

**JOB DESCRIPTION AND PERSON SPECIFICATION**

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| Job Title: | KS3 & 4 English Teacher |
| HBC Grade: | MPS/UPS + SEN 1 |
| Service: | Schools |
| Division: | **The Bridge School** |

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| **Main Purpose of the Role**  |
| To provide high quality learning and teaching within the SchoolTo lead on the development of literacy within the schoolTo lead on promoting a love of reading within the schoolTo provide effective behaviour management and social and emotional development for studentsTo work in partnership with parents and carers in supporting the education of their children |

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| **Key Duties**  |
| **1** | To follow Teachers Standards as set by The Department of Education |
| **2** | To be responsible for teaching and learning outcomes, in English, for both KS3 & KS4 students. |
| **3** | Teach two or more subjects (one of which will be English) in order that students receive a broad and effective curriculum. |
| **4** | To lead on the development of literacy within the School under the direction of the Senior Leadership team. |
| **5** | To take responsibility for the effective planning, delivery, assessment and evaluation of student achievement. |
| **6** | To contribute to the development of, and deliver a curriculum suitable for the age, ability, need and aptitude of all students. |
| **7** | To contribute to the setting, monitoring and reporting of individual student targets through Personalised Development Programmes. |
| **8** | To provide systematic data/information regarding individual student progress, and to report on this to both staff and parents/carers according to School policy. |
| **9** | Contribute to the identification and evaluation of student need, and specifically barriers to learning, and subsequently develop and apply strategies to address these.  |
| **10** | Ensure students are entered into appropriate pathways of accreditation and supported to maximise their achievement within these. |
| **11** | To be responsible for the day-to-day organisation and outcomes of a cohort, or Form Group, of students. |
| **12** | To collaborate with and direct the duties of a Teacher Assistant designated to a student or learning group in order to maximise the outcomes and progress of those students. |
| **13** | To develop and implement an online/remote learning offer that reflects Teachers Standards and maximises IT software to maximise student participation.  |
| **14** | To ensure the learning environment is vibrant, engaging and motivating, reinforcing the intent of the English curriculum. |
| **15** | To collaborate with other professionals within the school in order that planned interventions are consistent and effective |
| **16** | To contribute to, and implement School policies |
| **17** | To engage in continuous professional development, and contribute to a whole school process of self-evaluation to improve quality and raise standards |
| **18** | To liaise with parents/carers and other agencies on matters relating to the welfare of an individual student |
| **19** | To be prepared to work flexibly in order to make the most appropriate response to individual student needs, demonstrating effectiveness in engaging students academically and personally |
| **20** | Occasionally work peripatetically to meet student need |
| **General** |
| **1** | Undertake personal development through training and other learning activities as required, and which reflect Performance Development objectives |
| **2** | Attend, participate in, and lead meetings and training as required |
| **3** | Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person |
| **4** | Be aware of and support difference to help ensure everyone else has equal access to the facilities and feels valued, respecting their social, cultural, linguistic, religious and ethnic background |
| **5** | Undertake any other duties and responsibilities as may be assigned from time to time, which are commensurate with the grade of the job. |

The Council and its schools are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff, workers and volunteers to share its commitment.

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|  | **Education**  | **Experience**  | **Knowledge**  | **Skills & Abilities**  |
| **ESSENTIAL** | Qualified Teacher Status | Have successfully worked with students with social, emotional or mental health difficulties within or out of a high school setting | Knowledge of the wider National Curriculum/subject areas | The ability to create outstanding social, emotional, and academic learning opportunities, for *all* learners. |
| A high standard of literacy and numeracy, reflected in accreditation levels. | Successfully worked with and led young people who are disengaged from, and under achieving, in mainstream education | Knowledge of how emotional literacy supports positive decision making. | Sensitive, assured and effective communicator leading to good student management and engagement |
|  | Have raised the academic attainments of youngsters who have previously underachieved | How unmet SEN contributes to a student’s engagement levels and educational profile | Be able to confidently manage student conflict and confrontation to a safe and progressive end point |
|  | Have worked in partnership with multi-agency services | Have an understanding of software which supports remote or online learning. | Ability to direct, manage and motivate staff to perform and develop |
|  | Have noticeably raised the attainment of youngsters who have had long-term difficulty with education and socialisation |  | Ability to prioritise, plan and manage work load |
|  |  |  | Confident user of data, able to provide analysis and measure impact |
|  |  |  |  | Effective team person |
| **DESIRABLE** | Teachers accredited professional management qualification | Led other staff, either departmentally or through a strategic project. | A knowledge of barriers to communication (Speech & Language) | Able to inspire and influence the professional development of colleagues |
| Post Graduate Qualification in SEN | Delivered Entry Level, Functional Skills and GCSE programmes of study. | Understand aspects of child/student development and the impact different styles of teaching have on this | Ability to assimilate information and draw conclusions leading to informed strategic development. |
|  | OFSTED inspection experience | Knowledge of legislation and guidance regarding Alternative Provision | Delivered training to other members of staff |
|  | Have delivered remote learning to an individual or class group. |  |  |
|  |  | Have experience in creating a whole school reading approach that has supported students in engaging with reading |  |  |
| **HOW IDENTIFIED** | Production of qualifications at interview  | Application / Interview / Assessment  | Application /Interview / Assessment  | Application / Interview /Assessment |

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|  | **Other requirements of the post**  |
| **ESSENTIAL** | Self-motivated and determined |
| A flexible and adaptable approach |
| Committed to safeguarding and promoting welfare of young people |
| Able to actively support, promote and encourage Bridge School ethos, cultures and values |
| Optimism, realism, a sense of humour and positivity. |
| **DESIREABLE** | Hold a full UK driving licence |
| **HOW IDENTIFIED** | Interview / Assessment / Production of documentation  |

Please note: Front line posts with direct customer contact should include a statement detailing the spoken English language requirements of the post. For office use only:

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| **Date Created:** | **09/09/2025** |
| **Agreed by:** | ***Aarron Stafford*** |

***This job description is not intended to be either prescriptive or exhaustive; it is issued as a framework to outline the main areas of responsibility.***