

JOB DESCRIPTION and PERSON SPECIFICATION

ACADEMY: Venn AP - Outreach **REPORTING TO:** Head of School

GRADE: Teachers Main Scale Pay 1-6

JOB TITLE: Outreach Teacher **DATE PREPARED:** March 21

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all customers and colleagues in a fair and respectful way, which gives positive regard to people’s differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Equal Opportunities in Employment Policy adopted by the Trust.

PURPOSE:
 To provide a high quality Outreach behaviour support service to mainstream schools and settings to develop their SEND provision
 To work with schools and learners to promote inclusive teaching and learning, and to reduce fixed and permanent exclusions

The Job Description should be read alongside the range of professional duties of Teachers as set out in the Teachers’ Pay and Conditions Document. The post holder will be expected to undertake duties in line with the professional standards for qualified teachers.

PRINCIPAL ACCOUNTABILITIES:
Please note decision making must be included within the Principal Accountabilities

- Teaching and Pupil Learning**
- Uphold all elements of the Teachers’ Standards and its component parts.
 - Ensure professional knowledge is kept up to date, including by training
 - Demonstrate a strong understanding of positive behaviour management strategies
 - Demonstrate a strong understanding of factors that influence a young person’s behaviour
 - Support teachers to adapt their teaching to more inclusive methods
 - Create resources to promote independence and self-regulation
 - Write high quality reports on individual learners and classes
 - Work collaboratively with a range of external professionals as part of a team
 - Provide teaching and support within the PRU setting to aid in the transition of pupils as needed.

	<p>Planning and Setting Expectations</p> <ul style="list-style-type: none"> • Identify pupils who have special educational needs and assist mainstream SENCO to gain help in order to give positive and targeted support. • Provide, when required, advice and guidance to support the completion of a request for an EHCP needs assessment. • To work alongside school staff offering practical support and advice on planning for individual pupils. • Plan and deliver high quality bespoke support packages to individual learners • Design and support implementation of bespoke recommendations to reduce a learner's risk of exclusion • To develop a planned, programme of advice and training for staff on providing for pupils with Social, Emotional and Mental Health difficulties. • Provide personalised support, reviewing the learning environment and problem solving around the child.
	<p>Assessment and Evaluation</p> <ul style="list-style-type: none"> • Understand the demands expected of pupils in relation to the National Curriculum at Key Stages. • Make accurate and productive use of assessment to give a pen portrait of where the pupil is at, what difficulties they have and how this is presenting in school.
	<p>Additional Duties</p> <ul style="list-style-type: none"> • Attend meetings as required by the organisation, in line with School Teachers' Pay and Conditions • Support the delivery of training as required • Prepare reports on a regular basis for schools and other professionals • Contribute to the formal assessment of children with special educational needs by providing specialist advice and reports as requested. • To liaise as necessary with schools over the transfer of pupils with Social, Emotional and Mental Health difficulties. • Contribute to team support, supervision and development processes/opportunities in order to share experience and skills consistent with maintaining a reflective practice culture within the Outreach team.
	<p>Relationship with Parents and the Wider community</p> <ul style="list-style-type: none"> • To foster positive relationships between parents, carers and schools • Undertake home visits • Where appropriate, to provide advice to parents on the educational implications of Social, Emotional and Mental Health difficulties and to offer guidance on how parents might best support their child's progress and development. • investigate local community assets to support family.

	<p>Manage Own Performance and Development</p> <ul style="list-style-type: none"> • Make efficient use of time, organising diary and keeping it on the online system • Take responsibility for their own professional development and to keep abreast of research and developments of strategies, teaching approaches and materials appropriate to the teaching of pupils with Social, Emotional and Mental Health difficulties, ASD, ADHD and Attachment Difficulties • Share corporate responsibility for the implementation of school policies and practices. • Set a good example to the schools they are visiting in their presentation and their personal conduct. • Evaluate their own outreach teaching critically and use this to improve their effectiveness
	<p>Managing and Developing Staff and Other Adults</p> <ul style="list-style-type: none"> • Establish effective working relationships with professional colleagues including, where applicable, associate staff. • Taking such part as may be required by the Head of School in the review, development and management of activities relating to outreach KPIs. • Advise and co-operate with the Head of School and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment.
	<p>Managing Resources</p> <ul style="list-style-type: none"> • Select and make good use of ICT and other learning resources which enable outreach objectives to be met.
	<p>General duties:</p> <ul style="list-style-type: none"> • To share in the corporate responsibility for the well-being and discipline of all pupils. • To maintain positive relationships with the parents and carers of the children. • Demonstrate an active contribution to the policies and aspirations of the outreach service and the school. • To be responsible for your own safety and that of others. • Demonstrate commitment to, and responsibility for, own professional development. • Demonstrate knowledge and understanding and take account of wider curriculum developments which are relevant to their work. • To promote and safeguard the welfare of children and young persons in accordance with the Safeguarding Children in Education under the provisions of the Education Act 2002 Section 175

GENERAL:

1. The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.
2. The above duties may involve having access to information of a confidential nature, which may be covered by the Data Protection Act. Confidentiality must be maintained at all times.
3. The post holder must be flexible to ensure the operational needs of the outreach service and school are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the school.
4. To promote the school's Equal Opportunity Employment policy.
5. The Health and Safety at work etc Act (1974) and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the post holders responsibility to take reasonable care for the Health, Safety and Welfare of him/herself and other employees in accordance with legislation and the school's Safety Policy and programme. Specific details are outlined in the Departmental Safety Policy.
6. Where the post holder is disabled, every effort will be made to supply all the necessary employment aids, equipment or adaptations to enable him/her to perform the full duties of the job. If, however, a certain task proves to be unachievable then the job redesign will be given full consideration.

