



Crowdys Hill
School

KS3/4 SEN Teacher

Mainscale to UPS 3 + SEN allowance £2,679

**Pro-rata for part time teachers –
starting point dependent on experience**

Interviews and start date to be confirmed



Thank you for your interest in the vacancy at Crowdys Hill School.

These guidance notes are designed to provide you with information to help you complete your application form correctly and give you information about our and on our recruitment process and associated policies. You should read all the guidance notes prior to completion of the application form. If you would like any further advice regarding the vacancy or the recruitment process please contact Trudy Topp Senior Admin Manager at Crowdys Hill School – 01793 312266 or email ttopp@crowdyhill.swindon.sch.uk

When completing the application form, please refer to the following information:

Job Description – this details the main duties and requirements for the post and provides an understanding of the role

Person Specification – this describes the skills, knowledge and experience required for the post

Advertisement – this will give you brief details of the job and key dates of the recruitment process

Please ensure you complete all parts of the application form, unless otherwise indicated, preferably electronically. **Curriculum Vitae (CV's) are not accepted.**

The application form will be used to assess your skills, knowledge and suitability for the job against the criteria on the person specification, so please ensure it is accurate and complete.

If you require additional space, separate sheets will be accepted, but please ensure they are attached securely to the back of the application form or as attachments if submitting electronically.

Late applications will not normally be considered.

We reserve the right to contact any of your previous employers/educational establishments to verify the information provided.

Personal Details

Only personal information required for processing your application is requested in the main body of the application form.

Disabled Applicants

As an equal opportunity employer, we welcome applications from disabled people. Disabled applicants meeting all the essential criteria will be shortlisted for interview or test.

If you consider yourself disabled, **please indicate this on the form in the appropriate section** also indicating if you require any adjustments and/or adaptations in order to attend for interview.

Equal Opportunities

To view the Equal Opportunities Policy in full, please visit <https://crowdyhill.swindon.sch.uk/policies.html>

SAFEGUARDING

Safeguarding students at Crowdys Hill is a priority. All appointments to posts are made through stringent adherence to the requirements of 'Keeping Children Safe in Education' (most recent edition). The school maintains a cohort of staff trained in Safer Recruitment and the trained colleague(s) most appropriate to this post will participate in the selection process.

All staff will be trained annually in Child Protection requirements. Cognisant of Part 1 of 'Keeping Children Safe in Education', (most recent edition), staff are required to refer all Child Protection concerns to the Child Protection trained staff team in their school (recognising that they can refer directly themselves in extraordinary circumstances). Those trained in Child Protection are identified throughout school documentation and on the school's website.

Within their work, employees are required to identify, attempt to prevent or at least minimise the risk of interpersonal abuse or violence; safeguarding children, other vulnerable people and themselves. This includes the timely sharing of information with appropriate colleagues to enable action to be initiated and protection to be afforded to both students and/or colleagues as needed.

All employees are required to be aware of and update colleagues, as appropriate, to comply with current legislation and statutory guidance which will affect their practice in role and must adhere to all policies and protocols of Crowdys Hill School.

We are committed to keeping children and young people safe from harm and abuse and to promoting their welfare, and we expect that everyone who comes to work for us will share the same commitment. Fulfilling this responsibility includes making sure that our recruitment process includes a range of measures to identify those who may be unsuitable to work with children and young people.

In accordance with the provisions of the Data Protection Act 1998, and new GDPR 2018, jobholders should take reasonable care to ensure that personal data is not disclosed outside Council procedures, or use personal data held on others for their own purposes. In accordance with the provisions of the Freedom of Information Act 2000, ensure requests for non-personal information are dealt with in accordance with the Council's written procedures

To comply with the Asylum and Immigration Act 1998 (as amended by S147 of the Nationality and Immigration and Asylum Act 2002) all prospective employees will be required to supply evidence of eligibility to work in the UK.

This organisation is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Background checks and an enhanced DBS will be required.

This post is exempt from the Rehabilitation of Offenders Act 1974. Crowdys Hill School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Background checks and an enhanced DBS will be required. Further information about what the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 means for applicants is provided on the Application Form.

Applicants must be fluent in the English Language (as a requirement of Part 7 of the Immigration Act – for the effective performance of a customer facing role).

In addition, all roles within the school/college are covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, and are subject to an enhanced Disclosure and Barring Service (DBS) (formerly Criminal Records Bureau (CRB)) check. These posts may also be subject to further DBS re-checks at appropriate intervals.

Please note that having a criminal record is not an automatic bar from working with us: whether or not your criminal record has a bearing on the post you have applied for will be carefully considered as part of the recruitment process. This may involve a discussion with yourself about the circumstances and background to your offences.

