

## JOB DESCRIPTION

<b>POSITION:</b> KS3 Nurture Teacher	<b>SCALE:</b> MPS/UPS + SEN 1
<b>RESPONSIBLE TO:</b> Headteacher and Head of School	<b>RESPONSIBLE FOR:</b> Students in your charge
<b>IMPORTANT RELATIONSHIPS:</b>  Positive relationships with the following people are vital: <ul style="list-style-type: none"> <li>● Students</li> <li>● Parents</li> <li>● Colleagues               <ul style="list-style-type: none"> <li>○ across Malden Oaks School and Tuition Service</li> <li>○ in mainstream schools</li> <li>○ in AfC (including workers from EWS, EPS and Social Services)</li> </ul> </li> <li>● Management Committee</li> </ul>	

## MAIN PURPOSE OF JOB

<b>Class Teacher</b>
<ol style="list-style-type: none"> <li>1. Build positive effective relationships with students in your class.</li> <li>2. Support positive peer relationships.</li> <li>3. Personalise learning to each student's individual needs to ensure good progress.</li> <li>4. Ability to teach all subjects of the curriculum</li> <li>5. Support students in developing in each of The 4 As; Attachment, Achievement, Altruism and Autonomy.</li> <li>6. A willingness to understand behaviour as a form of communication and work to understand what the student may need.</li> <li>7. Demonstrate a good understanding of SEN needs, primarily SEMH needs.</li> </ol>



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8. Support students in preparing to move to their next placements.

## MAIN RESPONSIBILITIES OF JOB

CURRICULUM
<ul style="list-style-type: none"><li>• To teach students according to their individual needs, having regard to the requirements of the National Curriculum and acknowledging areas of personal experience and expertise</li><li>• To provide for the specific needs of students in cooperation with the whole staff team</li></ul>
STUDENTS
<ul style="list-style-type: none"><li>• To support links with mainstream schools as appropriate</li><li>• To be able to teach in a small group setting of up to five students.</li><li>• To form positive attachments with all students</li><li>• To understand that students may have trauma or attachment needs and require a more personalised and flexible learning experience while still maintaining high expectations.</li><li>• To work within the framework of the SEN Code of Practice</li><li>• To maintain accurate records of student progress and assessment</li><li>• To ensure that students are properly supervised at all times on site</li></ul>
PARENTS and CARERS
<ul style="list-style-type: none"><li>• To foster close supportive links between parents and carers and Malden Oaks through regular texts and weekly phone calls home.</li></ul>

- To coordinate regular half-termly review meetings for all students to include parents, carers, Education Welfare Officers and representatives of Social Services and of other agencies as appropriate
- To involve parents and carers in the target setting included in students' meeting notes.

#### **OTHER RESPONSIBILITIES**

- To attend/chair reviews on individual students as required.
- To keep up to date with SEN developments and procedures by attending any relevant INSET.
- To undertake any other duties that may reasonably be required.

Teachers may be deployed to work at any Malden Oaks venue or outreach location within Kingston and Richmond Local Authorities.

All teachers are expected to adhere to the Teachers' Standards (2012) as set out overleaf.

#### **PREAMBLE**

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

#### **PART ONE: TEACHING**

**A teacher must:**

##### **1 Set high expectations which inspire, motivate and challenge students**

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.



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## **2 Promote good progress and outcomes by students**

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

## **3 Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

## **4 Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

## **5 Adapt teaching to respond to the strengths and needs of all students**

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
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- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support these.

## **6 Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

## **7 Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

## **8 Fulfill wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs



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- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

*"This authority is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment."*

Prepared by: ..... Date: .....

Agreed by: ..... Date .....



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## **Person Specification: KS3 Nurture Teacher (Malden Oaks)**

	<b>Essential</b>	<b>Desirable</b>
<b>(1) Qualifications</b>	(a) A relevant degree. (b) Qualified teacher status	
<b>(2) Experience</b>	(a) At least 3 years' experience of teaching KS2 and/or KS3 students in a mainstream school. (b) Experience of teaching students with social, emotional and mental health needs.	Teaching experience in a mainstream secondary school
<b>(3) Knowledge and Abilities</b>	(a) Ability to motivate and encourage students, promoting high standards and quality delivery. (b) Clear knowledge and understanding of the current requirements for teaching English, Maths, PSHE and Humanities. (c) Excellent communication and organisational skills.	Ability to use iCT effectively, including google functions