



Chelveston Road School

Class Teacher
With a special interest in English

Applicant Information Pack



Contents	
Section 1	
	Welcome Letter
	Trust Information
Section 2	
	Job Description
	Person Specification



Chelveston Road School
Chelveston Road
Rushden
Northamptonshire, NN10 8HN

January 2025

Dear Applicant

Thank you for your interest in the position of Class Teacher, with a special interest in teaching English, at Chelveston Road School.

The enclosed Applicant Information Pack contains full details of the position and useful information to inform you about our Trust, School and the post.

Chelveston Road School opened in September 2021 with a cohort of Year 7 students and is a school for students with special educational needs and disabilities. The school is part of Better Together Learning Trust and caters for students with a range of learning and cognition needs as well as autism. We are 80% full with 118 students and will be at full capacity in September 2025 with 145 students supported by a dedicated staff of approximately 65.

Our leadership team welcomes applications from dynamic individuals who will make a positive difference to the lives of young people with SEND, all under the umbrella of Better Together Learning Trust's core value of 'Every Child, Every Chance, Every Day'.

This is a wonderful opportunity for forward thinking, energetic and dynamic individuals to be part of a committed team, whose school has recently been rated GOOD by Ofsted.

Applications must be submitted on www.mynewterm.co.uk

Yours faithfully

A handwritten signature in black ink that reads 'Mark Adams'.

MARK ADAMS

Head of School, Chelveston Road School

For and behalf of Better Together Learning Trust



Introduction to Better Together Learning Trust

Better Together Learning Trust, is a charitable company limited by guarantee and registered in England and Wales.

Our schools are co-educational community special school for students aged 11-18, who have Education Health & Care Plans identifying them as having learning difficulties. Each has a small post-16 unit for those students who would find transition to college at 16 a challenge. The students may be those that find learning a slow difficult process or they may be students with specific difficulties who are not achieving their full potential. A team of experienced and dedicated staff work hard to provide a secure, caring and safe environment where everyone is: valued, encouraged to feel confident, appropriately challenged and prepared for the next step in life. The Academy is a happy place to work and learn and we are proud of our students' achievements.

Students are admitted following assessment of their needs by the Local Authority in consultation with parents/carers and in accordance with the Trust's admission statement.

Our Aims

We aim to provide a high-quality education for students with special educational needs, in partnership with parents/carers, the community and the Local Authority.

We believe that: -

- at the heart of our Trust is the view that "Every child, every chance, every day".
- the management of behaviour and the development of self-discipline is an essential first step to creating a successful teaching, learning and working environment.
- students and staff function more effectively in a safe, positive, supportive environment.
- students have a right of access to a broad curriculum in line with National Curriculum Guidance.
- opportunities will be given to students which will enable them to fulfil their potential and prepare them for their future in becoming good citizens in our society.
- the Trust will make a valuable contribution to the local communities of which it is a part.
- there is commitment to equal opportunities for all.

These aims are supported in different ways by all associated with the Trust: governors, staff, parents/carers and students.

Admissions

The Trust meets the needs of students who: -

- have attainments well below the expected range of their peers with additional difficulties that may include physical difficulties, speech and language delay, low self-esteem, sensory impairment and underdeveloped social skills
- have significant learning difficulties and attainments below Level 1 of the National Curriculum
- have a diagnosis of Autistic Spectrum Disorder that requires structured teaching and may require discrete provision. Students will usually be working above the P scale levels.
- Students may have challenging behaviour, but this will not be their primary need. The Trust would not normally meet the needs of students with profound and multiple learning difficulties (PMLD) with additional complex needs or those who require complex medical intervention.

Provision for Students with Autism at Better Together Learning Trust

As with all students, the students with A.S.D. have associated learning difficulties.

The TEACCH approach is regarded as one way of working with students with autism and as many opportunities as possible are created to help young people integrate and function in a world that is not TEACCH organised, giving greater independence in their life out of school.

Provision for Students with Severe Learning Difficulties

The Trust is well-resourced for meeting the very wide range of needs associated with students who have severe/complex learning difficulties. Students are based in key stage classes and have access to the excellent facilities that exist in the Trust. These include specialised areas concerned with Food Technology, Technology, Science, Information Technology, Physical Education and a Sensory Studio.

