



# Ochil Tower School

*living, learning and growing together*

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|-------------------------|---|
| <b>POST:</b>            | Teacher                                 |
| <b>HOURS:</b>           | 38 hours per week (39 weeks per year)   |
| <b>REPORTING TO:</b>    | Head of Education                       |
| <b>SALARY:</b>          | £28,307 - £31,179                       |
| <b>RESPONSIBLE FOR:</b> | Line Management of classroom assistants |
|                         |   |

## JOB PURPOSE

To plan, manage and deliver a high quality education to a diverse range of children and young people with severe and complex learning and behavioural needs. To work collaboratively with all relevant professionals. To contribute positively to the culture and ethos of the school and support the evolving vision of the organisation.

## MAIN DUTIES

### Major Tasks

- Provide an individualised educational experience in a safe and nurturing environment within the context of a class for children and young people with ages ranging from 8 - 21. Support the development of the curriculum in line with the principles of A Curriculum for Excellence.
- Prepare lessons in line with agreed school procedures for planning, preparation, monitoring, assessment, recording, profiling and reporting.
- Actively engage with the care team around each of the young people in class to ensure a holistic approach to education and care across 52 weeks of the year
- Assume responsibility for continuing professional development and to contribute to the professional development of colleagues.
- Actively participate in the process of professional reflective dialogue, which focuses on support, learning and accountability.
- Actively engage with the GTCS Standards for Teaching and Professional Update
- Advise, guide and support class assistants and volunteers to reach their full potential in offering children and young people a rich and rewarding educational experience.
- Take on responsibility for line management of classroom assistants.
- Ensure children and young people entitlements are fully met in creative and flexible ways through national qualifications, ASDAN and a range of awards.
- Ensure that appropriate procedures are observed in relation to the health and safety of children and young people and colleagues.
- To report and discuss children and young people's progress with colleagues, their parents/carers and other relevant stakeholders.
- Develop and sustain positive partnerships with parents/carers and other stakeholders.
- To attend and report to LA and school reviews in addition to other meetings as appropriate.
- To carry out any other duties as required by the organisation.

### Working Hours

- 38 hours over 39 weeks a year, including both contact and non contact time in accordance with the schools timetable
- The following are only some examples of non contact time and after school activities:
  - Preparing lessons and resources
  - Preparing and attending reviews
  - Preparing and conducting class and supervision meetings
  - Planning meetings with the care team
  - Attending weekly teachers' meetings
  - Professional development and training
  - Supporting house communities during lunch when needed, participating in after school activities (festivals, parties, birthdays, etc.)
  - Attending training week sessions
  - 5 Inservice days
  - Development and training events during holidays, maximum 4 a year
  - Annual residential camping week for young people
- The above working hours are to be considered as a guide only and may vary with the changing needs of the organisation.

## QUALIFICATIONS

### Essential

- GTCS Registration and appropriate teaching qualification
- Substantial classroom experience within complex additional support needs and challenging behaviour setting

### Desirable

- Degree or Diploma in Social Pedagogy, Curative Education or equivalent

## EXPERIENCE AND SKILLS

### Essential

- An understanding and application of the **Curriculum for Excellence**
- An understanding and support for the **culture and values of the organisation**
- An understanding of **Educational Theory**

(see additional information sheet for detail on areas highlighted in bold)

### Desirable

- An understanding and application of GIRFEC



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## PERSONAL ATTRIBUTES

### Essential

- Physically and mentally fit
- Highly motivated and committed
- Mature, trustworthy and reliable
- Good interpersonal skills and communication skills (verbal and written)
- Team working skills
- Resilient - ability to work under pressure
- Commitment to pupils with social, emotional and behaviour challenges, an ability to set boundaries
- Demonstrate creativity, interest, initiative, enthusiasm, flexibility, adaptability and a sense of humour
- Interest to uphold and contribute to the cultural life of the organisation

### Desirable

- Hard working and willing to go the extra mile for the young people and the organisation as a whole
- Interest to include your own family in the life of the organisation.

This job description is open to the review by the Senior Leadership Team at any time.

## ADDITIONAL INFORMATION

### Curriculum for Excellence

Knowledge and application would need to be demonstrated in the following areas:

1. Meeting Learners' Needs
2. Meeting Learners' Experiences
3. Improvement of practice through self-evaluation
4. Classroom management
5. Lesson Planning
6. Profiling and Reporting – written and oral

#### 1. Meeting Learners' Needs by:

- Supporting Social and Emotional development – GIRFEC Identification of learning needs – SMART targets
- Motivating pupils
- Directly involving pupils in learning and decision making
- Implementing the 7 principles of curriculum design
- Developing independent learning skills
- Creating opportunities for collaborative learning
- Assessment and planning future aims
- Practical understanding and application of therapeutic intervention techniques

#### 2. Meeting Learners' Experience in:

- The 4 Capacities
- Literacy, Numeracy Health and Wellbeing
- ICT
- Motivating learners' to become creative, independent and resilient
- Offering a Broad General Education within the context of Experiences and Outcomes

Offering Outdoor Learning, Enterprise and Citizenship opportunities  
Offering national qualifications, ASDAN courses and Awards

### **3. Improvement of Practice Through Self-Evaluation**

Actively engaged in reflective practice – reflection ‘in-practice’ and ‘on-practice’  
Able to keep a Learning Portfolio  
Actively engaged in Self and Peer Evaluations, Supervision, Appraisal and Professional Development Reviews  
Working collaboratively with Peers  
Actively engaged in In-service training

### **4. Classroom Management**

Manage the Physical Environment of the classroom and other common areas  
Communicate and support class assistants through setting clear pupil learning aims and how this is to be achieved;  
Hold Class assistant and individual meetings and Contribute to Class assistant Tutorials

### **5. Lesson Planning**

Yearly, termly, individual lesson planning (SMART targets)

### **6. Profiling and Reporting**

Weekly Reports including the Achievement Model  
Social and Behavioural Profile  
Twice yearly Reviews  
Annual Reports  
Care and Education Plans –SMART targets

### **Culture and Values of the Organisation**

Knowledge, understanding and support for the organisation’s culture and values would need to be acquired and demonstrated during the probationary period. This includes supporting cultural and festive events throughout the year as well as supporting pupils within the care setting as and when required. A background knowledge and understanding of the organisation’s culture and values will be gained from an understanding of the following:

Principles and Practice of Social Pedagogy  
Principles and Practice of Waldorf Education  
History and development of Camphill Communities  
History and development of Ochil Tower School

### **Educational Theory**

A knowledge and understanding of the development of educational theory, its practical application and change over time.