



JOB DESCRIPTION

TEACHER (PE)

JOB PURPOSE	<ul style="list-style-type: none"> To be responsible for the teaching, learning and achievement of all students, ensuring equitable access to high-quality education and promoting high standards of attainment, behaviour and conduct. To build respectful, professional relationships with students and work collaboratively with parents, colleagues, Members (also known as Governors and external agencies in the best interests of pupils. To support and contribute to the school's three-tier pathways model (core, turnaround and outreach), adapting teaching and provision to meet pupils' needs, including supporting reintegration, transition and engagement pathways. To contribute to the school's vision, ethos and improvement priorities, while operating within statutory frameworks, including the Teachers' Standards and School Teachers' Pay and Conditions, and promoting the safeguarding and welfare of all students.
RESPONSIBLE TO:	Headteacher
WORKING HOURS:	1265 hours per annum in line with the School Teachers' Pay and Conditions Document.
SALARY GRADE:	MPS – UPS, SEN Minimum Allowance and pension benefits.

PRINCIPAL RESPONSIBILITIES

All teachers are required to fulfil the duties set out in the current School Teachers' Pay and Conditions Document and have due regard to the Teachers' Standards. Performance will be assessed against the Teachers' Standards as part of the appraisal process, in line with the expectations of the role within the school.

TEACHING

- Have a secure knowledge of our Teaching and Learning approach, policy and procedures, implementing these consistently and effectively.



TEACHING (CONTD.)

- Deliver an engaging, personalised curriculum that supports positive behaviour and reduces disengagement.
- Use therapeutic, trauma-informed approaches to support engagement, regulation and learning behaviours.
- Have a deep and secure understanding of the subjects you teach and the way in which students learn and apply this to your planning and teaching.
- Adapt teaching strategies in line with the school's three-tier model (core, turnaround and outreach).
- Consistently deliver high quality teaching that meets the needs of all learners.
- Deliver the curriculum as relevant to the age and ability/groups/subjects that you teach, in line with curriculum plans adapted appropriately for your students.
- Plan and prepare learning, resources and curriculum content to meet pupil needs.
- Be accountable for the attainment, progress and outcomes of the students you teach.
- Be aware of students' capabilities and needs, their prior knowledge and plan teaching appropriately to build on these, demonstrating knowledge and understanding of how students learn.
- To liaise with the therapeutic practitioners to ensure a holistic approach to learning is provided.
- Have a clear understanding of the needs of all students including those with special education needs and be able to use, evaluate and adapt distinctive teaching approaches to engage and support them.
- To contribute to EHCP reviews for pupils in your class/es.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, including the correct use of spoken English.
- Record and use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for students of all backgrounds and abilities, monitoring students' progress and levels of attainment.
- Make accurate and productive use of assessment to secure students' progress.
- Give students regular feedback, both orally and through accurate marking and encourage students to respond to the feedback, reflect on progress and to take a responsible and conscientious attitude to their own work and study.
- Use relevant data to monitor progress, set targets and plan subsequent lessons.
- Set study work and plan other out of class activities to consolidate and extend the knowledge and understanding students have acquired as appropriate.
- Participate in arrangements for examinations and assessments within the remit of the School teachers pay and conditions document.
- Promote pupil attendance, engagement and re-engagement in learning.
- Plan and prepare pupils for reintegration, supporting readiness through targeted academic, social and emotional development.
- Contribute to transition and pathways planning, including the preparation of reports, evidence and documentation to inform placement decisions and next steps.
- Work collaboratively with schools, external settings and professionals, ensuring continuity of provision and successful transitions for pupils.
- Provide structured reintegration support, including phased approaches and ongoing monitoring of pupil progress and engagement following transition.
- Liaise with families and professionals to ensure a coordinated, consistent and supportive approach to reintegration and transition.
- Support pupil pathways through targeted internal provision and reintegration support, enabling pupils to successfully transition to mainstream or their next stage of education.

