



Job Description

Job Title:	Teacher of KS3 Vulnerable Learners (Fixed-term)				
School:	Benfield School				
Date:	September 2021	Status:	Final	Pay Range:	M/UPR
Responsible to:	AHT Quality Assurance, Monitoring & Training				
Responsible for:	Designated learning support staff				
Job purpose:	To be accountable for educational outcomes of learners who are identified as more vulnerable in Years 7 and 8 by contributing to transition arrangements. To contribute to the development, implementation and evaluation of an adapted KS3 curriculum, ensuring better outcomes for pupils with additional needs or barriers to learning.				

Main responsibilities

The following is typical of the duties the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar nature and level may be required from time to time.

General:

1. Carry out teaching duties in accordance with the school's Schemes of Learning, the National Curriculum and public examinations specifications.
2. Share the vision and values of the trust.
3. Fulfil the aims and objectives of the school.
4. Contribute to the transition processes for pupils entering KS3.
5. Teach Y7 and Y8 pupils with additional learning needs within a bespoke Foundation Curriculum.
6. Support pupils with a range of additional needs to enable their full or appropriate access to the school curriculum and develop independent learning.
7. Support colleagues in meeting the needs of pupils with additional needs and barriers to learning.
8. Work within the code of practice relating to Disability and Special Educational Needs.
9. Demonstrate ongoing development and application of teaching practice, expertise and subject, specialisms to enrich the learning experience.

Teaching and Learning Responsibilities

1. Contribution, development and evaluation of the foundation cohorts to provide an ambitious curriculum that meets the needs of the learners and improves outcomes.

2. Contribute to the development of an integrated trust-wide approach to support vulnerable learners.
3. Plan effectively in the short, medium- and long-term and prepare effective learning sequences to ensure coverage of the curriculum and the bespoke needs of learners are met. Plan and prepare homework and other out of class work.
4. Deliver lessons across a range of subjects.
5. Identify and adopt the most effective teaching approaches for vulnerable learners, including pupils with SEND, so as to provide consistently high-quality teaching.
6. Lead on the monitoring and evaluation of intervention programmes for pupils within the foundation cohort.
7. Develop plans of action, schemes of work and materials to support pupil progress and independence within the foundation curriculum.
8. Plan and review appropriate differentiation, interventions and units of learning to meet the needs of pupils.
9. Plan and deliver lessons and other learning activities in accordance with the school's Teaching and Learning Policy, ensuring that all pupils make progress towards clear learning objectives.
10. Liaise with primary schools and colleagues to ensure continuity of support and learning for pupils with SEND.
11. Work closely with teachers and learning support assistants in ensuring suitably differentiated resources and learning pathways are provided to challenge all pupils regardless of ability.
12. To contribute to the KS3 Literacy and Numeracy intervention programmes.

Assessment, Recording and Reporting

1. Set appropriately aspirational targets for pupil attainment based on prior data.
2. Collect and interpret specialist assessment data.
3. Contribute to the upkeep of data, reports and information systems such as Pupil Profiles, SIMS, SISRA for pupils accessing the foundation curriculum.
4. Update and support the Deputy Headteacher - Quality of Education, Deputy Headteacher - Quality of Behaviour for Learning and Assistant Headteacher with responsibility for Quality Assurance, Monitoring and Training on evaluating the effectiveness of foundation learning provision for vulnerable learners including pupils with SEND.
5. Identify resources needed to meet the needs of vulnerable learners including pupils with SEND and advise the Deputy Headteacher - Quality of Education, Deputy Headteacher - Quality of Behaviour for Learning and Assistant Head teacher KS3 of priorities for expenditure.
6. Assess work, in line with the school's Assessment Policy, on a regular basis.
7. Provide assessment reports when required within the school's assessment cycle and
8. Assist in carrying out suitable evaluation and analysis of examination results and

9. Liaise with individual parents on pupils' progress as necessary including attendance at consultation evenings.

Other Responsibilities

1. Establish a positive, purposeful and safe learning environment and develop positive relationships to support learners to manage their own behaviour constructively.
2. Give advice on the development and wellbeing of children and young people, if required.
3. Establish and maintain a consistent and supportive culture in line with the school's Behaviour Policy by establishing and maintaining a clear and positive framework for discipline and a supportive culture in line with the school's behaviour policy.
4. Effective deployment of support staff.
5. Attendance at transition curriculum meetings across feeder primaries and delivery of assemblies and workshops linked to transition KS2 to KS3.
6. Contribute to the wider school CPD programme, sharing knowledge and best practice regarding barriers to learning.
7. With lead staff, advise mainstream subject teachers on developing appropriate activities and interventions for foundation curriculum pupils.
8. To liaise with parents and, if required, other agencies.
9. Contribute to the school's timetabled enrichment programme.
10. Encourage all members of staff to recognise and fulfil their statutory responsibilities for vulnerable learners including pupils with SEND.
11. Contribute to training opportunities for learning support assistants and other teachers to learn about vulnerable learners including pupils with SEND.

Trust Responsibilities

1. Work to fulfil the vision and values of the trust.
2. Work to develop whole trust vision around transition.
3. Demonstrate the positive values, attitudes and behaviour expected from learners.
4. Assist in maintaining a healthy, safe and secure environment and act in accordance with the trust's health and safety policies and the school's/central team's health and safety procedures.
5. Promote and implement the trust's equality and diversity policy in all aspects of employment and service delivery.
6. Promote and safeguard the welfare of children s/he is responsible for, or comes into contact with, in accordance with the trust's safeguarding policy and the school's child protection policy and protocols.
7. Assist in ensuring the trust's responsibilities to protect personal data and to share information as a public authority are implemented effectively.

8. Participate in appraisal, training and development and other activities that contribute to performance management.
9. Attend and participate in regular team and 1:1 meetings.

