

## Job Description

<b>DIRECTORATE:</b>	Education & Family Support
<b>DEPARTMENT:</b>	Inclusion Service/The Bridge Alternative Provision
<b>POST:</b>	Teacher - Primary
<b>GRADE OF POST:</b>	Teachers' Mainscale + 1SEN point
<b>RESPONSIBLE TO:</b>	Deputy Teacher in Charge and Leader of Foundation Phase & KS2

---

### JOB PURPOSE:

This job contributes to the Directorate's main goal which is to help all children and young people to:

- thrive and make the best use of their talents;
- live healthy and safe lives;
- be confident and caring individuals;
- know and receive their rights.

---

### PRINCIPAL RESPONSIBILITIES AND ACTIVITIES:

The Primary Teacher will be responsible for the management of one group of KS2 pupils, referred from mainstream schools due to their challenging behaviour and individual needs which the mainstream school finds difficult to meet. The Primary Teacher will work very closely with school, home and the Wellbeing & Behaviour team to ensure successful reintegration back into the mainstream setting. The primary teacher will take part in reviews and visit primary schools to do outreach work, in addition to the principal responsibilities and activities outlined in this job description. Outreach work to mainstream schools is key in building capacity of mainstream staff by equipping them with the necessary skills and interventions to support the return of pupils from specialist provision.

The primary teacher will be responsible for ensuring that a comprehensive pupil profile has been compiled during the time that the pupil accesses specialist provision. Baseline assessments will take place in order to complete the pupil profile and identify SMART targets for each pupil. This profile will enable teachers in the mainstream to use appropriate teaching and learning strategies in order to meet the needs of the pupil.

Under the guidance of the Deputy Teacher in Charge and Leader of Foundation Phase & KS2:

- to support the vision, ethos and policies of the local authority's inclusion strategy and support the Group Manager Inclusion in the development and implementation of the Inclusion's Policy for pupils in The Bridge Alternative Provision;
- to develop and monitor teaching and within the classroom;
- to monitor and track pupils' achievements within the class by setting achievable but challenging targets based on assessment data and to analyse performance through regular reviews throughout the year in line with The Bridge Alternative Provision's quality cycle calendar of events;
- to lead and direct any support staff within the classroom;
- to establish the highest possible standards of behaviour, learning and attainment;
- to ensure partnership working with children and young people and their families through support networks;
- to participate in any training and development activities in order to maintain own professional development.

### **Pupil Progress**

- Identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting appropriate and demanding expectations;
- setting clear targets (to include Literacy and Numeracy), building on prior attainment and based on assessment data;
- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching through regular reviews in line with The Bridge Alternative Provision's calendar of events;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.

### **Professional Practice**

- Identifying ALN or very able pupils;
- provide clear structures for lessons maintaining pace, motivation and challenge;
- make effective use of assessment and ensure coverage of programmes of study;
- ensure effective teaching and best use of available time;
- monitor and intervene to ensure sound learning and effective positive behaviour management;
- use a variety of teaching methods to:

- match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
- use effective questioning, listen carefully to pupils, give attention to errors and misconceptions;
- select appropriate learning resources and develop study skills through library, ICT and other resources;
- ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluate their own teaching critically to improve effectiveness;
- prepare and present informative reports to parents;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct.

### **School Ethos and Priorities**

- Operate at all times within stated policies and practices of The Bridge Alternative Provision;
- contribute to the corporate life of The Bridge Alternative Provision through effective participation in meetings and management systems necessary to co-ordinate the management of The Bridge Alternative Provision;
- contribute to school improvement/ development planning and promote the learning priorities of The Bridge Alternative Provision's School Improvement Plan;
- take responsibility for their own professional development and duties in relation to The Bridge Alternative Provision policies and practices;
- use the Performance Management Process to advance pupil learning and enhance professional practice in line with The Bridge Alternative Provision's aspirations and priorities;
- liaise effectively with parents and Management Board Committee members;
- promote the wider aspirations and values of The Bridge Alternative Provision;
- take on any additional responsibilities which might from time to time be determined.