BEHAVIOUR AND SAFETY

- Establish a calm, safe and inclusive learning environment where all students feel respected, valued and supported to engage positively.
- Manage behaviour using therapeutic, trauma-informed and relational approaches, including proactive use of de-escalation strategies.
- Build and maintain trusting, professional relationships with students, responding calmly, consistently and proportionately, and taking appropriate action to maintain safety.
- Support restorative approaches to repair relationships following incidents.
- Act as a positive role model, demonstrating regulated, respectful and professional behaviours that reflect the school's values.
- Maintain high expectations of behaviour, supporting students to develop self-regulation, responsibility and independence over time.
- Follow all school policies and procedures, including those relating to intimate care, ensuring dignity, safety and consistency in practice.
- Promote and safeguard the welfare of all students, recognising behaviour as communication and raising any concerns in line with safeguarding procedures, including referral to the Designated Safeguarding Lead (DSL).
- Maintain awareness of risk and contribute to safeguarding and risk assessment processes.

PROFESSIONAL BOUNDARIES

- Maintain high standards of professionalism, demonstrating full regard for the school's ethos, policies and practices, and act as a positive role model, including strong attendance and punctuality.
- Maintain confidentiality at all times in respect of school-related matters.
- Engage in professional development and contribute positively to the wider life of the school.
- Undertake any other reasonable duties as directed.

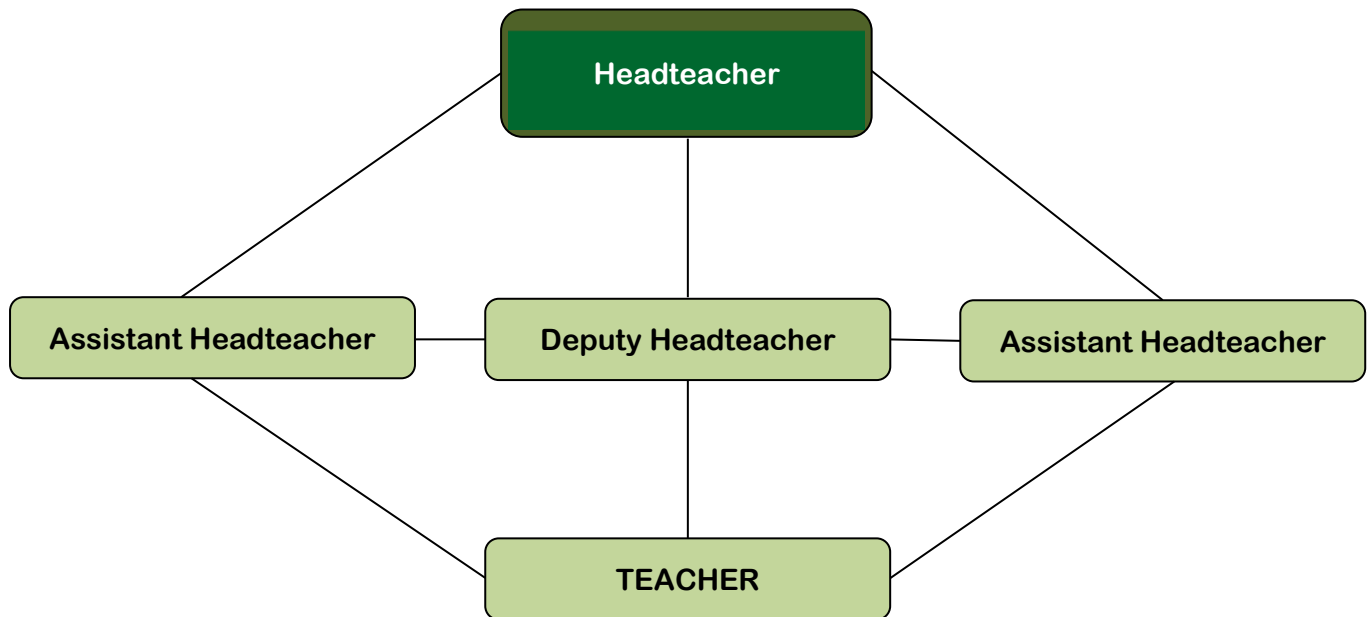
TEAM WORKING AND COLLABORATION

- Participate in meetings and CPD to support pupil outcomes and school priorities.
- Work as part of a multi-disciplinary team, including pastoral, therapeutic and external professionals.
- Fulfil the role of tutor and support pupils' personal development.
- Contribute to the review and development of curriculum, organisational and pastoral provision.
- Provide cover for absent colleagues in line with the School Teachers' Pay and Conditions Document.

