



## CONTRACTUAL COMMITMENT & WORK CONTEXT

### Primary Teacher with Literacy or Numeracy

Update: May 2022

**Reports to:** Deputy Headteacher

**Contract:** Full time

**Salary:** Salary subject to experience + SEN1

**Line manages and/or reviews:** Allocated TA(s); student teachers / college students, EHS casual supply teacher(s), other agency staff, visiting specialist staff

**Contacts:** All school staff; school governors; pupils aged 2-19 in the school base and on the wards; parents/carers and siblings; other professionals supporting the child and the family in the hospital setting and beyond; work placement students; supply staff; visitors.

**NOTE:** Teacher roles, responsibilities and team allocations will be reviewed intermittently in line with the changing needs of the school.

#### **Job Purpose:**

To secure effective education for all pupils and the continuous improvement of all teaching and learning in the school. To assess, record, monitor and report on the progress and attainment of pupils having regard to the curriculum of the school.

Duties to be carried out in conjunction with the duties of the duties of school teachers as set out in the School Teachers' Terms and Conditions Document.

#### Duties:

1. Contribute to the SDP and conducting timely self-evaluation reviews to monitor the implementation of said plan.
2. Taking an active part in teacher meetings, school INSET days, twilight sessions and other forms of school organisation.
3. Monitoring the accuracy of registration returns for allocated key stage pupils to support data collection of admission trends and the monitoring of effective staff deployment across the school departments.
4. Overseeing delegated financial responsibilities as set out in the school's financial procedures and ensuring efficient and effective management of resources and equipment.
5. Working with colleagues to ensure efficient and effective resource management of shared materials and equipment.
6. Working closely with the other teachers to ensure continuity of pastoral care and curriculum progress for pupils during transition periods (e.g. ward /dialysis school to atrium school).
7. Providing professional support for colleagues in other school teams teaching outside their designated area.
8. Monitoring the accuracy of designated area registers and the maintenance of pupil records.
9. Contributing to the school's outreach and integration programme for pupils with a range of medical needs – e.g. linking with hospital medical students and hospital play specialists to develop a Hospital Familiarisation programme; linking with other hospital schools in UK or in Europe.
10. To promote the ethos of the school.



*Teaching and monitoring pupil well-being and progress:*

In partnership with team colleagues, contribute to achievement of all pupils by:

1. Teaching and monitoring pupil well-being and progress
  - Planning and delivering mixed age, mixed ability teaching with reference to:
  - EHS agreed core skills (language, literacy, numeracy, ICT and PSHE)
  - the national curriculum and any information received from pupils' home schools
  - pupils' personal interests
  - the practicalities of working in a hospital school setting.
  - using the MIS to evaluate lesson progress and the data to write reports
2. Maintaining personal expertise with regards to changing legislation and ensuring practice at Evelina is adapted in keeping with government guidelines and the school's stated aim of supporting continuity of education for children while they are in hospital.
3. Ensuring that the special educational needs of all pupils are identified, supported and that their progress is appropriately monitored.
4. Conducting daily risk assessments in the context of a constantly changing pupil intake in classes, taking special care to control the risks for children with more complex medical/special educational needs.
5. Contributing to the development of moderation protocols to ensure self-evaluation remains robust and reliable (e.g. EHS Sampling and Exemplification Folders; links with home schools; links with hospital teachers in other hospital settings; links with teachers in mainstream schools).
6. Assessing and recording pupil well-being and progress in relation to their initial starting points (in the session or over time as appropriate) and in the context of their changing medical needs.
7. Writing and distributing to parents/carers and relevant hospital and home school professionals end-of-term reports for long-stay pupils and/or discharge reports for regular-recurring pupils.
8. Working in partnership with parents/carers and key professionals in a knowledgeable, diplomatic and professional manner to ensure effective joined-up work and ensure best practice for all pupils while the child is in hospital and at time of transfer/discharge.
9. Tracking regular recurring and long-stay pupils' progress by linking regularly with their home schools to monitor their progress.

**Financial Responsibilities:** Resources for subject areas

**Conditions of Service:** Governed by the Department of Education (DfE), School Teachers Pay and Conditions (STPC) supplemented by local conditions as appropriate.

