

CUMBRIA EDUCATION SERVICE

Job Profile

POST TITLE: Pupil Referral Unit: KS3/ KS4 Teacher (Part-Time) .6	DEPARTMENT: Children's Services The Gillford Centre
POST HOLDER:	LOCATION: The Gillford Centre, Carlisle
RESPONSIBLE TO: Pupil Referral Unit Headteacher	GRADE: Salary Point + 1 Special needs Point (<i>A second SEN point subject to qualifications / experience</i>)

1. CONTEXT

The Children's Services is committed to the principles of inclusive education and aims to secure the highest possible level of integration into mainstream schools for children with severe and complex forms of special educational needs (SEN) and provides direct support to schools enabling them to provide effective education for pupils with SEN.

The Pupil Referral Unit aim to secure effective partnerships with professional colleagues and parents based on mutual recognition of the functions and contributions of each party, to enhance the educational opportunities available to pupils with special educational needs.

In collaboration with colleagues in Children's Services and beyond, the EBD-Support Team PRU Staff work towards achieving three overarching goals;

- ✓ To provide a coherent, co-ordinated and effective support service;
- ✓ To provide a pertinent range of services responsive to the needs of pupils, teachers and parents;
- ✓ To raise the standards of achievement of pupils with special educational needs.

1.1 Emotional and Behavioural Difficulties

Some pupils will demonstrate restless, disruptive and disturbing behaviour while others will show signs of being withdrawn, socially isolated, apathetic and under achievement. Many will need security, consistent management and care. In general pupils often have low self-esteem, show marked reactions to frustrations and failure in learning, and experience problems adjusting to expectations and routines.

Pupil Referral Units

The units form an integral part of Children's Services catering for the educational needs of pupils aged between 7-16 who are considered to have social, emotional and mental health difficulties and who for a variety of reasons are temporarily unable to attend a mainstream school full-time. Pupils may have been permanently excluded from a mainstream school or considered to be at risk of permanent exclusion.

Programmes offered by the Unit(s) seek to:

- ✓ Address the pupils presenting social, emotional and mental health difficulties and secure access to high quality education appropriate to the individual and collective needs of pupils enabling them to develop their academic, personal and social skills.
- ✓ Prepare pupils for an early return to mainstream schools and/or entry into further education and/or the world of work and the opportunities, responsibilities and experiences of adult life.

1. Job Purpose

- 1.1.1 To work sensitively and positively with pupils exhibiting social, emotional and mental health difficulties across the age/ability ranges with a focus on KS3 and KS4 individually and in groups to secure behavioural change, emotional development and educational progress.
- 1.1.2 To take a leading role in the development and delivery of the general curriculum for KS3 and KS4 with an ICT specialism.

2. Principle Accountabilities

2.1 To teach effectively pupils with social, emotional and mental health difficulties and ensure access to the curriculum, using, as appropriate.

- Differentiated learning tasks;
- Behaviour modification, counselling and other therapeutic strategies; to

Motivate and sustain interest, promote improved application to learning, develop self-esteem and raise the standards of achievement of pupils with social, emotional and mental health difficulties.

2.2 To ensure that all specialist activity is delivered within the standards and policy expectations of the County Council, The Education Service and Children's Services.

2.3 To secure a systematic approach to recording and monitoring professional activity, evaluating performance against service benchmarks, performance targets, service standards and intended outcomes and take steps, as appropriate, to secure continuous development.

2.4 To establish and maintain effective communication professional colleagues and parents to ensure a co-ordinated response to the special

educational needs of pupil and secure effective partnership in the learning process.

- 2.5 To establish and maintain effective professional relationships with colleagues from Children's Services, mainstream schools and other agencies as appropriate to enhance the work of the service and secure the continuing confidence of colleagues, partners and stakeholders.
- 2.6 To maintain an up-to-date knowledge of relevant developments relating to special educational needs provision in general and social, emotional and mental health difficulties in particular, within national and local contexts, respond positively to requirements arising from local or national directives to secure the development of the service.
- 2.7 To participate in the Service Performance Management scheme, engage in professional development / training programmes as may be required.
- 2.8 To work collaboratively with the Pupil Referral Unit, Headteacher and KS3 and KS4 Co-ordinators in securing the above accountabilities.

