

New River College Alternative Provision JOB DESCRIPTION
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POSITION: Harbour Teacher

GRADE: MPS/UPS + 1 SEN point

RESPONSIBLE TO: Head of NRC Outreach

RESPONSIBLE FOR: Harbour Learning Assistant

PURPOSE OF THE POST

The purpose of the post is to achieve the highest possible standards and outcomes for the pupils in the AP. The post holder will ensure a cohesive and personalised programme of learning activities for students at the Harbour.

The postholder will support the senior management team in creating a lasting improvement in the quality of education provision and the management of teaching and learning through the provision of high quality professional services, which meet the changing expectations of New River College.

The Harbour is the short-term provision to support schools, families and the child/young person to stay within mainstream education. The Harbour is linked to the Outreach team and is overseen by the Head of NRC Outreach. It is part of the New River College provisions which are Islington's statutory Alternative Provision. It consists of four provisions (Primary, Secondary, Medical and The Harbour).

The Harbour will have a focus on a SEMH intervention, and a trauma informed/SEMH curriculum aimed at enabling our young children / people to acquire the skills and knowledge to develop their potential and social emotional resilience with an emphasis on Maths, English and Science. There will also be project- based learning projects through the curriculum. It will ensure close links and work with families and schools whilst the child and young person is placed with us.

We aim to support all our children and young people to be healthy, stay safe, enjoy and achieve and have the ability to make positive contributions to their communities. We believe that every child and young person matters and are committed to improving the life chances by removing barriers to participation and achievement.

The purpose of the post is to complement the professional work of the Harbour lead by taking responsibility for agreed learning activities and the day to day running of The Harbour. This may involve planning, preparing and delivering learning SEMH activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development. The postholder will have responsibility for key pupils working with them to provide effective interventions meeting the pupils social, emotional and mental health (SEMH) needs.

REQUIREMENTS OF THE POST

All staff are responsible to their line manager and designated member of ELT for supporting the general good order and discipline of New River College, and the implementation of all policies. All staff are expected to have a clear understanding of the aims, objectives and ethos of New River College and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of New River College be seen as inter-related.

The postholder is required to carry out the duties of a teacher as set out in the Schoolteacher's Pay and Conditions and such specific duties that form part of this job description.

The purpose of the post is to;

- Run and supervise the Harbour and the 10 students within the space.
- Support and implement the NRC inclusion agenda and the Harbour policy and guidance.
- Complement the professional work of The Head of NRC Outreach by taking responsibility for learning activities and SEMH. This will involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development.
- Be a named safeguarding lead supporting the Head of NRC Outreach and staff in all safeguarding related concerns.
- Be a named fire marshall and qualified first aider for The Harbour.
- Manage the one Harbour Learning Assistants assigned to the Harbour
- Direct the timetabled mentors to support the running of the Harbour alongside the Head of NRC Outreach.

All staff have a teaching commitment that will involve the following:

- planning and recording of lessons
- termly submission of schemes of work to line manager
- maintenance of pupil and class records
- completion of pupils' subject reports and profiles
- assessment, monitoring and evaluation in line with the AP policy
- setting of pupil targets
- tracking pupil progress in subject area
- setting and marking of regular homework
- undertaking regular sampling of pupil's work
- management of relevant resources including care of equipment, stock and delegated budget where appropriate

MAIN DUTIES

Support for pupils

1. Under the direction of the Head of NRC Outreach devise action plans specific to the learning, emotional and behaviour needs of targeted pupils.
2. To deliver and facilitate dynamic, creative and active lessons
3. To take responsibility for tracking pupil progress and for collecting and monitoring data to support teaching and learning
4. To develop a 1:1 mentoring relationship with children needing particular support aimed at achieving the goals defined in the action plans
5. Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning both in and out of class
6. Establish productive working relationships with pupils, acting as a role model and setting high expectations
7. To identify learning objectives across the curriculum and develop policies as appropriate.
8. To identify resources required to sustain and embed high quality curriculum delivery.

9. To regularly monitor, review and evaluate curriculum delivery within The Harbour.
10. To keep abreast of developments in curriculum areas and identify appropriate accreditation pathways where relevant.
11. To work in partnership with a range of agencies and providers to deliver a broad and balanced curriculum offer.
12. Enhance pupil opportunity through support of Pupil Passports, SEN Support Plans and Boxall Profiles, working closely with the Head of NRC Outreach to ensure needs are met
13. Promote the inclusion and acceptance of all pupils within the classroom
14. Support pupils consistently whilst recognising and responding to their individual needs
15. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
16. To monitor and review the progress of individual pupils and groups of pupils and contribute to the writing and review of Pupil Passports, SEN Support Plans and Education, Health and Care Plan documentation.
17. To prepare reports in line with statutory and organisational requirements and attend parent/carer meetings as required.
18. To contribute to the development and implementation of Pupil Progress Files.
19. Lead behavioural referral and restorative meetings as directed
20. Promote independence and employ strategies to recognise and reward achievement of self-reliance, keeping up to date with the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support to targeted pupils
21. Provide feedback to pupils in relation to progress and achievement
22. Support the transition process for pupils around reintegration or to relevant placements
23. Promote Pupil Voice and ensure their views are heard and involved in their education, welfare and learning
24. Promote partnership with parents through developing the parent school relationship, rolling out a series of parent information sessions/workshops

Support for The Harbour

The following duties are to be carried out under the direction and guidance of the Head of NRC Outreach:

25. Organise and manage appropriate learning environment and resources
26. Plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
27. In collaboration with the Harbour assistants, monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
28. Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence

29. Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
30. Work within an established behaviour management policy to anticipate and manage behaviour constructively, promoting self control and independence
31. Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc
32. Production of lesson booklets, worksheet, plans etc where appropriate
33. Line manage and direct the one linked Harbour learning assistants.
34. To take an active role in promoting and improving pupil attendance.
35. To participate in the development of AP policies, development planning and improvement priorities.
36. To contribute to self-evaluation and inspection readiness activities.
37. To assist and support colleagues to ensure the smooth running of New River College, including participation in off-site activities where appropriate.

