

Central Office  
Lioncare House  
58a Livingstone Road  
Hove  
East Sussex BN3 3WL

**JOB DESCRIPTION**

Position	<b>Special Needs Class Teacher (BESD/SEMH)</b>
Work-Base Location	Primarily The Lioncare School, 87 Payne Avenue. Hove BN3 5HD but you may from time-to-time be required to work at any resource operated by the organisation.
Responsible To	The Assistant Head Teacher and Head Teacher of The Lioncare School, Assistant Directors, and ultimately the Executive Director of The Lioncare Group.
Supervisory and Line-Management Responsibilities	No formal supervisory responsibilities. Line-management responsibility in the form of classroom management including effective guidance, support, and collaboration with Learning Support Assistants (L.S.A.'s) and Home Support Adults (H.S.A.'s).

Primary Task (what the Job exists to do)	<p>Under guidance from the Assistant Head Teacher and the Leadership of the Head Teacher and Executive Director of The Lioncare Group:</p> <ul style="list-style-type: none"> <li>• Take responsibility for delivering high quality and effective teaching and learning that engages hard to reach children and enables them to make solid progress personally and academically</li> </ul> <p>To achieve this, you will;</p> <ul style="list-style-type: none"> <li>– Assist the leadership team in effectively developing The Lioncare School as a centre of learning and therapeutic excellence.</li> <li>– Assist the leadership team in planning, implementing, developing, assessing, and monitoring provision of a therapeutically informed special curriculum that encourages &amp; promotes the task of small-group and project-based learning &amp; education.</li> <li>– Assist the leadership team in developing, and monitoring the 'facilitating environment' conducive to promoting therapeutic learning, support, care &amp; nurture.</li> <li>– Promote the welfare and safety of the children at all times.</li> <li>– Attend to the emotional, social, behavioural and psychological needs of the children in ways that are aligned with our therapeutic ethos.</li> <li>– Effectively liaise with all colleagues in the school, the organisation, and wider external system to ensure good communication &amp; promote positive working relationships.</li> </ul>
Equality and Diversity	The Directors and Shareholders of The Lioncare Group believe in and are committed to promoting equality of opportunity and celebrating diversity in both the service it provides and the employment of its workforce and expects all those employed or associated with The Lioncare Group to promote this in their work and practice.

## 1. General Tasks & Responsibilities

In accordance with the aims and practice approach of The Lioncare Group, the duties of all employees include:

- 1.1) Carry out tasks & responsibilities professionally at all times whilst employed by The Lioncare Group.
- 1.2) Working with integrity, honesty, and openness at all times whilst employed by The Lioncare Group.
- 1.3) Assist, support, and promote The Lioncare Group within the wider market place.
- 1.4) Work within, uphold, and promote the stated aims and objectives of The Lioncare Group and adhere to all guidance, policies and procedures as stated in the 'Employee Handbook' and in the schools 'Prospectus' or similar document in use, at all times working in the best interests of the children.
- 1.5) Comply with current legislation, regulation, and guidance relating to the care and education of children looked after by their local authority.
- 1.6) Liaise in a professional manner at all times with clients, colleagues, and agencies working for and associated with The Lioncare Group.
- 1.7) Promote effective working relationships and positive links with clients, colleagues, and agencies working for and associated with The Lioncare Group and the wider Community.
- 1.8) Undertake delegated tasks and instructions from Line Managers and others with relevant authority, to a level of competence expected from the grade of the post.
- 1.9) Attend meetings and supervision as appropriate and necessary.
- 1.10) Exercise responsibilities under the Health and Safety at Work Act.
- 1.11) Implement & develop the Organisation's policy and practice of Equal Opportunity and Diversity.
- 1.12) Undertake training as required and necessary.
- 1.13) Adopt a flexible approach to working times in line with the particular demands of the School and organisation, including assisting in an emergency.
- 1.14) Carry out other tasks as required and in accordance with the competence of the position.

