**JOB DESCRIPTION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Post Title:** Lead Teacher:Education other than at School (EOTAS) | | **Director/Service/Sector** Virtual School, Children’s Services | | **Office Use** |
| **Grade:** UPS/MPG + TLR 2.1 | | **Workplace:** Northumbria House | | **JE ref:**  **HRMS ref:** |
| **Responsible to:** EOTAS Health Needs Team Manager | | **Date:** March 2021 | **Manager Level:** |
| **Job Purpose:**   1. To act as lead teacher in a core subject – either English, mathematics, science or Primary education – ensuring that a challenging curriculum is in place, that best practice is disseminated and provide for the professional development of teachers when appropriate 2. To co-ordinate and arrange an individual curriculum for each referred pupil to ensure continuity of education, good progress and positive education outcomes 3. To teach allocated pupil(s) with health/medical needs receiving their education other than at school 4. To support the locality manager with practical arrangements to deliver education other than at school, including the sourcing and risk assessment of venues 5. Ensure effective liaison with schools, parents and other agencies 6. Contribute to packages of support as pupils make the transition back into school settings | | | | |
| **Resources** | Staff | Line management of a small pool of teachers | | |
| Finance | | None | | |
| Physical | | Resources in a number of venues | | |
| Clients | | Pupils, parents/carers, teachers, health professionals, local authority services | | |
| **Duties and key result areas:**   1. To work in partnership with managers to develop appropriate curriculum plans (in line with national curriculum guidance) to meet the needs of children and young people accessing the service 2. To be the champion of a core curriculum area, ensuring that all pupils open to the service benefit from a challenging curriculum, that best practice resources are developed and disseminated and that progress in the core area is consistently good or better 3. Co-ordinate peripatetic teachers to deliver individualised learning programmes for pupils and monitor the quality of their teaching 4. To plan and deliver age appropriate learning sessions to pupils experiencing difficulties accessing school-based education for a range of reasons, in line with national requirements 5. When appropriate, participate in the safe recruitment and retention of staff 6. To liaise with the relevant EOTAS manager and, where appropriate, with school staff, to ensure appropriate objectives and learning strategies are in place, with the resources to support these, in order that continuity of education is optimised for allocated pupils. 7. To report to and liaise with the relevant manager over the progress of allocated pupils, providing weekly monitoring reports and updates and termly monthly reports for parents as well as responding to other requests for pupil-based information. 8. To ensure that detailed records of Individual or personalised learning plans and their outcomes are maintained for all allocated pupils. 9. To ensure that accurate attendance records are maintained and that attendance information for each pupil is provided to their school on a daily basis 10. To ensure that any coursework and marks for allocated pupils for GCSE or equivalent courses is received by the relevant school in line with course deadlines or requirements and to ensure that copies of pupil coursework and marks are held securely until it is confirmed these are no longer required. 11. When appropriate, carry out risk assessments of teaching venues. 12. To attend review/planning meetings for allocated pupils, as required. 13. To liaise with representatives of other agencies 14. To maintain confidentiality with respect to allocated pupils, ensuring that any electronic communication with relevant EOTAS staff is in line with NCC policy and procedures. 15. Contribute to our responsibility for keeping children and young people safe by promoting good safeguarding practice and safe environments for children and young people to learn in by modelling best practice for school staff.   The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis. | | | | |
| **Work Arrangements** | | | | |
| Transport requirements:  Working patterns:  Working conditions: | | The post involves frequent travel to locations such schools, libraries and pupil’s homes and the post holder must be able to meet this requirement.  Car user allowance is payable | | |

**PERSON SPECIFICATION**

|  |  |  |  |
| --- | --- | --- | --- |
| **Post Title:**  Lead Teacher EOTAS | **Director/Service/Sector:** | Ref: | |
| **Essential** | **Desirable** | | **Assess**  **by** |
| Key to assessment methods which will be used to recruit; **A = application form, I = interview, R = references,** T = ability tests, Q = personality questionnaire, G = assessed group work, P = presentation, O = others e.g. case studies/visits  **Knowledge and Qualifications** | | | |
| Teaching qualification recognised by the DFE.  Qualified Teacher Status  Evidence of subject specific knowledge, including recent relevant developments  Demonstrable record of continuous professional development | Knowledge of appropriate strategies for handling challenging behaviours. | | A  A  A/R/I  A/R/I  I |
| **Experience** | | | |
| Able to provide evidence of recent (within the last 2 years) successful experience of teaching in a relevant educational setting | Able to provide evidence of having successfully taught challenging pupils.  Experience of working with professionals from a range of agencies | | A/R  A/R/I  A/R/I |
| **Skills and competencies** | | | |
| Ability to provide stimulating and engaging learning experiences which demonstrate high expectations of all pupils.  Ability to plan learning sessions and to mark and assess pupil’s work in line with national requirements.  Ability to use ICT systems for a range of service requirements including lesson planning, report-writing, attendance reporting, email communication.  Good verbal and written communication skills including ability to write clear and concise reports  Good time management skills and ability to meet deadlines  Ability to work independently but also able to work well as a team member if required to do so.  Ability to adapt to working with new protocols and procedures.  Ability to maintain professional boundaries in a range of settings and situations. |  | | A/R/I  A/R/I  A/R/I  A/R/I  A/R/I  R/I  R/I  R/I |
| **Physical, mental and emotional demands** | | | |
| Ability to deal with the emotional demands of working with young people who have complex lives and behaviours.  Commitment to keep children and young people safe by providing a safe environment for them to learn in  Commitment to identify children and young people who are suffering or likely to suffer significant harm and to take appropriate action with the aim of making sure they are kept safe. |  | | A/R/I  R/I  A/R/I |
| **Other** | | | |
| Ability to meet the travel requirements of the post. |  | | A |