunderstanding and to consolidate learning.
- Calling a register to record students' attendance at all lessons.
- Keeping a record of work, including homework set, in the Teacher Planner.
- Keeping up-to-date records of marks and assessments in line with the National Curriculum and with departmental policy.
- Reporting to parents/carers through parent meetings or in writing as required.

|                       |  |
|-----------------------|--|
| <b>Students</b>       | <ul style="list-style-type: none"> <li>• Being a keyworker for identified students and liaising with colleagues and external agencies to support academic and personal progress.</li> <li>• Planning and delivering intervention programs to a small cohort of students to develop their social and emotional skills – tracking and evidencing progress.</li> <li>• Planning and delivering elements of supportive interventions e.g. anger management</li> <li>• Working with other colleagues to provide ‘out of the classroom’ learning experiences.</li> <li>• Facilitating, where appropriate, extra-curricular activities and trips to engage and motivate students.</li> <li>• Being aware of student problems/progress/achievements and liaising with relevant members of staff, as required.</li> </ul> |
| <b>Administration</b> | <ul style="list-style-type: none"> <li>• Undertaking student record keeping</li> <li>• Gathering/reporting information from/to parents/carers as directed.</li> <li>• Undertaking clerical/administrative support, e.g. photocopying, typing, filing as required.</li> <li>• Keeping records of all contact with students, parents, outside agencies.</li> <li>• Writing reports for students as required.</li> </ul>  |
| <b>Liaison</b>        | <ul style="list-style-type: none"> <li>• Liaising with other professionals, such as social workers, speech and language therapists and educational psychologists and attend review meetings.</li> <li>• Liaising closely with parents and carers.</li> <li>• Organising out-of-school activities, such as school outings or sporting events.</li> <li>• Liaising with and talking to parents and carers, teachers and other professionals.</li> </ul>  |
| <b>School</b>         | <ul style="list-style-type: none"> <li>• Attending meetings and in-service training.</li> <li>• Contributing to the pastoral work of the school including sharing supervisory duties in line with published guidelines.</li> <li>• Supporting the inclusive ethos of the school.</li> <li>• Promoting the inclusion and acceptance of all students.</li> <li>• Undertaking lunchtime duty / supervision at lunchtimes</li> <li>• Being a good role model</li> <li>• Maintaining high personal standards.</li> <li>• Keeping up-to-date with developments in alternative education by participation in conferences, meetings, in-service courses</li> </ul>   |

---

**Generic Duties and Responsibilities for Teachers**

**This will involve:**

|  |  |
|--|--|
| <b>Child Protection</b>                            | <ul style="list-style-type: none"> <li>• Being responsible for child protection and promoting the welfare of all students and staff, ensuring that they are protected from harm. All staff have a duty of care to ensure that if there are any concerns relating to the welfare or safety of a child their concern is immediately relayed to the Designated Person with responsibility for safeguarding children.</li> <li>• This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</li> </ul> |
| <b>Form Tutor</b>                                  | <ul style="list-style-type: none"> <li>• To take responsibility for a tutor group or to take form registers when necessary – (see website for full details of Form Tutor Responsibilities).</li> </ul>   |
| <b>Green Responsibilities</b>                      | <ul style="list-style-type: none"> <li>• Demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) wherever possible in day-to-day work.</li> </ul>  |
| <b>Data Protection</b>                             | <ul style="list-style-type: none"> <li>• Being aware of the school’s responsibilities under the Data Protection Act 1998 for the security, accuracy and relevance of personal data held and ensure that all administrative and financial processes comply with this by maintaining records in accordance with the Act’s guidance.</li> </ul>   |
| <b>Confidentiality</b>                             | <ul style="list-style-type: none"> <li>• Treating all information acquired through your employment, both formally and informally, in strict confidence.</li> </ul>   |
| <b>Equal Opportunities and Anti-Discrimination</b> | <ul style="list-style-type: none"> <li>• Understanding, complying and enforcing equal opportunity within the work place. Undertaking any appropriate training and challenging racism, prejudice and discrimination or any unacceptable behaviour.</li> </ul>   |