CONTEXT:

The academy and the Trust have a strong commitment to developing a positive culture of high standards, expectations, achievements and meeting individual student needs and aspirations.

The school's contribution to pupils and community development will be pivotal in achieving academy and the Trust ambitious objectives in increasing Social Inclusion within the City.

DIMENSIONS:

All sections should be completed – if there aren't any state 'none'

1. Responsibility for Staff:

To support Teaching Assistants who may be assigned to Steps to Success.

2. Responsibility for Customers/Clients:

To share corporate responsibility for the wellbeing and discipline of pupils.

To maintain positive relationships with clients, parents and carers of the children.

To be responsible for your own safety and that of others.

3. Responsibility for Budgets:

Help ensure expenditure is targeted and spent appropriately to support any priorities.

4. Responsibility for Physical Resources:

Monitor and oversee resources.

WORKING RELATIONSHIPS:

All sections should be completed – if there aren't any state 'none'

1. Within Service Area/Section:

Ability to establish good professional relationships and effective working relationships with a range of partners colleagues and pupils at a variety of levels.

2. With Any Other Trust Areas (where applicable)

Collaborate with other agencies in providing for the educational, intellectual, spiritual, moral, social and cultural wellbeing of the students and their families.

3. With External Bodies to the School

Collaborate with other agencies in providing for the educational, intellectual, spiritual, moral, social and cultural wellbeing of the students and their families.

ORGANISATION CHART:

Executive Headteacher

Head of School

Assistant Headteachers

Teachers

Support Staff

	<i>Tick relevant level for each category</i>						Supporting Information (if applicable)
	Not applicable	Low	Moderate	High	Very High	Intense	
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).		X					Involves regular lifting, carrying, bending etc. Occasional outdoor working
WORKING CONDITIONS: Working Conditions – (exposure to objectionable,		X					Maybe required to visit students and families in a range of environments in addition to

uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).						school this may include clients own home. Required to engage hard to help, challenging and sometimes unpredictable clients.
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			X			Regularly exposed to highly confidential and sensitive information which can be of an upsetting nature. Required to work with and engage a range of staff, students and families who may be hostile or difficult to help or have a range of challenging conditions. Involved in safeguarding and child protection cases.

PERSON SPECIFICATION		Tick relevant column		List code/s*
		Essential	Desirable	How identified
<p>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</p> <p>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</p>				
1.	Qualifications:			
	Qualified Teacher Status	X		AF, CQ
	Further relevant professional development	X		AF, I
	Child Protection Level 1		X	AF
2.	Relevant Experience:			
	A track record of consistently good/outstanding classroom practice	X		AF, R, P
	Relevant experience of holding an area of responsibility/or leading a significant project/club in a school (will be required to state strengths)	X		AF, I
	Experience working with SEN	X		AF
	Experience of behaviour management – Team Teach	X		AF, I
	Experience working with vulnerable students	X		AF
	Familiarity with the advances that ICT is bringing to schools	X		AF

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	Successful experience of working in Key Stages		X	AF, I
	Experience of working with agencies/ other schools		X	AF, I
	Experience of working with parents and the wider community to enhance the learning process	X		AF
3.	Skills (including thinking challenge/mental demands):			
	Motivation to work with children and young people	X		AF, I
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	X		AF, I
	An ability to inspire, motivate, challenge and support others	X		AF, I, R
	Excellent teaching skills	X		P, R
	Ability to use a range of data to identify strengths and areas for improvement		X	AF
	Excellent time management and organisational skills	X		AF, I, R
	Secure knowledge of child development from an educational perspective	X		AF, I
	Good understanding and experience of behaviour management strategies	X		AF, I
	Ability to work collaboratively as part of a team	X		AF, I, R
4.	Knowledge:			
	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	X		I
	Knowledge and understanding of current educational development	X		AF, I
	Knowledge of Assessment for Learning and effective target setting	X		AF, I
	Understanding of the processes to raise standards and promote progress	X		AF, I
	Understanding of the way children learn and different teaching methods	X		I
	Knowledge and understanding of the curriculum	X		AF
	Understanding of and a commitment to developing links between home, school and the community	X		AF, I
	Understanding of and commitment to equality of opportunity	X		AF, I
	Familiar with the use of Team Teach/De-escalation techniques		X	AF, I
5.	Interpersonal/Communication Skills:			
	Verbal Skills			
	Enthusiasm and motivation	X		I
	Personal vision of education	X		AF, I
	Excellent interpersonal and communication at all levels	X		I, R

PERSON SPECIFICATION		Tick relevant column		List code/s*
		Essential	Desirable	How identified
<p>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</p> <p>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</p>				
	Good facilitation and engagement skills	X		I, AF, R
Written Skills				
	Good quality written communication skills – the ability to write for a variety of audiences	X		AF
	Good report writing skills	X		AF, I
6.	Other:			
	Desire to work at this establishment in particular	X		I
	Commitment to providing excellent service to the schools and governing body	X		AF, I
<p>The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.</p>				
7	Additional Requirements:			
	None		N/A	
8	Disclosure of Criminal Record:			
	The successful candidate's appointment will be subject to the school/academy obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service (if ticked as an essential requirement).	X		DBS Disclosure
	If the post-holder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	X		AF(after short listing)
	If the post-holder does not require a DBS disclosure the candidate is required to declare unspent convictions only.		N/A	AF(after short listing)

Signed:

Date: