



Falkland Islands Government – Job Description

Job Title:	Behaviour Intervention Teacher		
Department:	Department of Education	Section:	Falkland Islands Community School
Reports to:	Principal of Secondary		
Grade:	Falkland Islands Government Grade – C	Job Code:	

Job Facts & Figures:

The Falkland Islands Community School has approximately 170 students between Year 7 and Year 11. Teaching and learning follows the National Curriculum for England in Key Stage 3 and Key Stage 4, culminating in GCSE or IGCSE. The school is housed in modern, well-resourced facilities including the dual-use Community Leisure Centre attached to the school. Classrooms are well equipped with interactive white boards.

Job Purpose:

To be a Behaviour Intervention teacher at the Falkland Islands Community School. The school is a fully comprehensive school that serves all secondary age children from the islands. The role is to engage our disengaged students by offering a more personalised approach to their education working 1:1 and in small groups. It would be a requirement to be able deliver functional numeracy and literacy and a personalised curriculum for relevant students. To develop individualised learning plans and support the students in meeting their goals and to broker work placements where appropriate in conjunction with the Deputy Principal of Secondary.

Main Accountabilities:

- To carry out the professional duties of a teacher as detailed in the Teachers' Standards in order to maintain high professional standards.
- To implement school policies and work to the school aims as outlined in the School Improvement Plan
- To teach lessons as directed by the SLT, to include tutor periods, PSHE and cover as needed
- To provide behavioural training to staff and pupil information through CPD.
- To provide therapeutic support to pupils who are struggling to engage with classes and staff in cooperation with the Deputy Head with the aim of re-engagement in class.
- To work directly with SLT to monitor and improve pupil engagement and involvement in lessons.
- To liaise with parents/carers on behavioural issues.
- To carry out all other reasonable duties assigned by the Principal
- Participate in staff meetings, consultation and open evenings and other school-based activities which may take place outside of the teaching day and participate in and/or contribute to extra-curricular activities.

Professional Development

- Development of a curriculum area (in particular with our students in the Hub) and contribute to any relevant INSET
- A commitment to own and others' CPD, a willingness to share good practice and collaborate across the wider school

Teaching and Curriculum

- Ensure the best possible progress and academic outcomes for students through planning and delivering engaging and differentiated lessons to a high standard on a daily basis
- Effectively manage the classroom and student behaviour in order to facilitate learning for all
- Track behaviours and report data for SLT
- Support students to develop their learning, literacy and numeracy skills, and thus to improve their attainment across the curriculum
- Have an in-depth knowledge of, and follow the specification, for appropriate and agreed programmes of study for KS3 and KS4 for students with a broad area of SEN needs, including GCSE.
- Develop or contribute to the development of subject specific schemes of work, including keeping up to date with developments in learning and pedagogy, and ensure that changes are implemented in lesson delivery and schemes of work
- Contribute to the development of a broad and balanced curriculum



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Main Accountabilities (*Continued*):

Monitoring and Assessment

- Monitor, assess and record student attainment within the prescribed timescales; analyse progress to provide effective developmental feedback and inform future teaching; set individual and cohort targets for further learning with the aim to raise student achievement
- Provide regular reports to parents and SLT about student progress and next steps
- Provide all documentation in a timely manner
- Adhere to school's policy and expectations for the marking, assessment and feedback of students' work
- Set challenging targets based on prior attainment and evaluate outcomes.

Inclusion

- A commitment to inclusion
- To liaise with the SENDCo & other relevant professionals in order to develop appropriate approaches to SEND within the classroom and support interventions for students
- Maintain a positive, challenging and effective learning environment
- To manage the effective use of support staff

Relationships

- To interact on a professional level with colleagues, establishing and maintaining productive relationships with them in order to promote mutual respect and work together towards the school's aims
- To have high expectations of students while building and maintaining positive relationships
- To maintain strong relationships with parents and other stakeholders. This includes following school policies when reporting to parents on development, progress and attainment of their children.