References

All applicants are expected to provide **three referees**, as detailed on the application form.

If you have just completed full-time education you will need to provide the name of your Headteacher/Principal or other professional as a reference. If you are self-employed you will need to provide details of individuals/businesses that can provide you with a professional reference.

'Open' references e.g. those addressed "To Whom It May Concern", will not be accepted.

Supporting Documents

All applicants called for interview will be required to provide original evidence for the following:

For interview:

Eligibility to Work in the UK**

When employment is offered:

Identity*

DBS (formerly CRB) application form*

Qualifications/Training*** – if applicable

Confirmation of Registration with the relevant Professional Body – if applicable

Driving documents – if applicable

We **will not** be able to confirm an offer of employment until we have confirmed the above and received suitable references.

* Details of what documentary evidence you can provide will be detailed on the invite to interview letter, alternatively please refer to http://www.direct.gov.uk/en/Employment/Startinganewjob/DG_195811

** In accordance with the Immigration, Asylum, and Nationality Act 2006, all candidates are required to provide proof of the Right to Work in the United Kingdom. For further information please refer to <https://www.gov.uk/browse/visas-immigration/work-visas>

*** You can check the validity/level of any overseas national's qualifications by contacting the National Recognition Information Centre for the United Kingdom (NARIC) www.naric.org.uk

Employment History & Gaps in Employment

To ensure our responsibilities for safeguarding children and young people are met you must ensure your employment history and reasons for any gaps are clearly detailed. This must be a full history going right back to your first employment, giving the month and year of each job. If this is incomplete and you are shortlisted for interview you will be asked to supply this before the interview date.

Private Health Care

After 6 months' employment you will be eligible to join our free private health scheme provided by The Exeter.

Data Protection

The information you provide on your application form and any subsequent information gathered in respect of your application will be held securely, in confidence and processed in accordance with the Data Protection Act 1998 and the new GDPR Regulations 2018.

The information you provide will be used in the following ways:

- To assess your suitability for the post
- To confirm information you have supplied, with third parties, as considered appropriate
- To promote, monitor, and act to ensure our recruitment policies, procedures and processes comply with legislation, our Employment Equality Policy and associated strategies and plans
- To answer requests for information made under the Freedom of Information Act 2000 or related legislation
- It will only be disclosed where lawful obligation applies

Applications and related information in respect of successful candidates will be held securely on computerised and/or manual filing systems in accordance with the Data Protection Act 1998 and the new GDPR Regulations 2018.

Full details available upon request.

JOB DESCRIPTION

SEN Teacher for KS3/4

Teacher of children with SEN (complex needs)

Introductory Statement:	The responsibilities of the post are to be performed in accordance with the provisions of the School Teachers' Pay and Conditions document and within the range of teachers' duties set out in the document
Salary:	Mainscale to UPS3 + SEN allowance £2,679 For part time teachers, this will be paid on a pro rata basis.
Accountable to:	Headteacher, Deputy Headteacher
Liaising with:	Teaching staff, TLAs, Leadership Group members, relevant associate staff, external partners, LA staff, Parents and Governors.

“Learning for Life”

Our emphasis on self-improvement and the continuing desire to do what we do well, is integral to the successful delivery of high-quality teaching and learning that serves to meet the complex needs of all our students.

Recruiting high quality, specialist staff is of critical importance as part of our improvement process. Each member of our teaching team has individual and specific responsibilities as well as fulfilling the wider duties as outlined in the Teachers Standards Document and we all aware that our shared responsibility is the strength, which underpins the successful promotion of Governing Body principles and the school's aims and objectives.

Our school, and the needs of the students on our roll, demands flexible, solution focussed and positive responses from all staff, who are expected to exercise individual initiative within a team framework. We are, therefore, seeking to employ an outstanding professional to teach across the full range of subjects to KS3 – KS4 students who have moderate learning difficulties with other complex needs, generally working academically within KS2/3. Many of our children have a diagnosis of autism and will require individualised support and specialist, therapeutic input throughout the year

Teaching:

