



JOB DESCRIPTION

School Name	Burnside Secondary Pupil Referral Unit
Job Title:	Teacher of Science
Reports to:	Head Teacher & Senior Leadership Team
Scale:	MPS plus Outer London weighting plus SEN 1

Role Summary:

1. To support, develop and enrich the aspirational culture and ethos of the Burnside vision for 2023 onwards. Show that you have the motivation and drive to be part of our high performing and ambitious curriculum structure.
2. To demonstrate a growth mindset and enable pupils to develop positive holistic attitudes and confidence in themselves and their abilities to have a successful and enriched future.
3. To work with staff at all levels across the school and with pupils to ensure that provision is tailored, challenging and motivating, thereby enabling them to strive and achieve holistic success targets.
4. To teach pupils at Burnside within the framework of the National Curriculum and to carry out the professional duties of a teacher in accordance with the Education Act 1987 and the conditions of employment as defined in the latest School Teachers Pay and Conditions document.
5. Flexibility in teaching and demonstrating a creative approach to finding innovate solutions to inspire a thirst and hunger for learning in every individual.
6. Producing active learning that is transferable and highly relevant to individuals so that they get hooked and become leaders of their own progress

and learning. Infect them with a passion for learning that goes beyond their time at Burnside Secondary.

7. To work with colleagues within the Hawkswood Group and in other educational provisions to ensure holistic, smooth and highly effective transition in next steps so that no time is lost.
8. To work collaboratively with others across the Hawkswood Group to participate in learning and CPD hubs across the provisions and within the borough, in a real team 'family' approach to coaching and development.
9. To be a pro-active and solutions focused member of the team. Someone who will enrich and build so that all can achieve together in a success culture.
10. To carry out other associated duties which are reasonably requested by the Head of Burnside School.
11. To support and contribute towards all internal systems to measure and enable three levels of achievement (Safeguarding, Wellbeing and Progress).

MAJOR TASKS

The professional duties shall include:-

1. **Attitudes and Skills to Promote Teaching and Learning**
 - 1.1 Planning and preparing differentiated courses, schemes of work and lessons that show challenge, high expectations and the ability to connect from pupil starting points to enable each pupil to make at least expected progress and rapid catch-up where appropriate in relation to age related expectations.
 - 1.2 To instigate and develop an innovative and inclusive approach to English that will stimulate all students to engage and achieve their full potential.
 - 1.3 Teaching pupils according to their specific educational needs including the setting and marking of their work that will motivate, inspire and build their confidence.
 - 1.4 Evaluating the design and delivery of the curriculum for English; continuously striving to improve all aspects; making sure that innovative and appropriate approaches to learning are made available to pupil with specific learning needs.
 - 1.5 Assessing, recording and reporting on the development, progress and attainment of pupils. The ability to use tracking data to adapt, review and deliver strategies to enable successful outcomes for every pupil.

- 1.6 To ensure that appropriate arrangements are made for any external accreditation entries and statutory requirements.
- 1.7 To keep informed of whole school policies and to play an active role and positive role in implanting them.
- 1.8 The proven attitude and skills to enable, nurture and build a growth mindset and resilience in each individual.
- 1.9 To teach individuals – not curriculum subjects. To draw out the strengths and release potential in order to prepare pupils with the values, attitudes and habits needed for a successful future.
- 1.10 Ability to sustain a consistently flexible approach and mindset; to do what is needed and be a team player supporting and enabling others to thrive. An active team approach to achieving success.
- 1.11 Willingness to support Citizenship and British Values in an active ‘real’ and innovate way that is not from a text book. Demonstrating those values as a positive role model for others so that pupils see and not just ‘hear’ what you teach them: mutual respect; tolerance; justice and democracy.
- 1.12 Willingness to work across Hawkswood and support other provisions when reasonably requested. Demonstrate attitude of collaboration and group support.

2. Other Activities

- 2.1 Promoting the general progress of pupils across the curriculum with a holistic mindset of the idea of ‘curriculum’. To take responsibility for the emotional health and well-being of individual pupils and of any class or group of pupils assigned. To work alongside other professionals in a team approach to using consistent and highly personalised strategies for individuals.
- 2.2 Working alongside Learning Support Assistants to share and contribute to provision that suits each child’s needs. Providing guidance and advice to pupils on educational, safeguarding, employability, SMSC and social matters and on their progress towards meeting at least expected progress in the three areas of: safeguarding, wellbeing and academic progress.
- 2.3 Making accurate records of pupil progress, strengths and development needs, reporting on the personal and social needs. Importantly, using this information to drive learning and enable progress.

- 2.4 Participate in staff meetings, parent meetings, and community events as part of the staff team.
- 2.5 All staff are expected to work as a whole school team towards the School Development Plan objectives, participate in the school's monitoring and Self Evaluation process with a spirit of mutual professional respect and to foster a positive school climate in which all are supported to thrive and learn.
- 2.6 Demonstrate strong emotional intelligence and a caring, genuine approach when communicating and consulting with the parents, staff and wider stakeholders.

3 Assessment and Reports

- 3.1 Provide high quality individualised and useful oral and written assessments, developmental reports and references relating to individual pupils and groups of pupils.

