

**Job Title:** **Teacher: Vocational or Curriculum - Children's Support Service (CSS)**

**Job Grade:** Teacher Pay Scale + SEN allowance  
(Eligibility to apply for UPS)

**Directorate:** Schools, Children and Families

**Job Reference Number:** P01568

### The Role

This role will serve to support the development of an 'outstanding' CSS quadrant provision. Working alongside and with other learning community members and schools in partnership, this role will contribute towards ensuring all vulnerable learners receive 'quality first' teaching. It will act to build capacity across a named quadrant area and in other schools, in order to meet the needs of all vulnerable learners within a given locality. This role will support the Narrowing the Gap agenda ensuring Achievement for All.

### Job Purpose

#### Core Purpose

The primary purpose of a CSS teacher is to support all aspects of the leadership and management of the quadrant provision in realising the vision for the CSS Centre, by ensuring the highest standards of learning, behaviour, teaching and management: an education which encourages all within the school community to achieve their cultural, intellectual and physical potential. The CSS teacher will inspire and motivate both other staff and pupils, to ensure that quadrant CSS provision become a provision of excellence with respect to the teaching and learning of vulnerable learners in all settings. The CSS teacher will be expected to model high quality learning opportunities, and will be allocated a maximum of a 0.83 FTE teaching load. This job profile is neither exclusive nor exhaustive and the post holder may be required by the Senior Leadership Team, to carry out appropriate duties within the context of the job, skills and grade.

The CSS teacher will be directly responsible to the Assistant Leaders of Learning Communities or the Leaders of Learning Communities, and will ensure they:

- Contribute towards the effective day to day running of the quadrant provision by being an active member of the learning communities;



- Working with named Behaviour and Attendance Partnership Groups when directed, they will embrace the diverse needs of the students within a quadrant area. This will include those at risk of exclusion, those with medical needs, anxious school refusers, pregnant school girls and teenage mothers in more than one setting;
- Contribute towards the compilation, monitoring and review of the SEF/SDP, in moving the whole quadrant provision forward towards an 'outstanding' alternative provision provider;
- Contribute towards the smooth day to day running of the quadrant provision and embrace its vision by modelling expected behaviours consistently and according to school policies, with a key emphasis on 'reflective practice';
- Support the exit, entry and transition of pupils where appropriate and liaise with alternative providers/professionals where appropriate, compiling reports as requested;
- Plan lessons taking into account baseline data and the needs of the pupil, and track and monitor their progress accordingly;
- Are part of a flexible workforce, using their strengths and sharing their skills and expertise to ensure quality first teaching and learning, which narrows the gap for all vulnerable groups and ensures all pupils achieve their best;
- Support schools in building sustainable systems of management for their vulnerable learners, which results in improved educational outcomes at all levels, using agreed CSS models;
- Support and contribute towards the development of a curriculum and learning community which engages and motivates vulnerable learners;
- Support the senior staff, in their roles and the day to day management of the quadrant provision;
- Contribute towards any statutory reports as and when required by the Management Committee.

The following is a range of duties appropriate to a CSS Teacher within a named quadrant area. Individuals will undertake those duties determined to be required to meet the changing needs of the school and assure quality of provision.

### **Key Accountabilities**

To work with the Assistant Leaders, Leaders of Learning Communities, Quadrant Deputy Head, and Quadrant Head, supporting and sharing your expertise, in order to ensure that;

- All students are assessed, screened and inducted on entry, and that contribute towards the compilation of a Personalised Information Passport and Learning Plan, which is tailored to the students' needs, and aligned to Every Child Matters (ECM) outcomes.
- Quantitative and qualitative information to the Senior Leadership Team and Management Committee, is supplied when requested in a timely manner;
- Curriculum delivery is needs led, and mapped against the National Curriculum to ensure that pupils receive their full entitlement according to legislation, DCSF guidance and pupil needs;
- 'Quality first' teaching and learning is delivered, which embraces innovation and inspires vulnerable learners to learn, adhering to quadrant CSS policies;
- All groups of learners make progress achieving intended outcomes specified in the Personal Learning Plan.
- Students' wider support needs are identified and met in liaison with partner agencies, including those within any local panel meetings or locality based multi-agency groups;
- Contribute towards extended provision activities and be flexible in their approaches, working within a quadrant provision with students who have a variety of needs across a range of phases or key stages;
- The quadrant provision is able to work in partnerships with other educational settings in a flexible manner;
- They are flexible and respond to the needs of the pupils both within the centres, mainstream schools within a given quadrant area.
- That the children are engaged and motivated by access to healthy and safe activities, of good quality, in an environment that is interesting and designed to promote outstanding educational standards, in line with any Health and Safety requirements.
- The Senior Leadership Team and Quadrant Head are supported in meeting the needs of all safeguarding procedures and monitoring;
- Adhere to ECC and CSS policies, including the implementation of Equal Opportunity Policies;
- All Health and Safety responsibilities are met;
- They contribute towards the school achieving external recognition for their progress and achievements;
- They are flexible in their approaches and are prepared to work in more than one educational setting as and when the need arises, in negotiation with the Quadrant Head or other Senior Leaders;
- To meet the standards set out in the Ofsted framework in relation to Teaching and Learning and work towards achieving 'outstanding' in all aspects of their work.