## 2. Specific Duties & Responsibilities

In accordance with the aims and practice approach of The Lioncare Group, the specific duties & responsibilities of a Special Needs Class Teacher include:

### A. Supporting the Company:

1. Support at all times the Assistant Directors and Executive Director in promoting and developing the quality and range of services offered by The Lioncare Group in line with its stated aims and objectives.
2. Support at all times the Assistant Head Teacher and Head Teacher in carrying out their duties and responsibilities in providing high standards of learning, education, and care to the children attending The Lioncare School.
3. Inform the Assistant Head Teacher of all issues requiring further attention and act on these where appropriate or where directed to do so, and undertake delegated tasks and instructions from Assistant Head Teacher to a level of competence expected from the grade of post.
4. Ensure positive links are maintained between The Lioncare School and all areas of The Lioncare Group.
5. At all times work within regulation and policy with regards to Child Protection and Safeguarding

### B. Teaching Practitioner:

1. Comply with regulations and guidelines as laid down by relevant government legislation (particularly the Education Act 1996 and 2002, Children's Act 1989 and 2004, Independent Schools Regulations 2014, and current legislation relating to child protection and especially Keeping Children Safe in Education and Working Together to Safeguard Children).
2. Accurately and effectively assess the needs of the children and plan individual and small group tasks that allow for good progress to be made in all areas of our curriculum
3. Responsibility for alerting the Assistant Head Teacher, and where appropriate or where instructed to do so the

Head Teacher, and all other relevant persons and officials of any concerns regarding children in your class group and other children attending The Lioncare School and keeping an accurate record of your action and response.

4. Confidently manage children's behaviour in the classroom and around the school and when engaged in activities away from the school environment using agreed therapeutic strategies and interventions, agreed and permissible reward and sanction systems in place, and your own professional and informed judgement and initiative. This may include the need for appropriate forms of physical intervention.
5. Liaise in a professional manner with, and promote good relationships between, the school, children, the local community, and all personnel and agencies associated with the school and wider organisation.
6. Act as a positive role model for the children both within the school and when supporting them within the local community.
7. Encourage and be actively involved with the various pursuits followed by children both within the school, the wider organisation, and the local community.
8. Attend and facilitate meetings when appropriate and / or when asked to do so including but not limited to daily community meetings, weekly staff meetings, and compulsory attendance at monthly process meetings.
9. Exercise responsibilities under the Health and Safety at Work Act.
10. Ensure compliance with equal opportunity's policy in relation to the adults, children, visitors and all others associated with the school and wider organisation.
11. In every interaction actively encourage, promote and respect the rights of individuals including matters relating to ethnicity, cultural and religious beliefs, and personal values and practices, and confront prejudice.
12. Attend, effectively contribute, and actively participate in consultancy, Personal Performance Reviews, supervision and all other relevant meetings, forums, and gatherings.
13. Undertake further training as required.
14. Adopt a flexible approach to the working hours required of the post, including emergency situations.
15. Carry out such duties that may be required from time to time in accordance with the competence of the position.

### **C. Class Teacher Duties and Responsibilities:**

1. Fulfil the National Teacher Standards
2. With guidance and support, take overall responsibility for the day-to-day planning, provision, and management of the learning and emotional need of a small class group of 3-7 children.
3. Work within the Assessment Policy of our school to monitor the progress of children, and set appropriate objectives suitable to their needs. This includes writing baseline assessment reports for each child on entry to the school.
4. Responsibility for effectively guiding, managing, and working collaboratively with LSA's and Home Adult Support to ensure all are working in partnership and understand their task and role in the classroom and wider learning environment.
5. Responsibility for recording and updating all others including the School Manager of positive progress and achievements made by children in your class group.
6. Responsibility for ensuring all monitoring forms and education reports are completed according to the schedule set out by the Head Teacher and Assistant Head Teacher
7. Responsibility for assisting the Assistant Head Teacher in their duty for coordinating the creation and delivery of reports within statutory time constraints, including Annual Review of Education, Health and Care Plans and preparation for PEP Meetings.
8. Liaison with parents or carers from the child's home placement & encourage their participation in the learning / education task.