3. Key Tasks

As a Key Teacher and/or class teacher

- 3.1 Conducting formative assessments, collating and presenting information decisions relating to teaching strategies and approaches, support arrangement and curriculum planning.
- 3.2 Writing Personal Education Plans and Individual Education Plans (IEP's) which establish key/priority targets identify outcomes and secure a timescale for review and evaluation.
- 3.3 Preparing medium and short-term plans for all teaching programmes, delivering and evaluating individual programmes for pupils in both one-to-one and group settings.
- 3.4 Contributing to on-going assessment, planning and review procedures:
 - Monitoring the changing pattern of pupils capabilities and responsiveness to see if teaching and learning is effective and learning outcomes are in line with IEP's and/or planned targets.
 - Providing constructive and specific feedback to pupils' professional colleagues and parents on the standards achieved and progress made by pupils to inform future planning decisions.
 - Assembling summary information on pupils' progress in a form that gives direct evidence on the nature and added value and/or impact of the system of support in operation.
 - Providing advice and support for parents (and/or mainstream colleagues as appropriate) to help maximise the standards of achievements of pupils with social, emotional and mental health difficulties.

4. Additional Information

4.1 Conditions of service are based on details contained within the current School Teachers' Pay and Conditions document.

4.2 Necessary travel will be reimbursed in accordance with the NJC recommendations for Local Authority staff with regard to arrangements made within Cumbria for 'Casual Car Users'

Under existing arrangements colleagues cannot claim for the 'First' and 'Last' journeys of the working day.

Definitions:

FIRST journey: from your home to 'place of work' (school, base or pupils home)

LAST journey: from 'place of work' (school, base or pupils home) to your home.

BASE: The Gillford centre, Carlisle

Revised September 2018

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Personnel Specification

JOB TITLE: Pupil Referral Unit: Teacher KS3/ KS4 (Part-Time)

DATE PREPARED: September 2018

Criteria	Essential	Desirable
Qualifications /Training	<p>Qualified teacher status</p> <p>Evidence of continuing training and professional development.</p> <p>Willingness to undergo further study to secure 'Specialist Teacher Registration' in Cumbria.</p> <p>Substantial teaching experience, including teaching children with special educational needs.</p>	<p>Degree or equivalent</p> <p>Additional qualification in teaching children with social, emotional and mental health difficulties, for example, Advanced Certificate or Diploma</p> <p>Proven experience in planning, delivering and assessing ICT lessons.</p>
Employment Experience	<p>Proven successful experience of working effectively with professional colleagues, parents/carers and pupils to secure partnership in the learning process.</p> <p>Proven successful experience of working as part of a team.</p> <p>Proven successful experience of teaching across the age and ability ranges</p>	<p>Proven successful experience of teaching pupils with SEMH.</p>
Professional Attributes / Skills	<p>Acceptance that all pupils are entitled to a broad, balanced relevant and differentiated curriculum, irrespective of age, gender, disability, race, religion, or previous educational progress.</p>	<p>A knowledge and understanding of the legislative framework and current thinking in respect of responses to, and provision for pupils exhibiting social, emotional and mental health difficulties.</p>

<p>Knowledge / Understanding</p>	<p>Ability to work co-operatively with other teachers, teaching assistants and other specialists in order to secure stimulating learning environment to maximise the achievements of pupils with SEMH.</p> <p>Commitment to working collaboratively with professional colleagues from direct services and/or agencies to secure the educational progress of pupils with SEMH in a multi-professional/agency context.</p> <p>Ability to cope securely with frustration and/or conflict situations and provide a positive role model for pupils experiencing SEMH.</p> <p>High level of oral/written communication and analysis skills.</p> <p>Skills of advocacy and persuasion.</p> <p>Substantial knowledge in respect of the theory and practice of special educational needs provision.</p> <p>A thorough knowledge of the DfES Code of Practice 'The identification and assessment of special educational needs'</p> <p>A thorough knowledge of National Curriculum and its application, place in the educational of pupils with SEN.</p>	<p>Ability to demonstrate best working practices, and to work alongside mainstream colleagues in increasing their confidence to work with pupils with SEMH.</p> <p><i>Specific knowledge relating to:</i></p> <p><i>The principles and practice of behaviour modification, counselling and other therapeutic strategies.</i></p> <p><i>The rationale and justification for, and the likely benefits of, the various approaches to problems generated / experienced by pupils exhibiting SEMH.</i></p>
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<p>Personal Attributes / Qualities</p>	<p><i>Specific knowledge relating to:</i></p> <p><i>How organisational setting, teaching and learning contexts contribute to, accentuate and/or reinforce poor self image or negative behaviour.</i></p> <p><i>The principles and practice of conflict management / resolution and the use of rewards and sanctions.</i></p> <p>Sensitivity to and appreciation of the contribution which different professional groups make in providing for pupils with SEMH.</p> <p>Sensitivity to and professionalism in discussing and reporting individual learning and developmental difficulties.</p> <p>Ability to listen, negotiate and make decisions having considered a wide range of options.</p> <p>A willingness to adapt to changing circumstances, initiate and respond to new ideas.</p> <p>Tact and tenacity</p>	
<p>Other relevant factors</p>	<p>A commitment to inclusive education and maximising the achievements of pupils with SEMH.</p>	