Pastoral

- To be responsible for the associated pastoral and academic care and administrative duties in respect of the students as a Form Tutor as well as the general responsibilities in the school as agreed by the Principal.
- Maintain good order and discipline by effectively managing student behaviour
- Safeguard student health and well-being both when they are on the school premises and when they are engaged in school activities off site, including strict adherence to policies and procedures for outdoor and adventurous activities.
- Contribute to the wider life of the school and extracurricular activities
- To know and follow all safeguarding procedures.

The job description is not an exclusive or exhaustive definition of your duties. You shall undertake such additional or other duties as may reasonably be required by FIG commensurate with your role and grade.

Criminal Record Checks: (This post is regarded as a sensitive post)

All applicants for Government posts will be asked to disclose convictions upon application. Criminal records will only be considered for recruitment purposes when the conviction record is relevant. Having an 'unspent' conviction will not necessarily bar a candidate from employment. This will depend on the circumstances and background to the offence(s). Please see the enclosed Frequently Asked Questions (FAQ) sheet.

Any information given will be completely treated as confidential and will be considered only in relation to the post to which the application refers.

Failure by a candidate to reveal information that is directly relevant to the post applied for could lead to the withdrawal of an offer of employment.



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Person Specification:	Behaviour Intervention Teacher		
Criteria	Essential	Desirable	Assessment Method
Education and Training:			
To be a graduate secondary teacher with Qualified Teacher Status (recognisable in UK) who has completed the statutory induction year as an NQT.	✓		A
Higher degree or further relevant qualification		✓	A
Evidence of attendance and capturing impact from recent & relevant CPD/INSET		✓	A
Awareness of current UK educational trends and innovations		✓	A/I
Knowledge, Skills and Experience:			
At least three years' recent teaching experience, within the UK or a British curriculum school with a breadth of curriculum experience	✓		A
Excellent knowledge of child protection and safeguarding	✓		A/I
A commitment to differentiate materials to meet students' needs	✓		A/I
A proven record of student engagement and behaviour management	✓		A/I/R
Experience of making bespoke educational packages and brokering work placements.	✓		A/I
Experience of planning effective lessons and developing / contributing to schemes of work	✓		A/I/R
Experience of monitoring, assessing, recording and reporting of student progress	✓		A/I
Ability to create a stimulating, effective learning environment through excellent management of student behaviour	✓		A/I/R
Able to work within and contribute to coaching and mentoring environment, demonstrating good interpersonal skills and value in shared practice and teamwork	✓		A/I
Excellent analytical and communication skills	✓		I
IT literate including IWB use	✓		A/I
Proven ability to effectively organise the curriculum with experience of managing a subject budget and deploying resources appropriately.	✓		A/I
Experience of preparing & administering examination work at KS4	✓		A/I
Experience of teaching students with varying special educational needs	✓		A/I
Knowledge & ability to support computing as applicable to your curriculum area		✓	A/I
Experience of teaching pupils for whom English is an additional language		✓	A/I
Experience of using IT to record and analyse progress		✓	A/I
Experience of effective management of support staff		✓	A/I
Experience of being a pastoral tutor		✓	A/I



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Person Specification:	Behaviour Intervention Teacher		
Criteria	Essential	Desirable	Assessment Method
Personal Attributes:			
Clear, confident and articulate	✓		I
Positive, approachable, committed, enthusiastic and independent	✓		I
Organised	✓		A/I
Inspires trust and confidence	✓		A/I/R
Ability to establish and develop close relationships with students, parents and the community	✓		A/I
Demonstrates a genuine interest and passion for the education of young people	✓		A/I/R
Commitment to deliver extra-curricular sporting activities and/or evening classes with differing age groups of school children	✓		A/I
Willingness to work cross-phase	✓		A/I
Sense of humour		✓	I
Ability to motivate others		✓	A/I
Ability to contribute to community life		✓	A/I

Method of assessment:

A - Application Form
 I - Selection Interview
 R - Reference