9. Responsibilities for ensuring your classroom area is kept well equipped, including appropriately selecting resources to create a stimulating learning environment. Keeping the learning environment of the class and school clean, tidy, and safe, and reporting all issues (including damage) promptly.
10. Take the lead in ensuring all children in your class have a robust Risk Profile and Positive Behaviour Support Planned that is monitored and updated in line with incidents and presenting behaviours and shared with colleagues.
11. Ensure reports and recommendations from professional colleagues, including Occupational Therapists, Speech and Language Therapy. The Educational Psychologist are embedded into plans for individual young people and that this work is monitored and shared.
12. On occasion prepare for and deliver one to one sessions for children to be educated off-site.
13. Support children to achieve their accreditation pathway through teaching and evidence gathering.
14. Work with the whole school team to ensure activities and events are accessible, appropriate and developmental for all children, and personally take part in these as a member of our school community.
15. Prepare for and attend individual and teacher supervisions on a regular basis and be open to challenge, ideas and support from colleagues in these forums.
16. Ensure each child in your class group has access to an appropriate form of key work with an adult each week
17. Take personal responsibility for staying updated with relevant policies, regulation and guidance as directed by The Head Teacher

**D. Therapeutic Practice:**

1. Actively develop your understanding of therapeutic theory and provision through training and peer-support and self-learning and integrate this in your teaching practice.
2. Take steps to gain a working knowledge and understanding of the standards for therapeutic communities, best practice in trauma-informed work and attachment aware practice and integrate these in your every interaction with children and colleagues.
3. Actively participate in developing the living-learning environment and culture of the school and wider therapeutic community that is The Lioncare Group.
4. Be open and reflective about the impact of challenging work and the relational aspects of therapeutic work in all given forums and take active responsibility for personal well-being in partnership with your supervisor and The Head Teacher

### **3. Selection Specification**

The criteria below indicate qualities needed to do the job well. Candidates will be selected according to the extent to which they satisfy these criteria. Evidence of potential will also be considered. Most of the criteria must normally be met in order to qualify for selection.

#### **A. Essential Criteria; Knowledge and Experience**

1. Experience of working / teaching in settings that challenge mainstream models of education
2. Experience and understanding of children with autistic spectrum conditions and disorders around attention and concentration.
3. Understanding the real fear of learning and of 'going to school' felt by our children.
4. Experience of delivering quality learning, education, and nurture to vulnerable children.
5. Knowledge of theory & practice in providing child centred education provision (e.g. classroom organisation, resourced based learning, integrated day).
6. Knowledge and experience of using strategies to promote purposeful learning & progress for children with social, emotional, behavioural and/or mental health difficulties.
7. Understanding the importance of confidentiality, privacy, and discretion.
8. Understanding of the stressful and challenging nature of the task and role

#### **B. Essential Criteria; Skills and Abilities**

1. Ability to relate to and communicate with difficult to reach children.
2. Ability to effectively encourage children to develop their full potential.
3. Ability to effectively prioritise self and workload within agreed timescales.
4. Able to record accurately, objectively, and with clarity.
5. Ability to take on board instruction, to use own initiative when appropriate, and accept personal authority and responsibility.
6. Ability to be assertive, yet supportive, good interpersonal skills, and function as part of a wider team.
7. Good written & oral communication skills.
8. Competent ICT skills including management Information systems, email and creative applications in the class room
9. Ability to take a reflective approach to supervision
10. Able to work under pressure.

#### **C. Essential Criteria; Personal Qualities**

1. Honesty
2. Openness
3. Integrity
4. Belief in the value of supporting difficult to reach children
5. Capacity to be reflective and a reflective practitioner
6. Organised
7. Confidence
8. A stable, balanced, and rounded personality
9. Robust and resilient
10. Flexible and adaptable to changing situations and demands including working flexible hours when necessary
11. Capable of both thinking and doing

12. Commitment to training and self-development
13. Capacity to learn through personal experience.

**D. Desired Criteria**

1. Qualified Teacher Status
2. Capacity to lead either a curriculum area or Key Stage
3. Understanding of cost awareness and efficiency.
4. Full clean driving licence and willingness to drive our minibus
5. Willingness to work flexible hours when necessary.
6. Self-aware, confident, motivated, sense of humour, creativity, conscientious work-ethic.

**Statement of Variation**

This job description sets out the details of the post at the time it was drawn up. These details may vary from time to time without changing the general character of the duties or level of responsibility entailed. Such variation is a common occurrence and cannot itself justify reconsideration of the grading of the post.