- 1 To act as an inspirational professional and role model for all students and staff.
- 2 To support the school's philosophy of education, both within the school and in other settings.
- 3 To implement and develop the school's curriculum, including responsibility for planning, evaluating and amending a suitably differentiated curriculum in order to ensure that it meets the needs of each and every student in the group.
- 4 To assess, monitor and evaluate the progress of students and to ensure that their activities are appropriately recorded – this includes leading the Annual Review for all students in the group, as well as attendance at other related meetings.
- 5 To maintain and amend Education Health and Care plans for their tutor groups; and ensure that the needs of their tutees are met
- 6 To carry out the duties expected of a tutor and subject coordinator, as advised by the headteacher.
- 7 To liaise with advisory teachers, therapists, psychologists and other professionals, as required.
- 8 To act as a supportive tutor and work positively with parents/carers, as well as students, to ensure that the needs of the whole child are addressed wherever possible.
- 9 To prepare documents, presentations and relevant materials for meetings to support items/discussion and decisions both in relation to areas of personal responsibilities and to support the work of others as appropriate.
- 10 To take part in in-service training and maintain personal professional development, as required.
- 11 To uphold and implement all school policies and contribute to the review of policies as required.
- 12 To support collaborative approaches to continual school improvement and have a high-profile presence around the school.
- 13 To undertake reasonable duties and responsibilities as may be determined in consultation with the Headteacher and members of the Leadership Team.

PERSON SPECIFICATION: SEN TEACHER

To effectively undertake this role, the following attributes have been identified as important for the post holder to have.

Qualifications	Essential	Desirable	A	I	R
Qualified Teacher Status	✓		✓	✓	
Evidence of continuing professional development relating to Teaching & Learning	✓		✓	✓	
Good honours graduate		✓	✓		
Higher degree		✓	✓		
Further relevant qualifications		✓	✓		
Experience					
A proven track record of recent successful teaching in a specialist setting	✓		✓		
Recent and relevant experience of teaching with leadership or management responsibilities		✓	✓		✓
An up-to-date knowledge and experience of wider educational issues, particularly for students with SEN	✓		✓	✓	
Evidence of the successful and innovative use of ICT within teaching	✓		✓		✓
Direct involvement in planning, managing and implementing successful curriculum design	✓		✓	✓	
Evidence of ability to develop positive and effective relationships with students, staff, governors, parents/carers and other stakeholders		✓		✓	✓
Experience of working with colleagues to raise achievement and participation successfully	✓		✓		
Evidence of using data to implement demonstrable and significant improvement in pupil progress	✓		✓	✓	
Experience of working with and effectively leading and managing staff		✓	✓		✓
Skills					
An inspirational teacher who is imaginative, creative and visionary	✓		✓	✓	✓
Proven ability to lead by example	✓		✓		✓
An excellent communicator	✓		✓	✓	✓
A proven outstanding classroom practitioner, committed to learning, with a proven track record of excellent results for students with SEN	✓		✓	✓	✓

Skills cont	Essential	Desirable	A	I	R
Ability to make a significant contribution to the development of a creative and practical learning environment	✓		✓	✓	✓
Ability & willingness to share own good practice and encourage others to do the same	✓		✓		✓
A rigorous approach to monitoring student progress, leading to marked improvements	✓				✓
Proven track record of having skill to sensitively manage conflict and inspire confidence in students and parents through building positive and sustained relationships.	✓		✓		✓
Attributes	Essential	Desirable	A	I	R
Proven ability to have the resilience to be calm and measured under pressure	✓			✓	
To fully support the Head and Leadership Group and to be personally loyal to the school at all times	✓				✓
High level of integrity, honesty and fairness	✓				✓
Demonstrate high levels of energy and good humour with full dedication and commitment to Crowdys Hill School	✓			✓	✓
Lead by example and model excellent practice	✓		✓	✓	✓
Ability to communicate orally and in writing	✓		✓	✓	
Self-motivated and able to work with initiative	✓		✓		✓
Demonstrate effective time management skills	✓		✓	✓	✓
Readiness to reflect on, evaluate and improve practice	✓				✓
Eye for detail, logical and analytical	✓		✓		✓
Sense of humour with infectious enthusiasm	✓			✓	
Ability to teach across the curriculum at an outstanding level	✓			✓	✓
Demonstrate clearly a deep understanding of the principles and practice of highly effective teaching and learning	✓		✓	✓	
Others	Essential	Desirable	A	I	R
An awareness of local, national and global trends	✓			✓	
An awareness of new technologies, their use and impact	✓			✓	

Attributes specific to post	Essential	Desirable	A	I	R
An awareness of new AAC technologies, their use and impact in teaching and learning		✓		✓	
Able to communicate using Signalong/ BSL/ Makaton/ PECS		✓		✓	
Able to respond to personal care of pupils, showing respect and professionalism	✓			✓	✓
Able to adapt teaching in the lesson to respond to changing needs within a lesson	✓			✓	✓
Able to respond calmly and appropriately to children under stress or in a state of high anxiety	✓			✓	✓
Have an understanding of the needs of autistic children, and children with high anxieties about school	✓			✓	✓
Be able to teach a range of subjects, mostly to KS2 academic level, to KS3-5 children	✓			✓	✓

These attributes will be identified by means of the application, interview and references as appropriate.