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## Job Description

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1. **Job Title:** Assistant Teacher / Learning Mentor
2. **Responsible to:** Head Teacher
3. **Responsible for:**
4. **Summary of duties & standards:**

### General Task Description

You will be required to work Monday-Friday during term time. Hours: 8.30am to 5.00pm with 1/2 hour Lunch break.

You will also be required to attend planning days and meetings at the end of term holidays.

### Teaching & Learning

- Monitoring attendance and punctuality of pupils
- Organising and implementing the Steiner Waldorf Curriculum and Equals -Moving On
- Organising and implementing the National Curriculum in Literacy and Numeracy according to p-scales and key stages.
- Teaching with a lively, rich and enthusiastic lesson delivery with multi-sensory strategies, embodying the curative educational ethos of the school
- Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies, and maintain IEP's behaviour management plans and risk assessments in line with the school's procedures and policy

### Relationships with children and young people

- Ensure pupils achieve their full educational potential and demonstrate positive values, attitudes and behaviour you expect from the pupils
- Implementing strategies and supporting pupils in self-esteem and confidence-building activities
- Listening to and helping pupils resolve a range of issues that are creating barriers to learning
- Drawing up agreed action plans with pupils, outlining the aims of the mentoring

### Frameworks

- Maintain an up to date knowledge and understanding of the professional duties of teachers;
- Work within the policies and practices of the school and contribute to the writing as required

### **Communicating and Working with others**

- Communicate effectively with pupils, colleagues, parents and carers conveying timely and relevant information about attainment, objectives, progress and well-being;
- Have a commitment to collaboration and co-operative working.
- To provide any reports required for pupils you work with such as those for Annual Reviews, Statements, Internal Reviews, pen pictures, general progress reporting, accreditation by their due date

### **Personal professional development**

- Improve practice and performance and take responsibility for identifying and meeting your professional development;
- Act upon advice and feedback from your Supervisor.

### **Assessment and monitoring**

- Know the assessment requirements and arrangements for the subject areas you teach;
- Know a range of approaches to assessment, including the importance of formative assessment;
- Ensure that B-Squared/ P levels/ assessment information for pupils is up to date to enable the Head of Education to statistically evaluate and monitor the progress of all pupils, and provide information that will support teaching to raise levels of attainment.

### **Subjects and curriculum**

- Have a secure knowledge and understanding of your subject areas to enable you to teach effectively across the age and ability range

### **Achievement and diversity**

- Understand how children develop and how progress is affected by a range of influences;
- Know how to make effective personalised provision for those you teach;
- Understand the roles of colleagues and the contributions they can make to the learning, development and well-being of pupils.
- Developing in advance of admission, implementing and up dating inclusion programmes in consultation with the Head Teacher

### **Health and well-being**

- Be aware of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of pupils, including school policies;
- Know how to identify potential child abuse or neglect and follow safeguarding procedures;
- Know how to identify and support pupils whose progress, development or well-being is affected by changes to their circumstances.
- To undertake risk assessments for individual students, activities and working areas
- To ensure the health and safety of students in line with the school's policy
- To ensure all accidents/incidents are recorded and reported by the end of a working day

### **Planning**

- Plan for progression across the age and ability range and design effective learning.
- To develop and implement medium and short term planning at least one week in advance of delivery

- Differentiate planning to meet the needs of pupils and reflect IEPs/ behaviour plans as appropriate
- Make sure all planning is available to Head Teacher at the beginning of term and to Senior LSA's at any given time.

### **Teaching**

- Use a range of teaching strategies and resources and build on prior knowledge;
- Adapt your language to suit the learner and demonstrate the ability to modify teaching to suit the stage of the lesson.
- To support and implement the Sheiling School, Thornbury Total Communication environment

### **Assessment, monitoring and giving feedback**

- Make effective use of range of assessment, monitoring and recording strategies;
- Assess learning needs and set challenging learning objectives;
- Provide pupils, colleagues, parents and carers with timely, accurate and constructive feedback on pupils' progress and areas for development.

### **Reviewing teaching and learning**

- Evaluate the impact of your teaching on pupils' progress, attainment and well-being, refining approach where necessary.