## CORE COMPETENCIES AS A THERAPEUTIC PRACTITIONER

Competency Heading		Definition - The TC Practitioner Strives To...
Role related competencies	1	Understanding of role <ul style="list-style-type: none"> <li>Better understand the boundaries of their role, the place this has within the wider organisation and the outcomes it is designed to achieve</li> </ul>
	2	Understanding of client group <ul style="list-style-type: none"> <li>Provide responses of understanding to the particularity of the client within the context of the community</li> <li>Shows developing insight into the clinical issues extent within the client group</li> <li>Relates to others as human beings not as diagnoses or labels</li> </ul>
	3	Clinical observation <ul style="list-style-type: none"> <li>Able to accept 'not knowing' and allow time for understanding to emerge</li> <li>Capacity to observe behaviour / mood / interactions and notice the internal and external dynamics involved</li> <li>Capacity to formulate a hypothesis</li> </ul>
	4	Capacity to acknowledge and use the boundaries of the TC <ul style="list-style-type: none"> <li>Developing awareness and capacity to regulate boundaries</li> <li>Ability to share authority with all members of the community - 'dispersed authority'</li> <li>Capacity to own and use their own authority</li> <li>Recognises the significance of space and time and how therapeutic structures are established</li> <li>Creative / flexible use of TC structures</li> </ul>
Therapeutic practice related competencies	5	Understanding of TC methodologies <ul style="list-style-type: none"> <li>Shows a willingness to learn and engage with 'methods'</li> <li>Emotionally open within a 'culture of enquiry'</li> <li>Developing knowledge and understanding of psychodynamic ideas</li> <li>Desire to acquire both academic and experiential knowledge in a 'living-learning environment'</li> <li>Desire to be a part of a containing matrix of relationships and use the community to address and solve problems</li> </ul>
	6	Communication skills <ul style="list-style-type: none"> <li>Openness to both conscious and unconscious communication and recognises behaviours and affects are communication</li> <li>Communicates in a clear direct manner and actively listens and engages with others to further their understanding</li> <li>Can adapt the mode of communication appropriate to the audience</li> <li>Avoids telling others what to think but provides/creates opportunities for understanding to grow / develop / emerge</li> </ul>
	7	Use of self <ul style="list-style-type: none"> <li>Sensitivity - attuned and receptive - can takes things in</li> <li>Capacity to use one's interactions with others therapeutically</li> <li>Ability to monitor the thoughts and feelings evoked by others and link these to underlying issues of the client</li> <li>Genuineness - congruence - authenticity - not hiding behind professional status / role</li> </ul>
	8	Capacity to work both reflectively and using reflexively <ul style="list-style-type: none"> <li>Can think about one's own capacities and deficits in relation to the work</li> <li>Can work by continually being aware of one's responses to others and one's self</li> <li>Self-reflection / awareness - desire to know why one is drawn to this work</li> <li>Has self-knowledge - able to self-talk - adopt a third position</li> </ul>
	9	Capacity to contain anxiety <ul style="list-style-type: none"> <li>Ability to tolerate 'not knowing'</li> <li>An ability to tolerate stress and recognize personal limits</li> <li>Can notice and sustain feeling difficult feelings long enough to understand where they derive from and to take appropriate action</li> <li>Self-contained - can contain their own anxiety</li> <li>Owens their mistakes</li> <li>Capacity to retain ones one identity - strength of character</li> </ul>

<b>Organisational related competencies</b>	10	Recognises importance of the environmental setting & external environment	<ul style="list-style-type: none"> <li>• Uses 'daily living' as opportunities for learning - 'opportunity-led work'</li> <li>• Acknowledges the symbolic nature of the environment</li> <li>• Understands 'corrective emotional experience', primary care and therapeutic adaptation</li> <li>• Political / social awareness - can challenge status quo</li> </ul>
	11	Understanding of organisational dynamics	<ul style="list-style-type: none"> <li>• Can understand and acknowledge issues of authority, power, leadership</li> <li>• Can understand the varied reasons for organisational anxiety, the defences which operate to avoid this and one's own role in managing this</li> <li>• Aware of own valency - the tendency to take up a familiar defensive role in a group context</li> </ul>
	12	Participant observer	<ul style="list-style-type: none"> <li>• Can observe self and others without being compelled to act before reflecting</li> <li>• Can wait, think, talk with others before acting</li> <li>• Capacity to learn from direct experience - capacity to explore and be vulnerable - not defensive / avoidant</li> </ul>
	13	Recognises the primary task	<ul style="list-style-type: none"> <li>• Boundaried - able to acknowledge one's own place in the organizational structure</li> <li>• Clarity about one's role - engages directly in the key tasks defined in their job description and its relation with the primary task of the community</li> </ul>