The main aims of this provision are as follows:

- to build on, consolidate and generalise previous learning gained at primary school level.
- to enable everyone to gain the greatest possible degree of personal independence.
- to develop interpersonal skills associated with personal and social development.
- to enable everyone to access their entitlement to a curriculum which is broad, balanced and appropriate to their needs, delivered by methods which are intended to both motivate and challenge.
- to ensure that students' achievements are nationally recognised.

Friars Academy Site and Buildings

Friars Academy site was converted to a purpose built secondary special school between 1996 and 1998. The Academy site is situated in a quiet residential location within a short walking distance from the town centre. The Academy and grounds are well maintained and a pleasant place to attend and work. All stakeholders are expected to take a pride in the Academy and to look after the environment.

The Academy has a very active eco-friendly approach to all aspects of the management of the site. The Academy is within easy walking distance of several local facilities and places of interest.

The Academy is well equipped to deliver the full range of subjects and offers an exciting range of practical opportunities and activities including the latest state of the art sensory studio for all students. Each classroom is equipped with ICT facilities including interactive boards and computers. There are the following fully equipped specialist rooms: Art, Resistant Material Technology, Food Technology, Life skills, ICT, Expressive Arts (for drama, dance & music), Science and a Fitness Suite. There is a hall (large enough to accommodate the whole school) which is used for PE, assemblies, formal performances and presentations and a library with ICT facilities, medical facilities, hygiene room and specialist toilet facilities. There are also newly developed outdoor learning areas, together with dedicated specialised rooms to provide further pupil support.

Student's artwork and other displays adorn the internal walls of Friars Academy classrooms and corridors and add considerably to the feel of our Academy. Outside there are quadrangles where students can enjoy their break/lunchtimes in a more protected atmosphere or they can experience the all-weather playground, grass areas, seats or the purpose-built fitness trail and play equipment.

From September 2010 our post-16 provision for students working within P5-NC1c opened. The provision is part of a post-16 consortium with other special schools in the Local Authority.

The Academy enjoys an on-site catering facility, food is freshly cooked daily to provide a hot meal / packed lunch service for students at the Academy.

Chelveston Road School Site and Buildings

Chelveston Road School is a purpose built secondary special school located on Chelveston Road, Rushden. The school and its grounds are well maintained and a pleasant place to attend and work. All stakeholders are expected to take a pride in the school and to look after the environment.

The school has a very active eco-friendly approach to all aspects of the management of the site.

The school is well equipped to deliver the full range of subjects and offers an exciting range of practical opportunities and activities. Each classroom is equipped with ICT facilities including interactive boards and computers. There are the following fully equipped specialist rooms: Art, Resistant Material Technology, Food Technology, Computing, Expressive Arts (for drama, dance & music), Science and a Fitness Suite. There is a hall (large enough to accommodate the whole school) which is used for PE, assemblies, formal performances and presentations and a learning resource with ICT facilities, medical facilities, hygiene room and specialist toilet facilities. There are also newly developed outdoor learning areas, together with dedicated specialised rooms to provide further pupil support.

From September 2022 our post-16 provision for students opened. The provision is part of a post-16 consortium with other special schools in the Local Authority.

The school enjoys an on-site catering facility. Food is freshly cooked daily to provide a hot meal service for students and staff at the school.

Community Links and Support Services

Both schools have many links with the local and wider community through work and community experience schemes, fundraising for charities, support from local charities and close liaison with local schools, in addition to several industrial and business links.

The Trust has enjoyed longstanding relationships with many local agencies including educational psychologists, speech therapists, physiotherapists, occupational therapists, and audiologists.

The Trust's Parent Support Workers and Medical Officers can liaise with the school nurse and other professionals who regularly visit the Trust. The school nurse is available to see parents at the school premises by arrangement.



Introduction to Better Together Learning Trust

Better Together Learning Trust was formerly known as Friars Academy Trust. The Trust currently consists of two schools, Friars Academy and Chelveston Road School.

Both schools provide high-quality education for students with special educational needs, in partnership with parents/carers, the local community and the Local Authority.



Friars Academy
Friars Close
Wellingborough
Northants
NN8 2LA

Head of School
Mr J Budd
www.friarsacademy.org
Tel: 01933 304950



Chelveston Road School
Chelveston Road
Rushden
Northants
NN10 8HN

Head of School
Mr M Adams
www.chelvestonroadschool.org
Tel: 01933 834490



Better Together Learning Trust
c/o Friars Academy

Chief Executive Officer
Mrs S Ijewsky
www.bettertogetherlearningtrust.org



Chelveston Road School

Class Teacher (English)

Job Description

JOB TITLE:	Class Teacher
GRADE:	Main Pay Scale plus SEN1 Allowance
HOURS:	Full time
ACCOUNTABLE TO:	Chief Executive Officer
PERFORMANCE REVIEWER:	Head of School / Deputy Head
DAY TO DAY LINE MANAGEMENT:	Head of School / Deputy Head

Role Purpose:

- In accordance with the Trust's aims, to provide a safe, supportive and stimulating learning environment in which all students who have previously found school a challenge, can reach their potential.
- Lead and maintain an overview of teaching, standards and ongoing improvement in the above specified subject/s and/or aspects.
- To ensure high quality education and equal opportunities for all students to improve the quality of learning and standards of achievement, whilst working within the agreed ethos and the structure, policies and practices agreed by the Board of Directors whilst supporting the Trust's values and vision for, "Every child, every chance, every day"
- To be responsible for ensuring the safeguarding and well-being of the students in our care.

Job Context

This job description recognises the requirements of the current Pay and Conditions Document and DFE conditions of employment. It reflects the vision, strategic plan and policies of this Trust

In this Trust we follow the statutory requirements and guidance of the School Teachers' Pay and Conditions Document (the Document) and use the Better Together Learning Trust Pay Policy to ensure that classroom teachers are only asked to complete appropriate additional work beyond their classroom teaching and to link pay progression to performance. **The expectation is that teaching will be at least good**; this means that all teachers are expected to be meeting the Teachers' Standards, (Appendix 1) to a good level as appropriate to the stage of their career development. Appendix 2 provides outline guidance as to how judgments against the teaching standards will be reached within performance management according to the stage of career.

Under the latest STPCD all teachers (other than Executive Headteachers, Headteachers or Head of Schools) are responsible for:

Teaching

- Planning and teach lessons and sequences of lessons to the classes they are assigned to teach within the context of the Trust's plans, curriculum and schemes of work.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned students.
- Participate in arrangements for preparing students for external examinations.

Whole Trust organisation, strategy and development

- Contribute to the development, implementation and evaluation of the Trust's policies, practices and procedures in such a way as to support the Trust's values and vision.
- Work with others on curriculum and/or student development to secure coordinated outcomes.
- Supervise and so far, as practicable teach any students where the person timetabled to take the class is not available to do so, subject to the conditions outlined in paragraph 52 of the document.

Health, safety and discipline

- Promote the safety and well-being of students.
- Maintain good order and discipline among students.

Management of staff and resources

- Direct and supervise support staff assigned to them and where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy resources delegated to them.

Professional development

- Participate in arrangements for the appraisal and review of their own performance, and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development, and, where appropriate, that of other teachers and support staff including induction.

Communication

- Communicate with students, parents and carers.

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the Trust.

Subject / Aspect Leadership

- Review and develop the curriculum policy in the subject/s
- Monitor and evaluate the quality of planning in the subject/s by other teachers
- Observe teaching in the subject/s to evaluate strengths and areas for further development, or the impact of Trust improvement work
- Support development of teachers and support staff in the subject / aspect
- Evaluate relevant assessment information for individuals, groups or cohorts
- Suggest issues in the subject/s for further development
- Review and coordinate the usage of resources in the subject/s
- Report on progress, achievement and standards in the subject/s to staff, governors, directors or parents
- Arrange and promote relevant subject activities to promote students' enthusiasm and interest

Upper pay range teachers who do not hold Teaching and Learning Responsibilities

The elements above apply to all teachers on the main and upper pay ranges. Teachers who wish to progress on the upper pay range are invited to demonstrate that they are 'highly competent in all elements of the teaching standards' and that their 'achievements and contribution to the Trust have been substantial and sustained'.

In addition, teachers who seek to progress to Band 3/4 or who have reached Band 3/4 should meet the following:

"Band 3/4 teachers play a critical role in the life of the Trust. They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve students' learning."

In keeping with the guidance, UPR teachers have an obligation to make a significant impact through their teaching and through the subject / aspect leadership activities listed above.