- Applicants should display a willingness and flexibility to adapt routine to work outside of normal working hours to attend work related meetings/activities as necessary.
- The postholder will be required to be mobile throughout the quadrant and on occasions throughout Essex for work and meeting purposes and therefore a valid driving licence and use of car is required, unless the role can be undertaken effectively by alternative transport arrangements.

### **Knowledge, Skills and Experience**

- Q.T.S. (Qualified Teacher Status) and be a member of the G.T.C. (General Teaching Council);
- Relevant and significant experience of working with vulnerable and challenging learners;
- Further training or a qualification relating to SEN;
- An understanding and knowledge of the law, policies and procedures relative to vulnerable learners;
- Up to date knowledge in the field of improving behaviour and attendance through quality first teaching and learning.
- A knowledge of motivational teaching, which engages vulnerable learners.
- Demonstrate high quality learning experiences for all learners,
- Competent in the field of the use of ICT.
- Demonstrate a reflective approach towards everyday practice,
- Have experience of working within an holistic assessment framework.
- Have experience of working in a multi agency environment.
- Be committed to working proactively with parents, carers and the under community to support the learning process.
- Demonstrate a clear focus on achieving improved education outcomes and experience of evaluating work with vulnerable learners.
- Demonstrable commitment to the vision, values and strategy of Essex County Council for improving outcomes for vulnerable groups.
- Participate in Performance Management and staff development.
- Able to reflect on their practice and follow agreed policy guidelines.
- Able to form, develop and maintain effective working relationships and communicate effectively.
- High level people skills which include the ability to motivate, inspire, and .enable pupils.

## **Values and Behaviours**

### **CUSTOMER FOCUSSED AND PROACTIVE**

*Working together we proactively engage with our customers and listen to their needs in order to continuously improve our service.*

- Understands customers' needs and takes ownership for the outcome
- Proactively looks for ways to improve service delivery by seeking customer feedback
- Work with the customer to implement solutions & challenge process for a positive customer outcome
- Make decisions that are appropriate to the role, and provide recommendations when escalating decisions upwards

### **ENABLING AND EMPOWERING**

*Working together, we provide confidence and trust to support the delivery of the right services for our customers.*

- Makes the appropriate decisions through consultation with internal and external stakeholders /customers
- Influences an environment of trust and co-operation through personal demonstration of the corporate values
- Prepared to share own decisions and be considerate of the opinion of others
- Quickly and effectively adjust to new situations and environments, focusing on solutions and not barriers
- Prioritise the needs of the group / organisation ahead of your own

### **EFFECTIVE AND EFFICIENT**

*Working together we will achieve our objectives in the best possible way, so that we deliver the results that make the biggest difference to the people we serve.*

- Takes responsibility for delivering and managing work within timelines and expectations

- Regularly challenge the status quo, looking for ways to improve both the customer experience and value for money
- Demonstrates personal accountability, focusing on the outcomes achieved versus the effort required
- Works collaboratively to provide effective service delivery

### **Safeguarding**

Essex County Council is committed to safeguarding and promoting the welfare of children and vulnerable adults, and expects all employees and volunteers to share this commitment.

### **Pre-Employment Checks appropriate to this Job Profile**

Essex County Council (ECC) is committed to ensuring all recruitment is undertaken fairly, effectively, safely and in accordance with legislation.

The information below provides pre-employment screening guidance for candidates applying to this job at Essex County Council.

### **Role Requirement:**

[Working with children / vulnerable adults in a specified place or post](#)

<b>Pre-Employment Check</b>	<b>Definition</b>
<b>Self Declaration</b> (Spent and unspent convictions)	A declaration of spent and unspent convictions must be completed by employees who work with vulnerable adults or children
<b>CRB Enhanced Level</b> (renewed every three years)	The CRB (Criminal Records Bureau) check will be sought by ECC before a start date is agreed
<b>ISA Registration – Regulated</b> (Currently subject to Home Office review)	ECC will administer the ISA Register check

<b>References</b>	<p><b>All posts defined as Regulated or Controlled as outlined in the ISA Regulations will require:</b></p> <ul style="list-style-type: none"> <li>• At least two employer references – one reference is required prior to interview and should ideally be from your current/most recent employer</li> <li>• Reference history covering a minimum of five years employment</li> <li>• A reference from the last employer where the post gave access to children or vulnerable adults</li> </ul> <p><b><i>Any gaps of 4 weeks or more will be explored by the manager at interview stage. Where appropriate additional character references will be taken up</i></b></p>
<b>Medical</b>	All new recruits and employees whose role changes significantly are required to complete a medical health questionnaire
<b>Eligibility / Right to work in the UK</b>	Proof is required and original documentation will be sought i.e. passport or full birth certificate
<b>Regulatory qualifications and professional registration</b> (subject to role)	Original qualification certificates and proof of registration with a professional body are required (if applicable)
<b>SWIFT / Protocol</b> <b><i>(Children's Social Care Team only</i></b>	A check against the individuals name on the Social Care electronic database will be administered