WIDER PROFESSIONAL RESPONSIBILITIES

- Work collaboratively with others to develop professional relationships.
- Communicate effectively with parents using School processes as appropriate.
- Communicate and cooperate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the School
- Participate in and carry out administrative and organisational tasks within the remit of the current School Teachers Pay and Conditions document.
- Regularly review the effectiveness of your teaching and assessment procedures and its impact on students' progress, attainment and wellbeing refining your approaches where necessary responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through independently seeking and engaging in appropriate professional development and by participating fully in training and development opportunity identified by the School or as an outcome of your appraisal.

ORGANISATION CHART



DIMENSIONS:

Supervisory Management: Classroom support staff.

Physical Effort: The role will involve some lifting and first aid. **Financial/HR Resources:** None.

Physical Resources: Computer, computer systems and other officer equipment, Health and Safety equipment, First Aid Equipment.

Other: N/A

Working Environment: School based.

CONTEXT:

All teachers are part of a whole School team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focusing on the needs of colleagues, parents/carers and students and being flexible in a busy pressurised environment.

SAFEGUARDING

ACE is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (previously CRB).

The Job-holder will ensure that Luton Borough Council's and PRU's policies are reflected in all aspects of their work, in particular those relating to;

- (i) Safeguarding and Child Protection
- (ii) Equal Opportunities
- (iii) Health and Safety
- (iv) Data Protection Act (2018)

DISCLOSURE & BARRING SERVICE (DBS) AND DISCLOSURE OF CONVICTIONS:

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

It is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore candidates invited to interview will be required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020).

The information you provide will be treated as strictly confidential and will be considered only in relation to the job for which you are shortlisted.

Questions may be asked of anyone who has ever had a criminal history during the recruitment process.

For posts working with children, young people or vulnerable adults, a Disclosure & Barring Service (DBS) check is requested. This check will be cross referenced against the Adults and Children's Barred Lists.

These lists contain details of people deemed unsuitable to work with children or vulnerable adults.

All jobs requiring these checks will be identified on the job description.

Offers of employment will be subject to the receipt of satisfactory checks which will include a check with the Disclosure & Barring Service (DBS). Note, it is an offence to apply, offer or accept any work with children (paid or unpaid) if disqualified from working with children.

The information provided will be confidential and not passed onto unauthorised persons or organisations. However, we are under a duty to protect public funds, and to this end may use the information you have provided for the prevention and detection of fraud. We may also share this information with other bodies responsible for auditing or administering public funds for these purposes.

ADDITIONAL INFORMATION

The Job Description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.

PERSON SPECIFICATION

TEACHER (PE)

This acts as selection criteria and gives an outline of the types of person and the characteristics required to Do the job.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria

