

## About Us

Social Arts for Education is a small independent special school catering for children and young people aged 11-18 who are unable to access mainstream education.

We deliver a curriculum with a strongly therapeutic emphasis in a nurturing, calm environment, to support the social, emotional and mental health needs of our pupils, many of whom are recovering from bullying, or have suffered other adverse childhood experiences. Most also have a diagnosis of ASD or a related condition.

Social Arts for Education is committed to safeguarding and promoting the welfare of its young people. This post will be subject to an enhanced DBS check. We are an equal opportunities employer and welcome applications from all sections of the community.

We are currently seeking a teacher to deliver creative, multisensory lessons in humanities and some therapeutic sessions including Zones of Regulation. As part of the role, there may be some outreach teaching, delivering 1:1 lessons in various subject areas, to children in their homes.

The successful candidate will be up to date with welfare and safeguarding practices, and have a good understanding of ASD and other communication differences, including specific common barriers to learning amongst children with ASD. They will have experience of using teaching techniques that support people with autism and SEMH difficulties, specifically to those children able to follow a mainstream KS3 and KS4 curriculum but who need to be taught 1:1. Experience working within a similar specialist setting would be advantageous. They will keep abreast of recent developments in pedagogy and have a good knowledge of the subjects they are delivering. They will be accepting, kind and resilient, with the ability to gain the trust of children who have refused to engage in formal education due to bad experiences or unmet need. They will be observant of the pupils they are teaching, in order that they can read their non-verbal cues, and they will be able to respond appropriately and sensitively to those cues. They must have a commitment to getting the best outcomes for all pupils, must be adaptable, honest, and committed to promoting the ethos and values of the school, to upholding Social Arts for Education's commitment to safeguarding and equality, and to maintaining confidentiality.

Further details:

Salary: Starting at £35,000 per annum

Hours: Full time - 40 hours per week, term time only (36 weeks) plus attendance at INSET days during normal working hours.

The role is varied, but the main responsibilities will include the following:

- Planning and teaching well-structured lessons to small groups or individual pupils, in line with the needs identified in their EHCP, and following the school's plans, curriculum and schemes of work

- Liaising effectively with classroom teachers to ensure that students on outreach are aligned with their peers within SAFE
- Assessing, monitoring, recording and reporting on the learning needs, progress and achievements of their students, making accurate and productive use of assessment
- Adapting teaching to respond to the strengths and needs of their students
- Setting high expectations which inspire, motivate and challenge their students
- Promoting good progress and outcomes by their students
- Demonstrating good subject and curriculum knowledge
- Participating in arrangements for preparing their students for external tests
- Differentiating work according to their students' needs; referencing EHCP and learning plans as necessary
- Working with other professionals (CAMHS, OT, etc) to help facilitate the return of their student to wider community life, including in-class education, if this becomes appropriate

### **Whole-school organisation, strategy and development**

- Contributing to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Making a positive contribution to the wider life and ethos of the school
- Working with others on curriculum and pupil development to secure co-ordinated outcomes
- Liaising with SEND lead to ensure effective differentiation

### **Health, safety and discipline**

- Promoting the safety and wellbeing of their student
- Managing behaviour effectively, and within the school's behaviour policy, to ensure a good and safe learning environment
- Including a high level of social communication support within everyday interactions and throughout planning where possible, and liaising with therapies teachers and external therapists to ensure this is done effectively

### **Professional development**

- Taking part in the school's appraisal procedures
- Taking part in further training and development in order to improve own teaching

### **Communication**

- Communicating effectively with the student and their family
- Using the SPELL framework accordingly to create an environment where communication is supported, including the use of low and high-stimuli areas, visual aids and the use of short and simple instructions when talking.

### **Working with colleagues and other relevant professionals**

- Collaborating and working with colleagues and other relevant professionals within and beyond the school
- Developing effective professional relationships with colleagues

### Personal and professional conduct

- Upholding public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Having proper and professional regard for the ethos, policies and practices of the school, and maintaining high standards of attendance and punctuality
- Understanding and acting within the statutory frameworks setting out their professional duties and responsibilities

### Other areas of responsibility

The teacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the Staff Code of Conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

## Person specification

criteria	qualities
<b>Qualifications and experience</b>	<ul style="list-style-type: none"><li>· Qualified teacher status (desirable but not essential)</li><li>· Degree</li><li>· Experience of delivering specialist interventions such as SaLT interventions</li></ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"><li>· Knowledge of the National Curriculum</li><li>· Knowledge of effective teaching and learning strategies</li><li>· A good understanding of how children learn</li><li>· Ability to adapt teaching to meet pupils' needs</li><li>· Ability to build effective working relationships with pupils</li><li>· Knowledge of guidance and requirements around safeguarding children</li><li>· Knowledge of effective behaviour management strategies</li><li>· Good ICT skills, particularly using ICT to support learning</li></ul>

<b>Personal qualities</b>	<ul style="list-style-type: none"><li>· A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li><li>· High expectations for children's attainment and progress</li><li>· Ability to work under pressure and prioritise effectively</li><li>· Commitment to maintaining confidentiality at all times</li><li>· Commitment to safeguarding and equality</li></ul>
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