- |   |   |
|---|---|
| <b>Health and Safety</b>  | <ul style="list-style-type: none"> <li>• Being responsible for your own Health &amp; Safety, as well as that of colleagues, students, parents and visitors. Employees should follow the School's Health and Safety Policy and Procedures, co-operate with management, follow established systems of work, use protective equipment where necessary and report defects and hazards to management.</li> </ul>   |
| <b>Contributing as an effective and collaborative member of the School Team</b> | <ul style="list-style-type: none"> <li>• Participating in training to be able to demonstrate competence.</li> <li>• Participating in first aid training if required</li> <li>• Participating in the ongoing development, implementation and monitoring of the school and department improvement plans</li> <li>• Championing the professional integrity of the School</li> <li>• Supporting Teaching and Learning Focus, Best Value and electronic management of processes.</li> <li>• Actively sharing feedback on School policies and interventions</li> <li>• Undertaking any other reasonable request as required.</li> </ul>   |
| <b>Professional Standards</b>   | <ul style="list-style-type: none"> <li>• Supporting high uniform standards by maintaining smart appearance and dress appropriate to the job for which staff have been employed which reflect the expectations we have for students (Principal's decision is final)</li> <li>• All staff should arrive on time to commence their duties as described by contracts.</li> <li>• All staff are expected to attend on the days covered by their specific contract. When unable to do so the school should be contacted at the earliest available opportunity, advising the reason and when they will return and report to their line manger on return to work.</li> <li>• Staff should supply cover work for absence if applicable.</li> <li>• All staff are reminded that in their behaviour and conduct they are required to be positive role models for young, developing and impressionable minds.</li> <li>• All staff are expected at all times to treat each other, parents / carers, students and members of the public with respect.</li> </ul> |

---

## Person Specification

---

- |  |   |
|--|---|
| <b>Physical Requirements</b>                   | <ul style="list-style-type: none"> <li>• Good health.</li> <li>• Neat business appearance.</li> <li>• Ability to communicate clearly and effectively.</li> </ul>  |
| <b>Qualifications, Training and Experience</b> | <ul style="list-style-type: none"> <li>• Must hold Qualified Teacher Status and is likely to hold Graduate Status in subject area or a related subject.</li> <li>• Had experience of educational dealings with the 11-18 age range of students.</li> <li>• Have a sound knowledge and understanding of current educational developments in teaching, including the use of Information Technology.</li> <li>• Have a commitment to high standards.</li> <li>• Have a sound knowledge and understanding of local and national issues affecting young people and the organisations that exist to support them.</li> <li>• Be able to provide evidence of the ability to institute sound procedures to ensure good behaviour and discipline within the classroom.</li> <li>• Willingness to teach other subjects out of specialism and attend CPD to strengthen those subjects</li> </ul> |
| <b>Disposition / Skills</b>                    | <ul style="list-style-type: none"> <li>• Have the ability and personal qualities to develop and maintain good relationships with students, staff and the wider community.</li> <li>• Good classroom management skills.</li> <li>• A commitment to improving educational standards.</li> <li>• A major concern for quality and excellence.</li> <li>• Able to manage constant change.</li> <li>• Able to motivate colleagues to work as a successful team.</li> <li>• Able to work effectively under pressure.</li> <li>• Have the determination and resilience to identify needs, set objectives and see them through to successful outcomes.</li> </ul>  |

**Essential experience:**

- Experience of working with students of relevant age (11 – 18 years).
- Experience of working with students with SEMH and / or behaviour needs
- Experience of mentoring / coaching
- Experience of teaching English and / or Maths and / or Science

---

**Desirable experience:**

- Experience of working in partnership with other organisations to deliver outcomes.
- Ability to deal effectively with students presenting challenging needs and behaviour (including ASD, ODD, ADHD) and using de-escalation techniques as appropriate.
- Experience in working with vulnerable groups and students who concurrently require mentoring / pastoral support, alongside their education.
- Ability to use a range of communication techniques to facilitate the identification of barriers to learning.
- Experience of teaching a broad range of subjects including English, Maths and Science

---

**Desirable Knowledge:**

- Full working knowledge of relevant policies, including child protection/codes of practice and awareness of relevant legislation.

**Desirable skills and abilities:**

- A positive, warm and approachable personality
- Good sense of humour

---

**Special conditions:**

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable adults/finance (DBS check required).
  - To undergo a successful enhanced DBS check.
- 

I the undersigned confirm that I agree and understand the duties in this job description:

Name Print: \_\_\_\_\_ Name Sign: \_\_\_\_\_

Date: \_\_\_\_\_