



|  |  |
| --- | --- |
| **Department** | **CHILDREN’S SERVICEs - Achievement Cohesion and Integration SERVICE (ACIS)** |
| **Job Title** | **TEACHER** |
| **Grade** | **teacher Main Pay Scale** |
| **Primary Purpose of Job** | To support schools and settings in assessing and meeting the needs of pupils who are international new arrivals or from GRT communities |
| **Reporting To** | Team Leader/Head of Service |
| **Staffing**  **Responsibilities** | N/A |

**Main Duties**

|  |  |
| --- | --- |
| **1** | **Developing capacity within settings** |
| 1 | To liaise with other staff within ACIS and colleagues from other departments and with other partners to ensure co-ordinated service delivery, inclusive practice and the development of joined up services to pupils, families and schools by: |
| 2 | Assessing the English language competence of pupils for whom English is an additional language |
| 3 | Forward planning of teaching/learning strategies and experiences to improve the self-esteem and confidence and develop competence in English in preparation for transition to mainstream schools or colleges |
| 4 | To take a lead role in either Community Cohesion or the monitoring of Racial Incidents or for Elective Home Education |
| 5 | To organise and deliver training and development opportunities for colleagues , school staff and other relevant groups |
| 6 | Contributing to the continued development of the unit and it’s provision |
| 7 | Support settings with the monitoring and assessment of pupils and recording of pupil progress and achievement |
| **2** | **Home – School Links** |
| 1 | To monitor and ensure that Mainstream Schools and parents receive high quality assessment and information plans at the time of transition |
| 2 | To ensure that all pupils have a needs led outreach plan mapped against the pupil pathway model |
| 3 | To advise schools on continued support if required by pupils |
| **3** | **Pastoral Care Tasks** |
| 1 | Have awareness of diverse backgrounds and experiences of pupils and families and be empathic to these |
| 2 | To work within a multi-agency environment and to share information/practices |
| 3 | To support the emotional development of all pupils and families |
| **4** | **Continuing Professional Development Activities - Meetings and Reviews** |
| 1 | Advising and supporting teachers and other professionals in promoting positive attitudes to diversity and bilingualism in the classroom and developing an anti-racist perspective in classroom management and organisation of the Unit |
| 2 | Raising awareness of INA and migrant groups issues across the curriculum and in Mainstream Schools, offering support on curricular changes, self evaluation and provision mapping |
| 3 | Contributing to the professional development of Teachers and other colleagues by acting as peer mentors and sharing subject expertise and knowledge |
| 4 | Participating in staff meetings and other relevant meetings where required |
| 5 | Participating in business meetings/training activities as appropriate |
| 6 | Participating in current Performance Management processes in relation to qualified teachers |
| 7 | Recording attendance at meetings and training activities and completing all necessary documentation related to the Performance Management process |
| **5** | **Other Duties** |
| 1 | Working within the current conditions of employment of teachers other than head teachers and in accordance with current DfES guidance and local policies and procedures |

|  |  |
| --- | --- |
| **Date Job Description prepared/updated:** | **April 2011 Kevan Naughton** |
| **Job Description prepared by:** | **Updated with competancies April 2018** |



****

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Department** | | | | **CHILDREN’S SERVICES - Achievement Cohesion and Integration SERVICE (ACIS)** | | |
| **Job Title** | | | | **TEACHER** | | |
| **Stage One** | | | Disabled Candidates are guaranteed an interview if they meet the essential criteria | | | |
| **The Minimum Essential Requirements for the above Post are as Follows:** | | | | | | **Method of Assessment** |
| **1.** | **Skills and Knowledge** | | | | | |
| 1. | Ability to work effectively and enthusiastically with INA and GRT group pupils in all key stages | | | | | Application Form/Interview |
| 2. | Ability to manage time (working to deadline, prioritising workload). | | | | | Application Form/Interview |
| 3. | Effectively support teachers, support staff and volunteers in across a range of settings | | | | | Application Form/Interview |
| 4. | Ability to use and extend special knowledge of the learning process, language acquisition, racism, curriculum and assessment matters, teaching strategies and broader educational issues | | | | | Application Form/Interview |
| 5. | Ability to communicate effectively within a multiagency environment | | | | | Application Form/Interview |
| 10. | **Competencies** – Please note the council’s corporate competencies, which are considered to be essential for all roles, are in the attached CORE COMPETENCIES document | | | | | Interview |
| **2. Experience/Qualifications/Training etc** | | | | | | |
| 1. | | Teaching Qualification | | | Application Form | |
| 2. | | Teaching experience within relevant sectors | | | Application Form | |
| 3. | | Relevant CPD | | | Application Form | |
| **3. Work Related Circumstances** | | | | | | |
| 1. | | All staff are deployed in all key stages to enhance the experience of the pupils. Staff may be deployed at the discretion of the Head of the Service | | | Application Form | |
| 2. | | A commitment to collaborative learning strategies and the cross phase family approach | | | Application Form/Interview | |
| 3 | | A commitment to equal opportunities, especially a positive attitude to linguistic and cultural diversity in the classroom, school and society at large | | | Application Form/Interview | |
| 4. | | This post is subject to an enhanced disclosure from the Disclosure & Barring Service | | | Satisfactory DBS Disclosure | |

|  |  |  |  |
| --- | --- | --- | --- |
| **STAGE TWO** | | Will only be used in the event of a large number of applicants meeting the minimum essential requirements | |
| **Additional Requirements** | | | **Method of Assessment** |
| **1. Skills and Knowledge** | | | |
| 1. | An awareness of languages other than English | | Application Form/Interview |
| **2. Experience/Qualifications/Training etc** | | | |
| 1. | EAL/Multi-cultural related qualification | | Application Form |
| 2. | Previous experience working with INA/GRT pupils | | Application Form |

|  |  |
| --- | --- |
| **Date Person Specification prepared/updated:** | **Kevan Naughton April 2011** |
| **Person Specification prepared by:** | **Updated with competancies April 2018** |



**These core competencies are considered essential for all roles within Bolton Council. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period**

**Developing Self & Others**

Promote a learning environment to embed a learning culture.  Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development. Support and promote the principles of Investors in People.

**Civil Contingencies**

Bolton Council has a statutory duty under the Civil Contingencies Act to respond in the event of an emergency. If Bolton Council’s Emergency Management Plan is activated, you may be required to assist in maintaining key Council services and supporting the community.  This could require working outside of routine working hours and working from places other than your normal place of work.

**Equality & Diversity**

Uphold the principles of fairness and the Equality Act in all undertakings as a Bolton Council employee, including providing a fair, accessible service irrespective of customer’s race, religion, gender, sexuality, disability or age.

**Customer Care**

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring & professional image.

**Health & Safety**

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

**Data Protection and Confidentiality**

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow Council policies and procedures on dealing with personal information and information assets, including The Code of Conduct, Data Protection, Acceptable Use and Information Security policies. Personal or confidential data should only be accessed or used for council purposes.

**Fluency Duty**

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required byThe Immigration Act 2016.

**Working Hours**

The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

**Safeguarding**

This Council is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure & Barring Service.