4. Educational Methods

- 4.1 Ability and flexibility to create, adapt and deliver high quality, challenging but accessible learning to capture and harness enthusiasm and build confidence and a growth mindset. Select and prepare a variety of appropriate teaching materials and strategies that support accurate assessment and deliver progress. A belief that everyone can achieve and experience success despite barriers.

5. Discipline, Health and Safety

- 5.1 Maintaining effective order and discipline among the pupils and safeguarding their health and safety both on the school premises and when they are engaged in authorised activities elsewhere. Relationship and ability to connect and value each child is fundamental. Pupils need to know you care and 'forget' so that each day is a fresh opportunity. Consistency and a team approach is fundamental.

6. Staff Meetings

- 6.1 Participate in staff meetings, Hawkswood hub and Borough focus groups relating to the curriculum, administration and general organisation of the school. Willingness to lead and participate constructively in staff meetings to share ideas and good practice examples that deliver results for individuals.

7. Professional Development

- 7.1 Participate in continued training and professional development activities to refresh and develop skills and attitudes needed to be a successful facilitator of learning at Hawkswood Therapeutic.
- 7.2 Carry out regular review of teaching methodology and programmes of work.
- 7.3 To complete and demonstrate high levels of safeguarding and keep updated on all related policies and safe practice.
- 7.4 To participate in performance review, appraisal and development procedures.

8. Equal Opportunities

- 8.1 Promote equal opportunities within the school and to seek to ensure the implementation of the Authority's and the Hawkswood Group Equal Opportunities Policy.

The above mentioned duties are neither exclusive or exhaustive and the post holder may be required to carry out other duties as required.

PERSON SPECIFICATION

English Teacher (Key Stage 3 & 4 Transition, Areas of Attainment, Safeguarding, Wellbeing & Progress)

Person specification	Essential	Desirable
1. <u>QUALIFICATIONS</u>		
1.1. Degree or other relevant qualification	√	
1.2. Qualified Teacher Status (or willingness to participate in gaining QTS while working as an instructor)	√	
1.3. Evidence of commitment to continuing professional development	√	
1.4. A growth mindset attitude	√	
2. <u>EXPERIENCE</u>		
2.1. Evidence of successful teaching experience.	√	
2.2. Evidence of being a positive member of a team and enabling others to succeed.	√	
2.3. Evidence of maintaining positive relationships with diverse groups and individuals.	√	
3. <u>KNOWLEDGE, SKILLS and APTITUDE</u>		
3.1. Understanding of the National Curriculum, GCSE and Functional Skills courses and how to engage individuals with lessons that are relevant and hook them into learning.	√	
3.2. Ability to promote aspiration and a thirst for learning in a multi-cultural environment, valuing difference and inclusion.	√	
3.3. Ability to develop positive links and relationships within Burnside, the Hawkswood Group and with the local community and a range of professionals.	√	
3.4. Understanding of effective classroom organisation, planning to meet individual needs and record keeping.	√	

<p>3.5. Pride and care demonstrated by role modelling a high quality attitude to the classroom or learning environment.</p> <p>3.6. Understanding and skill in sustaining strong effective systems of behaviour management</p> <p>3.7. Ability to motivate and stimulate pupils with a love of transferable learning</p> <p>3.8. Ability to effectively assess and report on the development, progress and attainment of pupils (Safeguarding, Wellbeing and Progress).</p> <p>3.9. Ability to teach pupils according to their specific educational, emotional and social needs so that they can excel and make at least expected progress given their starting points and potential.</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	
<p>4. <u>PERSONAL ATTRIBUTES</u></p>		
<p>4.1. Effective oral and written communication skills</p>	<p>√</p>	
<p>4.2. Good team player</p>	<p>√</p>	
<p>4.3. Support constructive contributors.</p>	<p>√</p>	
<p>4.4. Excellent punctuality and attendance</p>	<p>√</p>	
<p>4.5. Ability to deal sensitively with people, resolve conflicts and remaining calm under pressure</p>	<p>√</p>	
<p>4.6. Commitment to the highest standards of behaviour, learning and progress for our pupils; promoting Hawkswood impact measures of safeguarding, academic achievement and emotional wellbeing.</p>	<p>√</p>	
<p>5. <u>OTHER JOB SPECIFIC REQUIREMENTS</u></p>		
<p>5.1. Commitment to the Council's Equal Opportunities Policy and acceptance of responsibility for its practical applications</p>	<p>√</p>	
<p>5.2. Ability to use a variety of sources and methods of communication and to obtain information, including information technology.</p>	<p>√</p>	
<p>5.3. Commitment to the Hawkswood Group's vision and values</p>	<p>√</p>	

<p>and an ability to model the behaviours explicit in our values and beliefs. Proven flair and interest in delivering ambitious outcomes for every child through quality first teaching and an effective quality assurance cycle that delivers to make vision a reality for all</p>	<p>√</p>	
<p><u>QUALITY AND EQUALITY</u></p>		
<p>1.1. Commitment to the Hawkswood Group’s equal opportunities policy and acceptance of responsibility for its practical application</p>	<p>√</p>	
<p>1.2. A personal and professional commitment to promote quality, equality and community cohesion within the service and in the provision of services.</p>	<p>√</p>	
<p>DISQUALIFYING FACTORS</p>		
<p>Indication of sexist, racist or anti-disability attitudes or any other attitudes inconsistent with the Hawkswood Group’s equal opportunities policy.</p>		