

JOB DESCRIPTION: SEN Science (Qualified/unqualified salary depending on qualifications and experience)

General Information

The Coppice Academy is a good school (OFSTED 2017) *Positive relationships between all members of the school community help pupils to thrive in this caring, happy school. Pupils and staff work well together to help pupils make good progress.*

We are a welcoming warm school which enables all students to recognise their potential and supports them through a personalised, engaging curriculum. Our priority is to develop the foundation knowledge and skills required to make a manageable and smooth transition to their next life stage. We have a committed, highly trained staff team that brings a consistent calm approach to the classroom environment, supporting each learner's individual needs.

Main Focus of the Post

An enthusiastic Science Teacher who has the belief and energy to inspire our students' love of Science and all its many pathways.

We pride ourselves in taking an innovative approach to teaching methods and are looking for a Science Teacher who will embrace our values and ethos and contribute to this ethos.

You will have experience and a sound knowledge of Btec Science and vocational awards and will understand the importance of assessment/tracking that is required to achieve accreditation and qualifications.

General responsibilities	
	To support the Senior Leadership team with promoting the aims and vision of the academy by developing the students and carrying out duties and responsibilities pro-actively and conscientiously.
	To undertake the duties of a teacher as specified in the Teacher's Standards and School Teachers Pay and Conditions Document for the current year having due regard to The Coppice Academy's vision, Development Plan and Self Evaluation Action Plan.
	To teach a group of students who have learning difficulties which may include, SpLD's, ASC, ADHD communication difficulties and some who may exhibit challenging behaviours.
	To adhere to the academies safeguarding, PREVENT duty and behaviour support procedures and policies and be seen to actively promote them in all aspect of work.

Specific duties	
1	Policy and Leadership
a	To plan and assess students' learning using knowledge of school policies, schemes of work, and the National curriculum requirements for relevant curriculum areas.
b	To continue develop one or more curriculum area throughout the academy and provide information, training, support etc. to other members of staff (including volunteers and students on placement as appropriate).
2	Management of Teaching and Learning
a	To set high expectations which inspire, motivate and challenge pupils.
b	To promote good outcomes by pupils.
c	To demonstrate good area, subject and curriculum knowledge.
d	To plan and teach well-structured lessons including the use of ICT.
e	To adapt teaching to respond to the strengths and needs of all individual students.
f	To be responsible for the forward planning, preparation and arrangements for any outings as per policy notices, in full consultation with the Senior Leadership Team and other colleagues.
3	Management of People and Students
a	To manage behaviour effectively to ensure a positive and safe learning environment
b	To lead and support teaching assistants, students on placements and volunteers.
c	To be responsible for the welfare and pastoral needs of all the students in the academy throughout the day and for keeping the SLT informed of any developments or changes.
	To work closely with other professionals e.g. Speech and Language, Physiotherapy, Educational Psychology, etc. and implement the programmes developed with them.

4	Management of Financial and Physical Resources
a	To organise and maintain a stimulating working environment appropriate for the range of activities taking place and the SEN of the students.
b	To ensure that resources are created, organised and readily available to promote learning for individual including ICT and access technology where appropriate.
c	To prepare and manage an annual subject development plan including costings.
5	Assessment, Evaluation and Quality
a	To make accurate and productive use of assessment.
b	To monitor and assess students' work and to use assessment to inform planning and identify individual needs and monitor across a specified Key Stage and subject area.
c	To keep records of student progress and track and report achievement in line with academy policy and statutory requirements.
d	To have an overview of student progress within a specified Key Stage area
e	To participate in arrangements for own further training and professional development, and, where appropriate, that of other teachers and support staff including induction.
f	To continually reflect upon and refine professional practice according to the appraisal policy of The Coppice Academy.
6	To fulfil wider professional responsibilities
a	To attend teaching and learning meetings as required. These are normally held once a week at the end of the school day. Other types of meeting may be arranged in addition to these e.g. subject meetings, Key Stage meetings, class team meetings, inter-MAT partnerships. In addition to these are 2 briefings held in the morning prior to the start of the school day – currently Monday and Thursday which may be subject to change.
b	To develop positive relationships with parents / guardians and carers and encourage their involvement in their child's education as much as possible in line with Achievement for All principles.
c	To forge links with other staff, academies within the MAT and other special schools / academies and with community partners.
d	To participate in the wider life of the academy by running extra-curricular activities and attending fund raising and social events, promoting positive relationships between staff and home and school.
e	All staff are expected to work as a whole academy team towards the School Development Plan objectives within a spirit of mutual professional respect and to foster a positive climate in which all are supported to thrive and learn.
These will be reviewed annually in line with the Performance Management schedule	

Personal Characteristics

- Must satisfy DBS and DfES checks and demonstrate there are no impediments to employment as a teacher of vulnerable young people
- Well-developed communication and inter-personal skills – able to adapt style and approach to the needs of different audiences
- Committed to personal and professional development
- Good sense of humor, honest, trustworthy and reliable
- Resilient, able to work under pressure and meet deadlines
- Flexible approach – willing to contribute to the work of the overall school community including support for sports and extra-curricular activity
- Interested in young people and their effective development
- Able to work as part of a team and be self-reliant.

This position is due to commence September 2019 (subject to all necessary safeguarding checks including verified references and DBS checks).

Safeguarding is everybody's business. At our Academy each pupil can feel that they belong to a caring and supportive environment. The Academy is committed to the safeguarding and wellbeing of students and expects all staff to share this commitment. The successful candidate will be required to undergo appropriate child protection screening including a DBS check.