



Role: Qualified Teacher - Science
Department: Real Education
Location: Hinckley and Nanpantan
Accountable to: Designated Line Manager

Function of role

To support and maintain a high level of learner engagement through preparation and delivery of an innovative, creative and flexible curriculum in Science. To use collaborative, multi-sensory and holistic approaches to deliver an educational provision which includes attention to health and safety awareness, risk management and the safeguarding of young people. Work with young people in small group settings or on a 1:1 basis at a variety of learning hubs within an agreed locality.

Accountabilities

- Act in accordance with the organisation's policies and procedures under the guidance of your line manager and adhere to the organisation's Equal Opportunities and Diversity policy.
- Advocate on behalf of the young people and their families in your care. Encourage their involvement in the decision making and the management of their programme.
- Be responsible for the assessment, planning, tracking, delivery and review of a learner's curriculum including lesson plans and schemes of work. Offer a variety of approaches and opportunities in delivery to focus on engagement and seek advice from designated subject leads where appropriate.
- Be aware of all safeguarding procedures on a day to day basis, adhering to these where appropriate and be aware of all policies and practices in relation to the safety of young people and vulnerable adults. Use the safeguarding procedures and reporting concerns form appropriately.
- Be responsible for all aspects of learner health and safety, informing the designated Learning Manager of any accidents or identified risks, and using the significant incident reporting form appropriately. Support the Learning Manager to ensure venues used are appropriate and risk assessed, and that Health and Safety guidance supplied by the company is adhered to.
- To support all designated Learning Managers with the collection and collation of pupil information including learner profiles, pen pictures, risk management procedures and special educational needs and suitably differentiate your delivery to meet the identified needs.
- To support all designated Learning Managers with the completion of all assessments, pupil tracking documents, progress reports and feedback reports to commissioning bodies e.g. Education, Health and Care plans, KS3 & KS4 transition planning, and post 16 opportunities.
- To play an active role in the development of your subject specific curriculum by supporting the subject leads and contributing to improvement action plans. To also be responsible for your own

CPD needs and be committed to the advancement of SEN teaching.

- Carry out additional duties as reasonably requested by your designated line manager and be responsible for your own continuous professional development.

Performance indicators

- Able to meet annual performance management criteria to a good or outstanding standard.
- Able to meet lesson observations within your specific subject area to a good or outstanding standard
- Adherence to the accountabilities and responsibilities in this job description, and adherence to organisational policies and procedures.
- Able to demonstrate outcomes thinking through regular support and supervision and through the achievement of positive outcomes for young people and vulnerable adults

Key values and ethos of organisation

Trust, Innovation, Achievement

Person Specification

Knowledge	Essential	Desirable	How
Demonstrate good current knowledge of internal and external verification frameworks and inspection frameworks (e.g. DfE Teacher Standards, Ofsted Education Inspection Framework)	X		A,I
Awareness of relevant legislation and guidance and implications for local policy, procedure and practice (e.g. The Children's Act 2004, Children and Families Act 2014, Apprenticeship, Skills and Children Learning Act 2009)	X		A,I
Demonstrate effective knowledge (e.g. strategies and approaches) regarding the current teaching practices for young people with additional needs	X		A,I
In Depth knowledge of Science GCSE curriculum and experience of delivering GCSE level lessons.	X		A,I
Experience			
Experience of working with children and young people or vulnerable adults within an education, health or social care	X		A,I

setting (this can be with or without NQT)			
Evidence and experience of assessing the needs of individual young people and including the development of effective resources for young people with additional needs.	X		A,I
Evidence and experience of supporting young people or vulnerable adults with their learning through innovative approaches to lesson delivery	X		A,I
Skills			
Able to demonstrate effective communication	X		A,I
Demonstrate a wide variety of ICT skills (e.g. an understanding of google cloud and associated applications, microsoft packages and esafety)	X		A
Demonstrate effective record keeping with an awareness of the Data Protection Act and sharing information protocols	X		A,I
Can demonstrate recognised skills in working with young people or vulnerable adults with additional needs	X		A,I
Education and Training			
Have a recognised qualified teacher status (this can be through a variety of routes e.g. BEd, PGCE, GTP, NQT) preferably in the subject area as advertised.	X		A
To be able to produce evidence of previous CPD (e.g. first aid, safeguarding training, diversity training, CAF/EHC training, IOSHH)	X		A
Demonstrate a commitment to contributing to the advancement of SEN teaching (e.g. membership of a professional body, additional postgraduate study, or volunteering)	X		A
Qualities			
Must hold a full UK Driving Licence, have access to a road worthy vehicle and have Business Insurance.	X		A
Be committed to adhering to the organisation's policies, procedures and practices.	X		A, I

Be committed to delivering holistic family interventions.	X		I
Be driven to provide positive outcomes to children, young people and vulnerable adults.	X		A, I
To support the core values of Trust, Innovation and Achievement.	X		I
Comply with necessary Enhanced DBS and Social Media checks.	X		I

A - Application Form

I - Interview

T - Test

Where internal employees do not meet particular essential criteria but have proven outstanding performance the organisation reserves the right to further progress their application