**Special Conditions of Service:** None.

**Security Checks:** Because of the nature of the post candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointment interview. Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate, the nature of such convictions.

**Other duties and responsibilities**

At the reasonable request of the Headteacher.



**PERSON SPECIFICATION**

**Primary Teacher – with  
Literacy or Numeracy**

Update: May 2022

We are looking for an experienced outstanding Primary Teacher with Literacy or Numeracy. The candidate will demonstrate through the application and interview process that they have the necessary qualifications, experience, knowledge, skills and attributes required to fulfil the roles and responsibilities identified in the job description.

NOTE: Although the post and job description is currently weighted towards a specialism in primary education, the successful candidate must demonstrate the willingness and ability to teach across the full age range 2 – 16+ and across the full range of special educational needs.

You will also be expected to teach other subjects in response to school requirements.

<b>Qualifications and Training</b>	<b>Essential/Desirable</b>
<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Experience working with students with special educational needs and students in vulnerable groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Essential</li> <li>• Essential</li> </ul>
<b>Experience</b>	<b>Essential/Desirable</b>
<ul style="list-style-type: none"> <li>• At least 3 years’ post NQT teaching experience, teaching in main stream or special school settings.</li> <li>• Experience of teaching a range of subjects.</li> <li>• Experience of working within U.K. National Curriculum framework, teaching to all key stages. English at “A” Level.</li> <li>• The ability to meet the core professional standards for teachers and, where appropriate, the post threshold standards, to a good standard or better.</li> </ul>	<ul style="list-style-type: none"> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> </ul>

Knowledge and Skills	Essential/Desirable
<p>All areas identified in the Professionals Standards for Teacher, but in particular the knowledge, skills and understanding to:</p> <ol style="list-style-type: none"> <li>1. Lead and manage a small cross-curricular department (e.g. good organisation, ability to meet deadlines, inter-personal, team-building skills, with the ability to be flexible and adapt quickly).</li> <li>2. Design, deliver and regularly update a curriculum subject based on core skills and linked to the National Curriculum, suitable for small groups of children aged 5-16+, adapted to meet mixed ability needs within a hospital school setting. Plan and deliver to small groups of children and young people aged 5 – 16+, mixed ability workshops with a high practical and high motivational content (e.g. creative, performing arts, design technology, computing).</li> </ol>	<ul style="list-style-type: none"> <li>• Essential</li> <li>• Essential</li> <li>• Desirable</li> </ul>
<ol style="list-style-type: none"> <li>3. A good understanding of what ‘assessment for learning’ looks like in practice, and the ability to implement this in day-to-day teaching and the monitoring of pupil progress.</li> <li>4. A very good understanding of the psycho-dynamics of learning and positive behaviour/positive handling strategies.</li> <li>5. A good knowledge of cross-curricular applications of ICT and the competence to apply this knowledge imaginatively and effectively in teaching and to support leadership and management roles.</li> <li>6. Communicate sensitively and effectively to children, parents/carers and a wide range of professionals supporting children and families within the hospital setting and beyond, both verbally and in writing.</li> <li>7. Master a range of teaching styles and adapt the lesson at very short notice to provide challenge for high attaining learners and learners with profound and multiple disabilities.</li> </ol>	<ul style="list-style-type: none"> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> <li>• Essential</li> </ul>
<b>Attributes</b>	
<p>A person who:</p> <ul style="list-style-type: none"> <li>• Leads by example, models a solution-focused approach to problems and takes personal initiative.</li> <li>• Respects others and anticipates needs.</li> <li>• Enjoys teaching and personal learning.</li> <li>• Emotional resilience and ability to manage feelings appropriate to context.</li> <li>• Is honest and reliable.</li> <li>• Flexible self-starter willing to teach across all phases</li> <li>• Team player</li> </ul>	

The Evelina Hospital School is keen to have a staffing complement with a broad range of subject specialisms, in particular to support the delivery of afternoon workshops. Expertise in the following areas would be an additional advantage:



- Another specialism
- Social Emotional Aspects of Learning
- Specialist areas of SEND: e.g. PMLD, Communication Systems, ADHD, ASD.

Confidential references will generally be requested once the long-list has been compiled as part of our Safer Recruitment practice. They will form an integral part of the final selection process.

**All appointments are subject to satisfactory references and an enhanced DBS check.**