### **Other Specific Duties**

- To assist The Bridge Alternative Provision in meeting its legal requirements for worship;
- to promote actively The Bridge Alternative Provision's policies;
- to continue personal development as agreed;
- to actively engage in other staff review and development process;
- to assist with effective links with partner schools and the community to enable successful reintegration where relevant;
- the promotion of The Bridge Alternative Provision's celebration events, parents' evenings and other events;

- to undertake any duties and responsibilities commensurate with the grade of the post and participate in the regular review of the content of the job description.

### **Accountability**

- to the Teacher in Charge, The Bridge Alternative Provision.

This job description is current at the date shown, but in consultation with you, may be changed by the Teacher in Charge The Bridge Alternative Provision to reflect or anticipate changes in the job commensurate with the grade and job description.

## **GENERAL DUTIES**

### **Health and Safety**

To fulfil the general and specific roles and responsibilities detailed in the [Health and Safety Policy](#)

### **Equal Opportunities**

To ensure that all activities are operated in accordance with Equal Opportunities legislation and best practice.

### **Safeguarding**

Protecting children, young people or adults at risk is a core responsibility of all employees. Any concerns should be reported to the Adult Safeguarding and Quality Team or IAA and Safeguarding Team.

### **Review and Right to Vary**

This Job Description is as currently applies and will be reviewed regularly. You may be required to undertake other tasks that can be reasonably assigned to you, including development activities, which are within your capability and grade.

## **CRIMINAL RECORDS CHECK**

This post requires a criminal records check through the Disclosure & Barring Service (DBS).

## Person Specification

### Teacher - Primary

The following attributes represent the range of skills, abilities and experiences etc relevant to this position. Applicants are expected to meet the attributes that have been identified as essential (Yes).

Attributes	Requirements	Essential	Method of Evaluation / Testing
<b>Qualifications, Education &amp; Training</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status (primary).</li> <li>• Registration with GTCW.</li> <li>• Evidence of any relevant qualifications in relation to behaviour interventions and programmes.</li> </ul>	<p>(Yes)</p> <p>(Yes)</p>	Application form, production of original qualification certificates.
<b>Knowledge &amp; Experience</b>	<ul style="list-style-type: none"> <li>• Successful teaching experience in a primary mainstream school.</li> <li>• Experience of working with pupils who have behavioural, emotional and social difficulties.</li> <li>• Experience of dealing with other agencies working with children, e.g. health services, Social Services, EWO.</li> <li>• Experience of teaching pupils with a range of additional learning needs.</li> <li>• An understanding of school systems and processes including SIMS.</li> <li>• Experience and understanding of wellbeing within a school setting.</li> <li>• Knowledge and understanding of Child Protection policies and referral processes.</li> <li>• Knowledge and understanding of Welsh Government guidance in relation to specialist provisions.</li> </ul>	<p>(Yes)</p> <p>(Yes)</p> <p>(Yes)</p> <p>(Yes)</p> <p>(Yes)</p> <p>(Yes)</p> <p>(Yes)</p>	Interview, application form and selection process.

Attributes	Requirements	Essential	Method of Evaluation / Testing
	<ul style="list-style-type: none"> <li>• Knowledge and experience of data management recording, monitoring and tracking to highlight pupil outcomes.</li> <li>• Knowledge and understanding of specific interventions used to identify pupils' needs, e.g. BKSB, PASS, CATS, NFER.</li> </ul>	<p>(Yes)</p> <p>(Yes)</p>	
<p><b>Skills &amp; Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>• Excellent interpersonal and communication skills.</li> <li>• Ability to work calmly and make decisions under pressure.</li> <li>• Ability to utilise current ICT packages.</li> <li>• Excellent organisational skills.</li> <li>• Ability to work as part of a team and use own initiative.</li> <li>• Ability to prioritise, co-ordinate and delegate in demanding and challenging situations.</li> <li>• The ability to communicate through the medium of Welsh.</li> </ul>	<p>(Yes)</p> <p>(Yes)</p> <p>(Yes)</p> <p>(Yes)</p> <p>(Yes)</p> <p>(Yes)</p>	<p>Interview, application form and selection process.</p>