- In accordance with the Trust aims, to provide a safe, supportive and stimulating learning environment in which all students who have previously found school a challenge, can reach their potential.
- Lead and maintain an overview of teaching, standards and ongoing improvement in the above specified subject/s and/or aspects.
- To ensure high quality education and equal opportunities for all students to improve the quality of learning and standards of achievement, whilst working within the agreed Trust ethos and the structure, policies and practices agreed by the Board of Directors whilst supporting the Trust values and vision for, "Every child, every chance, every day"
- As the MAT develops, it is expected that the post holder maybe required to work across the associated schools/academies.
- Your principal place of work will be Chelveston Road School but you may be required to work on occasions at other academies/schools within Better Together Learning Trust.
- To be responsible for ensuring the safeguarding and well-being of the students in our care.

General

- The Trust has a commitment to be inclusive in terms of ethnicity, gender, disability, social background and academic ability and expects all staff to share this responsibility.
- Share and actively promote the Trust's commitment to promoting equal opportunities and tackling discrimination.
- In the interest of effective working, the major tasks may be reviewed from time-to-time to reflect changing needs and circumstances.
- Demonstrate a commitment to personal and professional development by attending related courses, workshops or seminars.
- Ensure that reasonable care is always taken for the health, safety and welfare of yourself and other persons, and comply with policies and procedures relating to health and safety within the trust/academy/school.
- To carry out other relevant duties as may be reasonably requested by the Executive Headteacher/ Headteacher/Head of School commensurate with the pay and grade of the post.

Other Duties:

- To comply with individual responsibilities, in accordance with the role, for health and safety within the workplace.
- Share the Trust's commitment to safeguarding and promoting the welfare of all young people through having knowledge of Government guidelines and safeguarding policies as appropriate within the Trust.
- Ensure that all duties and services provided are in accordance with all Trust policies and procedures in line with staff code of conduct/professional expectations.
- To undertake training as necessary.
- To actively engage in the performance management process.
- To be willing and enthusiastic in engaging with continuous professional development.
- To undertake any other duty as specified by the Chief Executive Officer or Senior Leadership Team not listed above.
- To be a key part of the life of the Trust community, to support both the values, vision and ethos of the Trust and our Schools and encourage students to follow this example.

All job descriptions may, following consultation with you, be subject to change to reflect or anticipate changes in the job, which are commensurate with the salary and job title.

Employees are expected to comply with any reasonable request from the Chief Executive Officer or the Senior Leadership Team to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

Better Together Learning Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.



Class Teacher (English)

Person specification

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, indicating experience and where appropriate citing supporting examples within their application.

A	Professional Qualifications/Training	Essential	Desirable	Evidence
	Qualified teacher with Qualified Teacher Status.	*		A
	Evidence of sustained participation in INSET/CPD.	*		A
	Evidence of specialising in teaching English	*		A/I
B	Experience			
	Experience of teaching across a range of abilities.	*		A/I
	Experience working with SEN or pupils with identified barriers.		*	A
	Experience of leading a subject		*	A/I
C	Leadership & Management			
	Ability to lead and provide clear vision.	*		I
	Experience of leading a curriculum development to implementation.		*	A/I
	Experience of leading a staff development programme.		*	A/I
D	Skills Knowledge & Attributes			
	Awareness of current developments in education and the implications of these.	*		I
	Recent experience of an OFSTED Inspection and its follow up.		*	A/I
	Practical understanding of effective teaching and evaluation strategies.	*		I

	Ability to act as a positive teaching role model.	*		I
	Understanding implementing a School Curriculum Development or Action Plan to enable the school to progress.		*	A/I
	Ability to analyse performance data and use to effectively improve outcomes for students	*		A
	Understanding of effective assessment and target setting procedures.	*		A/I
	A commitment to develop an understanding of individual preferred learning styles and curriculum flexibility to suit the needs of our pupils.	*		I
	Able to motivate pupils and staff in the use of new technologies.	*		I
	Understanding of SMSC	*		A/I
	Able to deal sensitively with people and resolve conflicts.	*		I
	Good listening skills and ability to empathise.	*		I
	High level of commitment	*		A
	To remain calm under pressure and be able to make tough decisions when necessary.	*		A
	Ability to communicate effectively in writing and orally.	*		A/I
	Exemplary classroom practitioner	*		I
E	Equal Opportunities			
	Ability to demonstrate awareness and understanding of Equal Opportunities, in all activities and educational environments.	*		A/I
	Able to recognise and emphasise possible improvements in Equal Opportunities, in some activities.	*		A/I

A: Application Process:

I: Interview Process