

JOB DESCRIPTION

POST: Outreach Teacher

1. Job Purpose & Objectives

- 1.1 The responsibilities specified in the following job description are in accordance with those specified in the School Teacher's Pay and Conditions Document, which a School Teacher is required to perform. The post holder will be expected to manage all aspects of teaching within the overall educational aims of the Authentic Education Group and establish and maintain the highest quality possible of teaching and learning.
- 1.2 To improve the level of confidence by mainstream schools in meeting the needs of pupils with SEMH at (or approaching) SEN Support / EHCP
- 1.3 To work proactively in the support of reducing escalation toward EHCP for learners with SEMH
- 1.4 Reduce the number of requests for specialist provision for mainstream pupils with SEMH EHCPs
- 1.5 Reduce the number of exclusions and demand on Alternative Provision
- 1.6 Contribute to the achievement of a sustainable High Needs budget

The overall aim is to provide specialist advice and support to BCP mainstream schools to build their capacity to effectively meet the needs of pupils with SEMH, as part of the BCP Outreach Service.

The key objectives are to:

- Support schools in developing emotional and psychological wellbeing in pupils and staff
- Promote, share and ensure effective practice in meeting needs of pupils who present with SEMH, through advice, modelling, training or other
- Provide specialist advice and guidance to mainstream schools to build the quality of Universal provision and establish more Universal Plus (Tier 2) provision
- Provide training and guidance to mainstream staff

2. Main Duties & Responsibilities

Teaching

- 2.1 To adhere to the Operational Framework working in partnership with schools, young people and parents/carers, building capacity, focusing on properly planned outcomes, evaluating impact and checking what is making a difference.

- 2.2 To provide advice to headteachers, senior management teams, teachers and support staff as required, in the development of policy, practice and culture relating to social inclusion, on effective systems and cultures for supporting pupils with SEMH.
- 2.3 To liaise as necessary with secondary schools over the transfer of pupils with social, emotional and mental health difficulties.
- 2.4 To contribute to a planned, core offer of advice and training for staff on providing for pupils with social, emotional and mental health difficulties.
- 2.5 To be familiar with strategies, teaching approaches and materials appropriate to the teaching of pupils with social, emotional and mental health difficulties, and to keep abreast of research and developments relating to best practice.
- 2.6 To work alongside school staff offering practical support and advice on planning for individual pupils.
- 2.7 When appropriate to work alongside staff in order to support the assessment process and model outstanding practice.
- 2.8 To foster positive relationships between parents, carers and schools.
- 2.9 Where appropriate, to provide advice to parents on the educational implications of social, emotional and mental health difficulties and to offer guidance on how parents might best support their child's progress and development.
- 2.10 To collaborate closely with colleagues in education and other agencies to ensure that pupils are supported by a multi-disciplinary team.
- 2.11 To contribute to team support, supervision and development processes/opportunities in order to share experience and skills consistent with maintaining a reflective practice culture within the Outreach team.
- 2.12 To prepare reports on a regular basis for schools and other professionals on request to evaluate the impact of the service
- 2.13 To attend professional meetings when required, and to undertake appropriate professional development.
- 2.14 To regularly meet with the Outreach Teachers and Leads from the other providers to ensure support is correctly targeted and impactful, as part of the BCP Triage Service
- 2.15 Support schools to set up appropriate interventions and signpost relevant resources
- 2.16 Support the AE Training School and local Teaching School Hub to compile a portal to additional resources via a website or other means, as requested
- 2.17 To be responsible for the implementation of the assess/plan/do/review cycle as per the operational framework and provide evidence of impact at an individual and whole school level.

- 2.18 Comply with all Trust and school policies.
- 2.20 Comply with data protection legislation and expectations of confidentiality.

Assessments and Reports

- 2.21 Provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups where appropriate.

Professional Development

- 2.22 Review, from time to time, your methods and programmes of work with your line manager.
- 2.23 Participate in arrangements for your further training and professional development, and to share these experiences with colleagues, both informally and at staff meetings.
- 2.24 In the case of a teacher serving an induction period pursuant to the Induction regulations, participating in arrangements for their supervision or training

Educational Methods

- 2.25 Advise and co-operate with the Principal and other teachers (or any one or more of them) in preparing and developing whole school courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

Discipline, Health and Safety

- 2.26 Support in the maintenance and good order / discipline among the pupils you work with, and share in the corporate responsibility for the well-being and behaviour of pupils in school.
- 2.27 Safeguard the pupils' and your own safety, both when authorised to be on the Campus premises and when you are engaged in authorised Academy activities elsewhere.

Staff Meetings

- 2.28 Participate in meetings, including preparation and delivery of reports which relate to the curriculum or to administration and organisation, including pastoral arrangements.

Administration

- 2.29 Participate in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the Trust.
- 2.30 Assist in the supervision of pupils, whether these duties are performed before, during or after school sessions.
- 2.31 Comply with all Academy policies.
- 2.32 Comply with data protection legislation and expectations of confidentiality.

3. Career/Salary Progression linked to this post

In accordance with the provision of the Performance Management Policy and Pay Policy there will be an annual review of the performance of the teacher taking into account the performance management objectives.

The outcomes of the annual performance management review will be considered and may inform the pay review.

4. Additional Information

All staff are allocated to a place of work, however, Longspee Academy reserves the right to require staff to support the needs of our pupils throughout the Academy, and any of the Authentic Education Group academies as appropriate and also subject to the needs of the Academy in consultation with the postholder. This may involve re-location. This is not anticipated to be frequent or indeed regular but you should be aware of this requirement. You will, of course, be supported by other members of staff.

ARRANGEMENTS FOR PERFORMANCE MANAGEMENT

Performance Management will be carried out on an annual basis and be related to the responsibilities outlined on the job description.

The Teacher will be provided with induction support covering the basics of the job and the context of the work. If appropriate this may be followed by attendance at a structured formal induction course.

The Teacher will be provided with a school mentor/ line manager or other experienced staff member who can be consulted for guidance.

The Performance Management meeting will evaluate achievements agree areas for development, set appropriate targets and examine potential training, requirements, changes and actions to be taken.

NOTES

The aim of the job description is to indicate the general purpose and level of responsibility of the post. Please be aware that duties may vary from time to time without changing their character or general level of responsibility. Duties may be subject to periodic review by the Business Unit Head or nominated representative (in consultation with the postholder) to reflect the changing needs of the School.

This is an outline job description only and the post holder will be expected to undertake the duties commensurate within the range and grade of the post or any lesser duties as directed by the Chief Executive Officer or his/her representative.

Post Holder: **Date**

Principal: **Date**

THIS POST IS EXEMPT FROM THE REHABILITATION OF OFFENDERS ACT 1974

Longspee Academy is committed to safeguarding and promoting the welfare of children. Rigorous checks will be made of the successful application's background credentials, including enhanced DBS checks.