



<b>Post Title</b>	Newly Qualified Teacher - KS4 and KS5
<b>Salary range/grade</b>	Grade 6 Pay points 20-23 - £23,046 - £24,583
<b>Responsible to</b>	Assistant Headteacher - Senior Management Team
<b>Type</b>	Full time, Term Time Only
<b>Base</b>	Park View Academy – Welling
<b>Job Purpose</b>	
<p>The post holder will be responsible for delivering and assessing a range of subjects and qualifications associated with the Foundation Learning curriculum, and IGCSE's. They will need to guide, direct and inspire both secondary and post 16 learners who have a variety of special educational needs and disabilities. The post holder will be a key figure in implementing the school's curriculum..</p>	
<b>Key Tasks and Activities:</b>	
<b>Role Specific</b>	
<ol style="list-style-type: none"> <li>1. Develop schemes of work and lesson plans in line with curriculum objectives.</li> <li>2. To differentiate learning, gain an understanding of learners' individual needs and plan and deliver teaching and learning accordingly.</li> <li>3. Adhere to the school's curriculum policy</li> <li>4. Assist with planning and delivery of IGCSE's, and other Foundation Learning subjects.</li> <li>5. Facilitate learning by establishing a relationship with pupils, and by organisation of learning resources and the classroom learning environments throughout the centre.</li> <li>6. Develop and foster the appropriate skills and social abilities to enable the optimum development of our pupils, according to their age, ability and aptitude.</li> <li>7. Assess and record progress and prepare pupils for examinations.</li> <li>8. Link pupils' knowledge to earlier learning and develop ways to encourage it further, and challenge and inspire pupils to help them deepen their knowledge and understanding.</li> <li>9. Deliver teaching and learning in agreed subject areas of Parkview Academy School's curriculum.</li> <li>10. Lead by example and allow others to learn from your approach. Thus guiding Tutors and LSA's to develop their skills and knowledge.</li> <li>11. To offer advice and guidance to tutors regards any qualification related queries.</li> <li>12. To put strategies in place to ensure all learners are on track to achieve and key people and organisations are kept up to date with their progress.</li> <li>13. Helping to develop and carry out initiatives that create a positive learning environment.</li> <li>14. To carry out tasks requested from the Senior Management Team</li> </ol>	

**Monitoring and Assessment**

1. To evaluate pupils' progress through assessment of learner coursework, along with a range of other assessment activities.
2. To monitor pupils' responses to learning tasks and modify their approach accordingly.
3. To monitor pupils' participation and progress, providing feedback to the SMT, Tutors and LSA's, and giving constructive support to pupils as they learn.
4. To contribute to maintaining and analysing records of pupils' progress.

**Knowledge and Understanding**

1. To have sufficient understanding of IGCSE / GCSE curriculums
2. To be familiar with age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved.
3. To demonstrate an understanding of the aims and objectives of the company.
4. To know how to use ICT to perform your duties.
5. To be fully aware of the statutory frameworks relevant to their role.
6. To know the legal definition of Special Education Needs (SEN), and be familiar with the guidance about meeting SEN given in the SEN Code of Practice.
7. To be able to deploy a range of strategies to establish a purposeful learning environment and to promote good behaviour.
8. Previous experience of co-ordinating initiatives in an educational environment.

**Personal Development and Well-Being**

1. To support ALP School's drive for high standards by adhering to the ARRRT philosophy.
2. To support and contribute to the school's commitment to enable children to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being
3. To maintain high expectations of all pupils, respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
4. To demonstrate the ability to liaise sensitively and effectively with parents and carers recognising their roles in pupils' learning.
5. To be able to improve your own practice, including observation, evaluation and discussion with colleagues.

**Monitoring and Self-Evaluation**

1. Within the ALP Schools' policies and guidelines, to evaluate work to ensure that it consistently responds to the needs of learners, parents, staff and other stakeholders
2. To take action to share areas of strength and remedy any weaknesses

### **Key Performance Indicators**

1. Attendance and participation of target group
2. Proportion gaining appropriate accreditation and life skills.
3. Student and parent/carer level satisfaction.
4. Number of learners successfully gaining accreditation and having a positive experience at Park View Academy.
5. Level of provider satisfaction with Park View Academy's overall service
6. Quality of assessment and internal moderation as indicated in external moderation reports.

