



INSTRUCTOR TEACHER JOB DESCRIPTION

We are looking for an instructor who can lead sessions in Outdoor Ed or PE or Forest School

Responsible to: Head teacher

Responsible for: Teachers, Tutors LSA and Students within the school

Job Description

This job description may be amended at any time following consultation between the Head teacher, and Directors and will be reviewed annually.

Core Purpose of the Instructor

Part 1: The core purpose of this role is to be support the leadership and management team for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success an instructor must establish high quality education by effectively working with the senior management team to manage the teaching and learning whilst using personalised learning to realise the potential of all students.

Part 2: To teach pupils across the full age and ability range present in the school 5-18, in order to ensure the highest possible standards of students achievement, personal development and wellbeing.

At Wessex Lodge School we have a wide range of students presenting with additional learning needs which include speech language and communication issues, Aspergers, Autism, SpLD, MLD and BESD.

At the heart of a successful school is the provision of high quality teaching and learning, the effective use of resources, improving standards of achievement for all students and the promotion of students' personal development and wellbeing. The instructor plays a key part in this provision by a commitment to the school's ethos to provide this

The instructor, working with the Head teacher and others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships

Drawing on the support provided by members of the school community, the instructor alongside the Head teacher is responsible for creating a productive learning environment, which is engaging and fulfilling for all students.

Key Areas of Responsibility

1. Shaping the Future

Working with the senior management and Head of education to create a shared vision and strategic plan which inspires and motivates students, staff and all other members of the school community.

This vision should express core educational values and purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its Students.

Actions

- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- Work within the school community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.
- Demonstrate the vision and values in everyday work and practice.
- Motivate and work with others to create a shared culture and positive climate.



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- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Assist the PE/ODE Leads in ensuring that the strategic planning takes account of the diversity, values and experience of the school and community at large.
- Developing further and establishing and monitoring an outstanding alternative education provision.

2. Leading Learning and Teaching

Responsibility for raising the quality of teaching and learning and for students' achievement. This implies setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable Students to become effective, enthusiastic, independent learners, committed to life-long learning.

Actions assisting in:

- Ensuring a consistent and continuous school-wide focus on students' achievement, using data and benchmarks to monitor progress in every child's learning
- Ensuring that learning is at the centre of strategic planning and resource management
- Establishing creative, responsive and effective approaches to Assessment for Learning. .
- Ensuring a culture and ethos challenge and support where all pupils can achieve success and become engaged in their own learning
- Demonstrating and articulating high expectations and set stretching targets for the whole school community
- Implementing strategies that secure high standards of behaviour and attendance
- Determining, organise and implement a diverse, flexible curriculum and implement effective assessment framework
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils
- Monitoring, evaluate and review classroom practice and promote improvement strategies
- Using the SEF as a tool to self-monitor
- Observations regulated and linked directly to appraisals and OFSTED regulations
- Challenging underperformance at all levels and ensures effective appraisal systems are in place.

3. Developing Self and Working with Others

Effective relationships and communication are vital in schools. Effective instructors manage themselves and their relationships well and is about building a professional learning community that enables others to achieve. Through performance management and effective continuing professional development practice, the Head teacher along with the Senior head teacher supports all staff to achieve high standards.

The instructor should be committed to their own continuing professional development in order to equip themselves with the capacity to deal with the complexity of the role and the range of leadership skills and actions required of them

Action

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities
- Assist in the development and maintenance of effective strategies and procedures for staff induction, professional development and performance review
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams



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- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
- Regularly review own practice, sets personal targets and take responsibility for own personal development
- Manage own workload and that of others to allow an appropriate work/life balance

4. Securing accountability

Assisting the head teacher, being accountable to a wide range of groups, particularly students, parents, carers, directors and the Local Authorities. They are accountable for ensuring that students enjoy and benefit from a high quality education, for promoting collective responsibility within the whole school community and for contributing to the education service more widely.

Actions

- Assist in developing a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Work with the Head teacher (providing information, objective advice and support) to enable them to meet their responsibilities
- Assists in the development and present a coherent, understandable and accurate account of the school's performance to a range of audiences including local authorities, Directors, parents and carers
- OFSTED compliance alongside striving for an OUTSTANDING service.
- Reflect on personal contribution to school achievements and take account of feedback from others

5. Strengthening Community

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership should commit to engaging with the internal and external school community to secure equity and entitlement.

Actions

- Assist and build a school culture and curriculum which takes account of the richness and diversity of the school's communities
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment
- Ensure learning experiences for students are linked into and integrated with the wider community
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Create and maintain an effective partnership with parents and carers to support and improve students' achievement and personal development
- Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community
- Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives
- Co-operate and work with relevant agencies to protect children

6. Safeguarding Children & Safer Recruitment

This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and recent Safeguarding amendments and expects all staff and volunteers to share this commitment



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The instructor in support with the Head teacher should ensure that:

- The policies and procedures adopted by the directors are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

7. Teaching and learning

- To be committed to and to promote the school's aims, objectives, values and vision – 'a community learning and achieving together.'
- To maintain and contribute to the development of school policies to ensure that all staff effectively teach within the school's Teaching and Learning Policy.
- mark work, assess, record, track and report pupil progress, using all available data, liaising with Subject Learning Manager about trends.
- provide a stimulating learning environment
- have due regard for maintaining health and safety and security in the areas they use.
- To be a member of the pastoral team and undertake the associated responsibilities as a key worker for an individual student
- To assist with the effective operation of subject teams:
- developing schemes of work, resources, teaching and learning strategies,
- contributing to team review, monitoring and evaluation and the development of working practices,
- participating in working groups and attending meetings
- taking part in other professional development activities,

Person Specification

ESSENTIAL	DESIRABLE
Enjoys being active, outdoors and thinking 'outside of the box'	QTS
Creative	PE qualifications
Experience of teaching young people	ODE qualifications
	Forest school qualifications



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<p>Good organisational and verbal and written communication skills</p> <p>Good interpersonal skills, with the ability to respond sensitively to others.</p> <p>The ability to work independently and as part of a team.</p> <p>Good records of attendance and punctuality</p> <p>Effective record keeping</p> <p>Experience of liaising with parents and outside agencies.</p> <p>Commitment to CPD</p> <p>Commitment to equal opportunities principles and practices.</p> <p>Safeguarding</p>	<p>Experience of teaching young people with SEN Experience of how to develop, analyse and implement interventions</p> <p>Observational experience</p> <p>Working with autism</p> <p>Experience of how to develop implement interventions</p> <p>Understanding of SEN</p> <p>Using assessment data to inform planning</p> <p>Understanding of SEN statutes, policies and processes and, willingness to undertake further training</p>
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