

CEDAR MOUNT ACADEMY
SEN/EBD ALTERNATIVE PROVISION TEACHER

(Conditions of service as defined in the current Schoolteachers' Pay and Conditions Document)

Specialist Teachers of students with emotional and behavioural difficulties are responsible to the Assistant Vice Principal for Inclusion and are accountable for the outcomes and achievements of the students within the Academy's internal alternative provision – The Bridge. As well as working in The Bridge, specialist teachers may also support individual subject staff and teams to improve their skills and knowledge in order to teach effectively and secure outcomes for students with emotional and behavioural difficulties

All teachers are expected to be a professional and active member of the Academy community, working as part of the team to raise standards, improve outcomes and opportunities for all students and promote a lifelong love of learning.

It is expected that all staff within two years of joining CMA will be operating at a minimum of good with outstanding features and working towards being outstanding in their teaching, learning and any other specific areas of responsibility.

Cedar Mount Academy is a member of the Bright Futures Educational Trust

Job Purpose

- Under the reasonable direction of the Principal, carry out the professional duties of a school teacher as defined in the school teachers pay and conditions of service and national professional standards.
- To support and challenge students accessing The Bridge and with SEND to gain the skills they need to thrive and succeed and re-integrate into mainstream provision.
- To support and challenge students accessing the Bridge and with SEND to secure good progress and attainment.

Teaching, Learning and Outcomes

- Set high expectations which inspire, motivate and challenge students.
- Teach students according to their educational needs, including the setting and marking of work to be carried out by students in the Academy and elsewhere.
- Deliver an academic curriculum within The Bridge to ensure that students secure good outcomes and are prepared for reintegration into the mainstream provision.
- Work with the Head of Alternative provision and The Bridge team to:
 - Develop and deliver a programme to support students to better behaviour and to understand the implications of poor behaviour on themselves and others.
 - Develop protocols and processes within The Bridge to support students' entry and exit from mainstream provision.
 - Work closely with a range of external agencies to secure personalised support programmes for students with additional needs and challenges.
 - Establish effective communication links between The Bridge and mainstream provision to ensure continuity of provision.
 - Set individual student targets relating to attainment, progress, behaviour and attitude and monitor students progress towards these targets.

- Implement strategies to address the underperformance of individual and groups of students and improve behaviour, engagement and attitude.
- Set targets to measure the impact of the Bridge provision, evaluate progress towards these targets and implement strategies to address weaknesses.
- Keep up to date with national developments, teaching practice and methodology related to area of specialism.
- Encourage and maintain high standards of attendance, punctuality and work by students.
- Actively engage in The Bridge/Academy quality assurance processes in line with The Bridge/Academy policy including lesson observations and work scrutiny.
- Make use of formative and summative assessment to secure students' progress.
- Undertake the assessment of students requested by external examination bodies, subject and Academy procedures.
- Create and maintain an engaging, exciting and orderly learning environment.
- Ensure the effective deployment of additional support staff within the classroom.
- Assist in the development of appropriate schemes of work and resources for The Bridge.
- Maintain accurate records of student progress and assessments and attendance registers.

Other Responsibilities of a Teacher

- To work professionally and effectively as part of a subject and wider Academy staff team.
- To be a positive professional role model for all students.
- Treat all students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Have regard for, and promote the need to, safeguard students' well-being, in accordance with statutory provisions and Academy policy.
- To be a form tutor to an assigned group of students and carry out that role in line with Academy policy.
- To carry out supervision duties as directed in the Academy duty rota.
- To contribute to regular reports to parents on the progress, attainment and development of students taught.
- Continue own professional development in relevant areas including subject knowledge and teaching/learning methodology.
- Engage actively in the Academy's Performance Management process.
- Engage actively in the Academy CPD programme to develop skills and improve practice.
- Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy
- Communicate effectively with parents and carers.
- Be familiar with, and follow, all Academy policy and practice to ensure a consistently high standard approach to all aspects of the Academy.
- Contribute to the preparation of subject improvement plans, policy and practice as part of the subject team.
- Play a full part in the life of the Academy, to support its distinctive mission and ethos.
- Attend Academy events and activities as directed by the Principal.

**Person Specification -
Specialist Teacher of Students with Emotional and Behavioural Difficulties**

	<i>Essential</i>	<i>Desirable</i>
<i>Qualifications, Educational, Training</i>	Degree and teaching qualification in subject specialism. Q.T.S.	Relevant in-service training. Specialist qualification relating to managing students with emotional and behavioural difficulties.
<i>Relevant Experience</i>	Successful teaching experience in a temporary or permanent post or on teaching practice, including subject specialism to GCSE Level. Successful experience of working with students who have emotional and behavioural difficulties.	Experience of teaching to advanced level. Experience as a form tutor.
<i>Knowledge, skills, abilities</i>	Very good oral and written communication skills. Ability to exercise control in the classroom and encourage good behaviour. Knowledge of effective strategies to support and improve the behaviour and attitudes of students with emotional and behavioural difficulties. Ability to work as part of a team. Excellent ICT skills.	Knowledge of VLE. Knowledge of SIMs or similar.

<p><i>Other</i></p>	<p>A passionate commitment to develop the best in young people.</p> <p>Tact and diplomacy in all interpersonal relationships with the public, students and colleagues at work.</p> <p>Personal commitment to the Academy's professional standards and code of conduct.</p> <p>A commitment to further training and a willingness to participate in relevant CPD.</p> <p>Willingness to be engaged in partnership and community activities.</p> <p>Commitment to the aims and ethos of the Academy.</p> <p>A positive approach to challenges, which seeks solutions to problems and addresses difficulties with cheerfulness and good humour.</p>	
<p><i>Safeguarding</i></p>	<p>Willingness to consent to apply for an enhanced disclosure CRB check.</p> <p>Commitment to demonstrating a responsibility for safeguarding and promoting the welfare of young people.</p>	