

JOB DESCRIPTION

Post Title: Lead Teacher: Education other than at School (EOTAS)	Director/Service/Sector Education and Skills Service, Wellbeing and Community Health Services Group		Office Use
Grade: MPG 6	Workplace: Brunel Building Blyth		JE ref:
Responsible to: EOTAS learning manager/Wellbeing coordinator/Drug education coordinator	Date: March 2017	Manager Level:	HRMS ref:
Job Purpose: <ul style="list-style-type: none">• To act as lead teacher in a core subject – either English, mathematics, science or Primary education – ensuring that a challenging curriculum is in place, that best practice is disseminated and provide for the professional development of teachers when appropriate• To co-ordinate and arrange an individual curriculum for each referred pupil to ensure continuity of education, good progress and positive education outcomes• To teach allocated pupil(s) with health/medical needs receiving their education other than at school• To support the locality manager with practical arrangements to deliver education other than at school, including the sourcing and risk assessment of venues• Ensure effective liaison with schools, parents and other agencies• Contribute to packages of support as pupils make the transition back into school settings			
Resources	Staff	Line management of a small pool of teachers	
	Finance	None	
	Physical	Resources in a number of venues	
	Clients	Pupils, parents/carers, teachers, health professionals, local authority services	
Duties and key result areas: <ul style="list-style-type: none">1. To work in partnership with managers to develop appropriate curriculum plans (in line with national curriculum guidance) to meet the needs of children and young people accessing the service2. To be the champion of a core curriculum area, ensuring that all pupils open to the service benefit from a challenging curriculum, that best practice resources are developed and disseminated and that progress in the core area is consistently good or better3. Co-ordinate peripatetic teachers to deliver individualised learning programmes for pupils and monitor the quality of their teaching4. To plan and deliver age appropriate learning sessions to pupils experiencing difficulties accessing school-based education for a range of reasons, in line with national requirements5. When appropriate, participate in the safe recruitment and retention of staff6. To liaise with the relevant EOTAS manager and, where appropriate, with school staff, to ensure appropriate objectives and learning strategies are in place, with the resources to support these, in order that continuity of education is optimised for allocated pupils.7. To report to and liaise with the relevant manager over the progress of allocated pupils, providing weekly monitoring reports and updates and termly monthly reports for parents as well as responding to other requests for pupil-based information.8. To ensure that detailed records of Individual or personalised learning plans and their outcomes are maintained for all allocated pupils.9. To ensure that accurate attendance records are maintained and that attendance information for each pupil is provided to their school on a daily basis10. To ensure that any coursework and marks for allocated pupils for GCSE or equivalent courses is received by the relevant school in line			

with course deadlines or requirements and to ensure that copies of pupil coursework and marks are held securely until it is confirmed these are no longer required.

11. When appropriate, carry out risk assessments of teaching venues.
12. To attend review/planning meetings for allocated pupils, as required.
13. To liaise with representatives of other agencies
14. To maintain confidentiality with respect to allocated pupils, ensuring that any electronic communication with relevant EOTAS staff is through the County Councils secure email service..
15. To take responsibility for helping to keep children and young people safe by providing a safe environment for them to learn in.
16. To identify children and young people who are suffering or are likely to suffer significant harm and take appropriate action with the aim of making sure they
17. are kept safe.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

Transport requirements:

The post involves frequent travel to locations such schools, libraries and pupil's homes and the post holder must be able to meet this requirement.
Car user allowance is payable

Working patterns:

Working conditions:

PERSON SPECIFICATION

Post Title: Lead Teacher EOTAS		Director/Service/Sector:	Ref:
Essential	Desirable		Assess by
Key to assessment methods which will be used to recruit; A = application form, I = interview, R = references , T = ability tests, Q = personality questionnaire, G = assessed group work, P = presentation, O = others e.g. case studies/visits			
Knowledge and Qualifications			
Teaching qualification recognised by the DFE. Qualified Teacher Status Evidence of subject specific knowledge, including recent relevant developments Demonstrable record of continuous professional development	Knowledge of appropriate strategies for handling challenging behaviours.		A A A/R/I A/R/I I
Experience			
Able to provide evidence of recent (within the last 2 years) successful experience of teaching in a school setting.	Able to provide evidence of having successfully taught challenging pupils. Experience of working with professionals from a range of agencies		A/R A/R/I A/R/I
Skills and competencies			
Ability to provide stimulating and engaging learning experiences which demonstrate high expectations of all pupils. Ability to plan learning sessions and to mark and assess pupil's work in line with national requirements. Ability to use ICT systems for a range of service requirements including lesson planning, report-writing, attendance reporting, email communication. Good verbal and written communication skills including ability to write clear and concise reports Good time management skills and ability to meet deadlines Ability to work independently but also able to work well as a team member if required to do so. Ability to adapt to working with new protocols and procedures.			A/R/I A/R/I A/R/I A/R/I R/I R/I R/I

Ability to maintain professional boundaries in a range of settings and situations.		
Physical, mental and emotional demands		
<p>Ability to deal with the emotional demands of working with young people who have complex lives and behaviours.</p> <p>Commitment to keep children and young people safe by providing a safe environment for them to learn in</p> <p>Commitment to identify children and young people who are suffering or likely to suffer significant harm and to take appropriate action with the aim of making sure they are kept safe.</p>		<p>A/R/I</p> <p>R/I</p> <p>A/R/I</p>
Other		
Ability to meet the travel requirements of the post.		A

National Qualification Framework

The three regulatory authorities have updated the National Qualifications Framework for England, Wales and Northern Ireland as part of a review of regulatory arrangements. (The three regulatory authorities are QCA, ACCAC and CCEA).

The NQF is designed to help with career progression and act as a guide to learners to make informed decisions about their training needs.

It aims to:

- promote access, motivation and achievement in education and training, strengthening international competitiveness
- promote lifelong learning by helping people to understand clear progression routes
- avoid duplication and overlap of qualifications while making sure all learning needs are covered
- promote public and professional confidence in the integrity and relevance of national awards.

The following table provides an indication of the new frameworks.

National Qualifications Framework	Framework for Higher Education Qualification levels (FHEQ)
8 Specialist awards	D (doctoral) doctorates
7 Level 7 Diploma Professional qualifications	M (masters) masters degrees, postgraduate certificates and diplomas
6 Level 6 Diploma Professional qualifications	H (honours) bachelors degrees, graduate certificates and diplomas
5 Level 5 BTEC HND	I (intermediate) diplomas of higher education and further education, foundation degrees, higher national diplomas
4 Level 4 Certificate	C (certificate) certificates of higher education
3 Level 3 Certificate (OND) Level 3 NVQ A levels	
2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C	
1 Level 1 Certificate Level 1 NVQ GCSEs Grades D-G	
Entry Entry Level Certificate in Adult Literacy	

The use of levels in the NQF is to indicate the generally comparable outcome of an award but does not indicate that different awards share purpose, content and outcomes.