	Essential Criteria	Desirable Criteria
Education and Training	<ul style="list-style-type: none"> ● Qualified Teacher Status (QTS) ● Degree or equivalent. ● Evidence of on-going CPD. ● Knowledge of child protection and safeguarding issues. 	<ul style="list-style-type: none"> ● Specialist qualifications in relation to SEND ● Evidence of successful performance management. ● Training in safeguarding, inclusion, alternative provision and/or reintegration practice. ● DSL training.
Relevant Experience	<ul style="list-style-type: none"> ● Teaching for at least 2 years. ● To have a working understanding of pedagogy and classroom management skills ● Has experience of planning, assessing and implementation of plans at KS3 and KS4. ● Demonstrates a secure understanding of PE and ability to deliver high-quality teaching ● Working with SEN children within a mainstream setting. ● Demonstrable experience of delivering ● High-quality teaching with positive outcomes for pupils with SEN and/or SEMH needs. ● Experience of supporting pupil reintegration, transition or alternative provision pathways, including working towards successful placement outcomes. 	<ul style="list-style-type: none"> ● Experience working with children with Special Educational Needs and / or vulnerable groups within a special School, working within a PRU or alternative provision setting. ● Experience working with students with SEMH needs or complex vulnerabilities. ● Experience working with external agencies.
Skills and Abilities	<ul style="list-style-type: none"> ● Demonstrates the ability to plan and deliver engaging, personalised learning that promotes positive behaviour, engagement and strong pupil outcomes. ● Demonstrates the ability to promote pupil engagement, attendance and positive outcomes ● Application of therapeutic, trauma-informed and relational approaches to behaviour and learning 	<ul style="list-style-type: none"> ● Specific subject specialist training or experience at KS3 and KS4.

	Essential Criteria	Desirable Criteria
	<ul style="list-style-type: none"> • Builds and maintains positive, professional relationships with pupils, including those with complex needs. • Works effectively as part of a multi-disciplinary team, contributing to holistic pupil support and outcomes. • Uses assessment and data effectively to monitor progress, inform planning and improve outcomes • Communicates clearly and effectively with a range of stakeholders, including colleagues, parents/carers and external professionals. • Demonstrates the ability to promote pupil attendance, engagement and re-engagement in learning. • Contributes to the support and development of colleagues and works collaboratively to improve practice. • Applies IT systems effectively to support teaching, assessment and communication. 	
Equality Issues	<ul style="list-style-type: none"> • Committed to equality, diversity, inclusive and safeguarding in education. • Ability to work sensitively with diverse families. • Able to recognise discrimination and take action within the policies and procedures of the school and the funding agency. • Possess an understanding and / or experience of cultural and religious issues, which may affect upon childcare and education. 	<ul style="list-style-type: none"> • Experience supporting students with complex cultural or socio-economic barriers.
Specialist Knowledge	<ul style="list-style-type: none"> • Strong understanding of SEND, SEMH and the impact on learning, behaviour and engagement. • Knowledge of behaviour management techniques, aligned to therapeutic and relational practice, and the impact of high quality teaching and learning on behaviour • Knowledge of the SEND Code of Practice. • Demonstrates the ability to apply safeguarding procedures in practice, including recognising risk, responding appropriately and escalating concerns. 	<ul style="list-style-type: none"> • Specialist qualifications i.e. Team Teach • Demonstrate knowledge and understanding of children with emotional and mental health difficulties.
Personal / Professional Attributes	<ul style="list-style-type: none"> • Demonstrates high standards of professional communication, including accurate and fluent spoken English. • Demonstrates a strong commitment to securing the best possible outcomes for all pupils. • Upholds a clear commitment to safeguarding, inclusion and the wellbeing of all pupils. • Maintains high levels of integrity, professionalism and accountability in all aspects of practice. 	

	Essential Criteria	Desirable Criteria
	<ul style="list-style-type: none"> • Demonstrates emotional resilience, remaining calm, regulated and effective when working under pressure. • Maintains high expectations of pupils' behaviour, engagement and achievement. • Shows a commitment to ongoing personal and professional development. • Demonstrates flexibility and adaptability, responding effectively to the needs of pupils within an evolving provision model. • Demonstrates the ability to make a positive contribution to the wider life and ethos of the school, including teamwork and development of provision. 	
Other Requirements	<ul style="list-style-type: none"> • Demonstrate and uphold the core values and ethos of the school. • Commitment to equality and diversity in the workplace. • Commitment to safeguarding, child protection and promoting the welfare of children. • Flexibility in working arrangements when required. • Willing to undertake training and development activities. • Willingness to adjust working arrangements to suit the changing needs and demands of the School (occasional). 	

The Jobholder will ensure that the school's policies are reflected in all aspects of their work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.