



Job Description

- 1. Job Title:** 6th Form Teacher
- 2. Responsible to:** Head of Education, Assistant Head of Education
- 3. Responsible for:** Pupils, Assistant Teacher, Senior Learning Support Assistants and Learning Support Assistants

4. Role Summary:

To plan and deliver an appropriate Curriculum to all pupils in the given class group and potentially to a range of pupils across the school in the field of Horticulture.

To oversee and offer advice on Horticulture projects relating to the school as a whole.

To identify and address a broad range of emotional and learning needs, to provide effective teaching and to be responsible for creating a therapeutic, safe, stimulating and supportive learning environment that enables pupils to succeed to their fullest potential.

To identify and address the individual needs of pupils with demand avoidance and challenging behaviour who struggle to take part in conventional classroom learning with their peer group.

To provide effective teaching and be responsible for creating a therapeutic, safe, stimulating and supportive environment that enables a pupil to succeed in their learning.

To develop and maintain a suitable educational programme with flexibility and creativity in delivering teaching.

To provide support and guidance to children, young people and those engaged with them, by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve their potential.

5. Summary of duties & standards:

General Task Description

Teaching & Learning

- Monitoring attendance and punctuality of pupils
- Organising and implementing the Steiner Waldorf Curriculum where applicable and relevant accredited schemes.
- Organising and implementing Literacy and Numeracy programmes for a range of pupils including assessment and evaluation.
- Teaching with a lively, rich and enthusiastic lesson delivery (and with attention to multi-sensory strategies) in keeping with the Steiner/Waldorf 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, lesson planning, behaviour support and 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
- 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, procedures and agreed practice of the School and contribute to their development 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 for Annual Reviews, EHCPs, Internal Reviews, pen pictures, general progress reporting and accreditation by their due date

Personal professional development

- Ongoing self-evaluation in order to maintain good practice and performance, identifying strengths and weaknesses as a process of ongoing professional development;
- Act upon advice and feedback from your Supervisor.
- Attend training as required.

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 pupils 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 of Education

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 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 of Education 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, attaining 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 within pupil holidays.
- 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)



Person Specification

Job Title: 6th Form Teacher

	Essential	Desirable
Education and Training (formal qualifications and relevant training)	<ul style="list-style-type: none"> - Diploma or Degree level qualifications in Education or Teaching - First Aid qualification 	<ul style="list-style-type: none"> - 2 years of teaching experience - Curative Education diploma - Other Steiner based qualification - 3 Day at work First aid - Food Hygiene certificate
Work Experience	<ul style="list-style-type: none"> - Previous experience with working with people with learning difficulties. - Previous experience of leading horticultural projects. - Previous experience in managing challenging behaviour - Previous experience of holding a responsible position. - Previous experience of positive working relationships with colleagues. - Previous experience with writing reports. - Previous experience with supervising staff. - Previous experience of keeping and maintaining confidential records. 	<ul style="list-style-type: none"> - Previous experience in an environment where ethos are inspired by philosophy articulated by Rudolf Steiner - Previous experience with working with children with severe learning difficulties, complex medical needs or challenging behaviour. - Previous experience of holding a similar position in a residential special school.
Knowledge	<ul style="list-style-type: none"> - Openness to the Educational principles articulated by Rudolf Steiner and Karl Konig - Awareness of Camphill principles - Knowledge and 	<ul style="list-style-type: none"> - Practical knowledge of Curative Education, Waldorf Education or Steiner philosophy

	<p>appreciation of Child Protection issues</p> <ul style="list-style-type: none"> - Knowledge of Horticulture, Outdoor Learning and its benefits in managing education and behaviour 	
Skills, abilities and attributes	<ul style="list-style-type: none"> - Confident to meet difficult situations with a calm and mature response - Able to work with a variety of colleagues and professionals from different backgrounds as part of a team - Effective time management - Good communication skills - Good command of written and spoken English <p>Ability to write reports and monitor progress Good ICT skills</p>	<ul style="list-style-type: none"> - Advanced IT skills - Excellent organisation and planning skills. - Excellent command of written and spoken English - Highly motivated and able to manage and inspire team members to achieve set goals - Excellent decision making ability
Personal Qualities	<ul style="list-style-type: none"> - Genuine interest to work with children - Positive outlook to life in general - Healthy lifestyle, high energy levels and a good attendance record - Ability to take responsibility and show initiative. - Good sense of humour 	<ul style="list-style-type: none"> - Active personal development and personal leadership - Developed self-awareness <p>Flexible working approach</p>
Additional requirements	<ul style="list-style-type: none"> - Suitable to work with vulnerable children - Full driving licence 	