### **Learning environment**

- Establish a purposeful and safe learning environment conducive to learning and establish a clear framework for classroom discipline using the Waldorf principles, guidelines, structure and routine.
- To create displays within the learning environment which support learning and achievement.
- Ensure your Classroom has up to date educational display as well as creating a therapeutic environment.

### **Team working and collaboration**

- Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.
- To effectively deploy support staff to ensure optimum learning experiences for all pupils. This may include the sharing of planning; involving them in setting of targets, assessing and recording progress; creating resources and displays; undertaking therapy programmes with individual students; and contributing to the effective and creative running of the learning sessions.

### **Additional duties and responsibilities:**

- Attendance at regional meetings, conferences and workshops identified as central to the role.
- Attendance at Parents Days and workdays organised by the Teachers Group.
- Supporting Festivals and Events including Summer Fair and Christmas Market, which fall out of school hours.
- Attend planning days and spend time on getting your classroom clean and ready for the pupils before a new term starts.
- Ensure your Classroom is kept clean and tidy and left so at the end of each day.
- Performing with appropriate professional care any other tasks, duties and responsibilities within reason that further the aims and objectives of TCC (Thornleigh Camphill Communities,)





# Sheiling School Thornbury

## Person Specification – Assistant Teacher/Learning Mentor

	Essential	Desirable
<b>Education and Training</b> (Formal qualifications and relevant training)	<ul style="list-style-type: none"> <li>- Educated to Degree level in a relevant subject and/or education</li> <li>- Experience within a special SEN school/unit experience for a minimum of 2 years</li> <li>- Waldorf qualification and/or experience or willingness to learn and incorporate in practice</li> </ul>	<ul style="list-style-type: none"> <li>- QTS Status with a proven track record of teaching</li> <li>- Experience in a Camphill community and/or other Steiner institution</li> <li>- Willingness to obtain Waldorf qualification</li> </ul>
<b>Work Experience</b>	<ul style="list-style-type: none"> <li>- Previous experience with working with people with learning difficulties</li> <li>- Previous experience in managing challenging behaviour</li> <li>- Previous experience of holding a responsible position.</li> <li>- Previous experience of positive working relationships with colleagues.</li> <li>- Previous experience with writing reports.</li> <li>- Previous experience with supervising staff.</li> <li>- Previous experience of keeping and maintaining confidential records.</li> </ul>	<ul style="list-style-type: none"> <li>- Previous experience in an environment where ethos are inspired by philosophy articulated by Rudolf Steiner</li> <li>- Previous experience with working with children with severe learning difficulties, complex medical needs or challenging behaviour.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- Openness to the Educational principles articulated by Rudolf Steiner and Karl Konig</li> <li>- Awareness of Camphill principles</li> <li>- Knowledge and appreciation of Child Protection issues</li> </ul>	<ul style="list-style-type: none"> <li>- Practical knowledge of Curative Education, Waldorf Education or Steiner philosophy</li> <li>- Knowledge of the Every Child Matters Initiative</li> </ul>
<b>Skills, abilities and attributes</b>	<ul style="list-style-type: none"> <li>- Confident to meet difficult situations with a calm and mature response</li> </ul>	<ul style="list-style-type: none"> <li>- IT skills</li> <li>- Excellent organisation and planning skills.</li> </ul>

	<ul style="list-style-type: none"> <li>- Able to work with a variety of colleagues and professionals from different backgrounds as part of a team</li> <li>- Effective time management</li> <li>- Good communication skills</li> <li>- Good command of written and spoken English</li> <li>- Ability to write reports and monitor progress</li> <li>- Computer skills – use of MS Word, emails.</li> </ul>	<ul style="list-style-type: none"> <li>- Excellent command of written and spoken English</li> <li>- Highly motivated and able to manage and inspire team members to achieve set goals</li> <li>- Excellent decision making ability</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>- Genuine interest to work with children</li> <li>- Positive outlook to life in general</li> <li>- Healthy lifestyle, high energy levels</li> <li>- and a good attendance record</li> <li>- Ability to take responsibility and show initiative.</li> <li>- Good sense of humour</li> </ul>	<ul style="list-style-type: none"> <li>- Active personal development and personal leadership</li> <li>- Developed self-awareness</li> <li>- Flexible working approach</li> </ul>
<b>Additional requirements</b>	<ul style="list-style-type: none"> <li>- Suitable to work with vulnerable children</li> <li>- Full driving licence</li> </ul>	