

At New Barn School we pride ourselves on helping the most vulnerable and hard to place children maximise their potential. We are seeking an exceptional candidate who is inspirational, passionate and dedicated to raising student achievement through the delivery of a personalised and engaging learning experience.

Job Title: Science Teacher
School: New Barn School

We are looking for a creative Science Teacher who has the skills to push standards to improve and give students the tools to achieve their best in Science, by preparing and delivering well-structured, inclusive lessons.

The ability to make an outstanding contribution to the development of this core subject is essential and we believe that energy, passion and a commitment to high standards are key characteristics in the right applicant. We are looking for a special individual who is able to help re-engage the young people that we serve. Experience in working with pupils who have social, emotional and mental health related difficulties is an advantage. This is an opportunity for the successful candidate to develop their skills and experience in a challenging, motivating and highly rewarding environment.

Key Result Areas

- Plan, implement, review and develop the Science curriculum to ensure provision is responsive to individual learning needs, reflects national standards and legal requirements. Ensure a balanced curricular approach that will encourage and reward participation in learning through achievement and progression.
- Develop and organise teaching and other support staff to ensure the effective delivery of the Science curriculum. Promote and ensure pupil support and the achievement of high professional and teaching standards.
- Ensure the continuous improvement of learning in Science and support provision based on an annual planning cycle with clear objectives and targets and a quality improvement plan based on self-evaluation and external benchmarks.

Responsibilities

- Support the Head of Quality and Learning, implement and evaluate strategic improvement, operational and development plans that will enable the Science department to provide education and care suitable for the needs of all pupils and ensure the progressive improvement of the School.
- In conjunction with the Head of Quality of Education, implement and evaluate the Science timetable, curriculum and support programme that will ensure all boys are able to progress and achieve through learning and that the School sets and achieves clear outcomes for academic learning.
- Meet high standards of learning, professional development, behaviour and positive contribution to the School and its ethos.
- Work with the SENCo to ensure that effective systems for the recording, monitoring and review of progress are established and maintained to ensure

the effective tracking of individual progress and the provision of Management Information to support organisational planning, quality management and inspection requirements.

Person Specification

The individual is expected to demonstrate competence in the following areas:

Essential

- Able to plan, organise and deliver learning and associated activity to meet accreditation requirements.
- Able to stimulate and engage learners through the use of techniques, methods and activities, which engage, interest and motivate them to learn and achieve.
- Provide differentiated resources to engage all pupils of varying lessons within a class.
- Sound understanding and knowledge of a range of assessment techniques and approaches and the ability to apply such knowledge to support the learning process.
- Sound knowledge and understanding of their area of Science expertise and able to develop curricula, programmes and lessons to develop this knowledge in others to specified levels.
- Sound knowledge and understanding of the regulatory and statutory framework and curriculum requirements applicable to an independent special education School.
- Awareness and understanding of the statutory framework governing the provision of special education and support for those with additional and special needs.
- Empathy and understanding of the needs of those with emotional and mental health difficulties and an ability to manage and control challenging behaviour through de-escalation and restraint techniques.
- Able to manage, organise and analyse data and information to meet regulatory and accreditation requirements.
- Educated to degree level and able to demonstrate competence in teaching based on experience and/or certification.

Desirable

- Experience of working with SEMH/ASC pupils.
- Able to use software and spreadsheets such as Word, Excel and educational software.
- Knowledge of key and core skills tuition.

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.
- 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.

Applications for this post are invited from colleagues offering SEN experience, from mainstream schools and other educational settings.

Acorn Education are committed to the safeguarding and promoting the welfare of children and young people. All successful applicants will be subject to fully Enhanced DBS Check

Safeguarding is everybody's business. The welfare and safeguarding of children and young people should be of paramount consideration, whatever your role or level of responsibility is within the organisation. All employees, panel members, independent workers and volunteers are required to ensure compliance with the company's guidance and policy on safeguarding and are required to attend Safeguarding training appropriate to their level of responsibility.