### **Expectations and Values**

ALP Schools are committed to continuous learning and all staff are expected to engage in continuing professional learning and development. In common with all who work in the centre, the post holder will also be expected:

1. Act as an ambassador for Park View Academy by supporting our values and expectations of learning.
2. Be a significant presence and role model for students and staff and to meet fully the dress code.
3. Follow and where appropriate enact all relevant policies, procedures and guidelines.
4. Contribute to development through team planning and review meetings.

All staff have a responsibility for providing and safeguarding the welfare of children and young persons s/he is responsible for or comes into contact with.

### **Special Factors:**

1. The nature of the work may involve the post-holder carrying out work outside of normal working hours.
2. The post-holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
3. Expenses will be paid in accordance with the Local Conditions of Service.
4. This post is subject to a check being carried out at an Enhanced level by the Data Barring Service regarding any previous criminal record.

The above responsibilities are subject to the general duties and responsibilities contained in the Written Statement of Particulars.

**This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.**

#### **Equality and Diversity Statement**

Pierview Academy is committed to achieving equality for all those who learn and work with us, and wishes to develop a fair and supportive environment, which provides equality of opportunity and freedom from unlawful discrimination on the grounds of race, colour, nationality, ethnic origin, gender, gender identity (transsexuality), marital or civil partnership status, disability, sexual orientation, religious or political beliefs, age, social class or offending background.

## **Person Specification**

Essential (E) Desirable (D)

### **Education and Qualifications**

- Qualified Teacher Status (E)
- To have achieved a qualification in English / literacy and mathematics / numeracy equivalent to at least a level 2 on the National Qualifications Framework. (E)
- Educated to degree level (E)

### **Experience**

- Relevant experience of delivering GCSE / IGCSE subjects, dealing with vulnerable people and those with complex needs. (E)
- Experience of working with clear guidelines, procedures and adhering to child protection (E)
- Ability to establish and maintain professional working relationships with a variety of colleagues across directorates and other agencies (E)
- Understanding of working with people with challenging behaviour / complex needs / disabilities. (E)
- Ability to quickly establish relationships with young people, vulnerable people and families with complex needs. (E)
- Experience of managing a team or co-ordinating volunteers (D)

### **Knowledge, Skills and Abilities**

- Knowledge of the National Curriculum (GCSE / IGCSE) (E)
- Willingness to keep up to date in subject knowledge and national developments (E)
- Good Knowledge of special educational needs and disabilities (D)
- Ability to plan and teach effectively using a variety of strategies. (E)
- Excellent interpersonal skills with both adults and children. (E)

- Ability to prioritise and organise own work. (E)
- Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines. (E)
- Proactive approach to problem solving (D)
- Ability to work flexibly in a rapidly changing environment (D)
- Strong understanding of youth and wider community issues (E)
- Computer literate (E)
- Excellent interpersonal skills, inc active listening (E)
- Strong organisational, planning and time management skills (E)
- Excellent written and communication skills (D)
- Knowledge of social media (D)

## **Personality and Social Skills**

- To be flexible, energetic, adaptable and have the ability to use initiative. (E)
- To identify and develop opportunities (D)
- To carry out professional duties in a positive, helpful and courteous manner. (E)
- To have high aspirations and expectations for their students and themselves. (E)
- Committed to raising standards and continuous improvement. (E)
- To be dedicated to the progression of the students, the school and themselves (E)
- Mature and professional approach to vulnerable people, families and other professionals. (E)

- Ability to maintain confidentiality in the light of handling sensitive information (E)
- Good communication and social skills, with a good sense of humour (E)
- Ability to work flexibly with reference to time and location and meet deadlines (E)
- Ability to cope with difficult interpersonal behaviour and language (E)
- Demonstration of a solution focussed and flexible approach to management (E)