Support for the curriculum

38. Deliver learning activities to pupils under the direction of the Head of NRC Outreach, adjusting activities according to pupil responses/needs
39. Make effective use of opportunities provided by other learning activities to support the development of pupils' skills
40. Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
41. Select and prepare resources necessary to deliver learning activities, taking account of pupils' interests and language and cultural backgrounds
42. Advise on appropriate deployment and use of specialist aid/resources/equipment
43. Production of lesson booklets, worksheet, plans etc where appropriate
44. Design and develop along with the Harbour assistants SEMH interventions (group and one to one) based on the identified needs of the cohort.

Support for the AP

45. Manage and supervise the Harbour team (Learning assistant and mentor)
46. Support the inclusion team and leadership team in completing the eCAF and other referral forms for pupils identified as needing additional support both in and out of school
47. Work with other designated staff where appropriate in New River College, eg Inclusion manager, Lead Inclusion Officer and AP Co-ordinator to meet pupil need
48. In collaboration with the inclusion team and teaching staff, deliver training/mentoring to learning assistants and new staff on inclusion, behaviour management, safeguarding, positive handling and de-escalation strategies

49. Comply with and assist with the development of policies and procedures relating to safeguarding, inclusion, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
50. Facilitate sharing of information between multi agency settings
51. Contribute to the overall ethos/work/aims of the AP
52. Contribute to risk assessments
53. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the inclusion team and teachers, to support achievement and progress of pupils
54. Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
55. Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
56. Deliver out of school learning activities within guidelines established by the AP
57. Supervise pupils during break times and lunchtimes
58. To communicate effectively with parents/carers, senior leaders, local authority officers and external agencies as required.
59. Understanding of methods of reviewing and evaluating teaching and learning.
60. Ability to manage change and contribute to service development.
61. Knowledge of effective record keeping and its use in improving outcomes.
62. Understanding of national developments relating to inclusion.
63. Ability to build effective relationships with a wide range of stakeholders.
64. Ability to motivate colleagues through a positive and professional attitude.
65. Strong written and verbal communication skills.
66. Ability to use ICT to present and analyse data.
67. Capacity to work under pressure and meet deadlines.
68. Ability to prioritise competing demands.
69. Capacity to work flexibly and adapt to changing organisational needs.

PERSONAL RESPONSIBILITIES

- To carry out the duties and responsibilities of the post, in accordance with New River College's Health and Safety Policy and relevant Health and Safety guidance and legislation
- To promote the safeguarding of children and be a named safeguarding lead
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner
- To participate in performance management, and undertake training and professional development as appropriate

- To undertake other duties appropriate to the post that may reasonably be required by the senior management team on any of the AP sites
- To regularly monitor, review and evaluate the delivery of the provision and use findings to improve outcomes for pupils.

PERFORMANCE STANDARDS

- To ensure that all services within the areas of responsibility are provided in accordance with New River College's commitment to high quality service provision
- To regularly monitor, review and evaluate the delivery of the provision and use findings to improve outcomes for pupils.
- To ensure that New River College policies and customer care standards are met and adhered to
- At all times to carry out the responsibilities of the post with due regard to New River College's Equal Opportunities policy

NOTE: This job description sets out the main duties of the post at the time when it was prepared. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Job descriptions will be reviewed annually by the management committee / governing body and may be changed after appropriate consultation.

Signed ----- Date -----

New River College Alternative Provision PERSON SPECIFICATION

POSITION: Harbour Teacher

GRADE: MPS/UPS + 1 SEN point

CRITERIA

SELECTION CRITERIA – Essential (E) and Desirable (D)

**EDUCATION
AND
EXPERIENCE**

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|----|--|---|
| 1. | QTS and demonstrable experience in working with children and young people with SEMH/behaviour differences. | E |
| 2. | Experience working with children of relevant age in a learning environment | D |
| 3. | Good numeracy/literacy skills – equivalent to Level 2 in English and Maths or equivalent qualification | E |
| 4. | Training in relevant learning strategies e.g. literacy | D |
| 5. | Specialist skills/training in curriculum or learning area eg bi-lingual, sign language, ICT | D |
| 6. | Can use ICT effectively to support learning | E |

**SKILLS,
KNOWLEDGE
AND
ABILITIES**

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|-----|--|---|
| 7. | Full working knowledge of relevant policies/codes of practice/legislation | E |
| 8. | Working knowledge of implementing national/foundation stage curriculum and other relevant learning programmes/strategies | E |
| 9. | Working knowledge of the Inclusion agenda and the SEN Code of Practice | |
| 10. | Good understanding of safeguarding and learning processes | E |
| 11. | Ability to work with pupils who have challenging behaviours | E |
| 12. | Good organisational skills | E |
| 13. | Ability to support and manage a team | E |
| 14. | Constantly improve own practice/knowledge through self-evaluation and learning from others | E |

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| 15. | Ability to relate well to children and adults | E |
| 16. | Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these | E |
| 17. | Commitment to the implementation of New River College's equal opportunities policy | E |
| 18. | Willingness to undertake additional training/staff development as appropriate | E |
| 19. | Ability to reflect on own professional practice | E |
| 20. | Excellent attendance and punctuality | E |
| 21. | A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the service. | E |
| 22. | Ability to form and maintain appropriate relationships and personal boundaries with children and young people | E |