

Greenfields Specialist School for Communication

'Let Our World Be Your World'



Teacher Recruitment Pack 2023

Contents

Vision and Values

About our School

Job Advert

Teacher Job Description

Teacher Person Specification

Safer Recruitment

The Application Process

Application Pack

Greenfields Specialist School for Communication

Prentice Court

Goldings

Northampton

Northamptonshire

NN46JL

Tel: 01604 741960

<http://www.gsscacademy.org/>

OUR VISION STATEMENT

Together we will build a progressive, flagship school with a first class, holistic, curriculum centred on the needs of each individual pupil. Pupils will be stretched and challenged within a fun, safe and happy environment. The voices of pupils, parents and staff will be respected and valued.

The vision statement is underpinned by three key principles, collectively known as:

“THE THREE ‘P’S”

PUPIL CENTRED

- Education should meet individual needs
- The holistic development of our children and young people will be nurtured
- We will make a positive difference to the lives of children/young people and their families
- Planning and decision making will be open, honest, transparent and person-centred
- Pupils will be enabled to reach their full potential within the context of their individual needs
- Pupils will be actively encouraged to exercise control over their lives
- All children and young adults will be treated with dignity and prized for the contributions they make
- Individual differences will be recognised, respected and celebrated and equality of opportunities recognised

PROGRESSION

- We will have the highest expectations for our young people
- We will be passionate about progress and be open-minded with regard to notions of ‘progress’
- We will have an unswervingly positive ethos that embraces innovation and new ideas

PARTNERSHIP WORKING (PUPILS, PARENTS AND STAFF)

- Pupils will have a voice that is respected and listened to, however subtle or loud
- Parents will be consulted, listened to, respected and supported
- Staff will be valued and supported

OUR SCHOOL MOTTO:

‘LET OUR WORLD BE YOUR WORLD’

OUR MISSION STATEMENT

We will achieve our vision by constantly thinking about the bigger picture, working as one team, valuing our staff and their continual development and by frequently reviewing, debating and developing the curriculum.

WE WILL UNDERTAKE TO: THINK ABOUT THE BIGGER PICTURE

About our School

Greenfields Specialist School for Communication (GSSC) is a Special Secondary School, Single Trust Academy for pupils from Y7 to Y13. GSSC is a West Northants school and a PFI school.

Admission Criteria and Arrangements:

GSSC provides education for pupils that will have Severe or Profound Learning Difficulties, Communication, Physical, ASD, Multi-Sensory Impairment and Complex Medical Health Needs.

- All pupils will have an EHC Plan and the Local Authority will have identified their needs as requiring placement at GSSC.
- The local authority will determine admission to the provision, considering parental preference and following consultation with the Governing Board and Headteacher and Deputy Headteacher, in accordance with the 'SEN and Disability Code of Practice', January 2015, if the pupil has an EHC plan
- Placements are made throughout the year although most admissions take place at the start of the academic year.



School Characteristics:

Greenfields Specialist School for Communication is a purpose-built school set in its own grounds in the Goldings area of Northampton. Our accommodation offers a welcoming, safe and positive learning environment with many modern facilities for our young people to access. Facilities include a fully equipped life skills cookery room, music and drama studio, conductive suite, a sensory room, a hydrotherapy pool and an interactive classroom called the 'Clubhouse' which will provide the latest in visual and sensory stimulation. This will be state of the art technology which will support the whole curriculum and provide our young people with opportunities to control their environment. (Undergoing a revamp from January 2023).

Greenfields Specialist School for Communication provides specialist teaching for young people within the Autistic Spectrum. Classes are organised using adapted TEACCH principles, Attention Autism, Zones of Regulation, Sensory Curriculums including circuits. The multi-sensory impaired adaptive techniques provision provides appropriate specialised techniques in learning environments that minimise the effects of dual impairment and maximise the opportunities for learning and consider the impact of the environment on the learning of the multisensory impaired young person. Curriculum delivery is through specialised adapted multi-sensory techniques which focus on the development of communication and self-help skills. Technological aids and a range of communication methods are used. Our holistic inclusive RIDE curriculum embraces our additional service providers and therapies including Physiotherapy, Conductive Education, Music Therapy, Thrive OT and Speech and language delivered by staff under instruction from the therapists.

Some of our young people require additional support to build their resilience for learning and ensure that they are engaging successfully throughout the school day. To ensure that all our young people at GSSC can adapt and engage with their own learning we operate a 'Resilience for Learning Hub' 'The Hub' is an integral part of the school with all classes operating as 'spokes' off 'The Hub'. The 'Resilience for Learning Hub' is a central resource that provides holistic support for our young people to ensure that they can engage successfully with their own learning, building on prior knowledge and skills through structure, therapeutic approaches and a range of strategies to support our young people's engagement with their own learning, whilst developing young person strategies to self-regulate, and to be their individual personal best.

All our young people follow an individualised curriculum and have a trajectory pathway. The school has a policy for total communication so that all young person's individual ways of communicating are recognised as an integral part of GSSC Annual SEN Information Report 2022-2023 their educational life. Alternative and Augmentative communication methods including the use of technologies are a strong feature of the school.

Job Advert

Are you an exceptional teacher looking to make a difference? Come and see the world through new eyes and let our children teach you!

We are looking to expand our fabulous teaching team here at GSSC and you might be just the person we are looking for to join the multi-disciplinary team and make a real difference in the lives of our wonderfully resilient young people

We pride ourselves on being a cheerful, resilient group of professionals and are looking for an exceptional, forward-thinking practitioner who understands that as teachers we must always continue to learn ourselves! We are particularly interested in primary trained individuals who may have experience of a specialist provision and the desire to continue to develop their knowledge with Thinking and Problem Solving, our early Science and Maths Curriculum

You would need to be enthusiastic, fun and flexible in the way you open up the world for our pupils. Creativity is the key in our setting where learning comes to life every day in every imaginable way. We need a teacher who is excited by and keen to be part of challenges and opportunities that go way beyond the classroom. Our adventures have included travelling to space, travelling the globe, hosting and attending festivals and so much more! A penchant for dressing up is on our essential list of course!

Although you will need a strong pedagogy as your foundation, we will offer a bespoke induction package and the opportunity to continue your own professional development and of course our young people will teach you so much too! Our setting will surprise you – we have therapy suites, a hydro pool, movement and rebound studios and our whole setting is set up to be inclusive and accessible to all our young people.

As a specialist secondary school, we strive to meet the needs of a very special and unique cohort, with a broad spectrum of needs, a mixture of learners who may have profound and multiple learning disabilities, severe learning disabilities, physical disability, ASD, social and communication learning needs and associated behaviours as well as learners with complex medical needs.

Your future team is vast. You'll work with and learn from physios, occupational therapists, music therapists, the school nursing team and alongside our fabulous Health aides and Teaching Assistants who will support you to meet the needs of your pupils. We also have a fabulous relationship with the Thrive Occupational Therapy team who work with us to build thorough sensory profiles and focus on the resilience and readiness for learning for every young person. We are equally proud of the Conductive Education department led by our specialist teacher and supported by CE assistants who extend the teams work into the classrooms and our pupil's daily lives. Of course, the team is far wider than this, including working with NMPAT and Rocksteady. With our complex medical and resilience for learning hub we work alongside specialists to ensure extended expert level care for all young people.

As a teacher at GSSC your skills will be developed and valued and your voice will be heard; you will play an important role in developing our exciting RIDE curriculum and also in making a real difference to our young people and their families.

So, what are you waiting for? Your future career is calling...!

Let our world be your world!

For further information please see attached job description or contact tphillips@gssc.org.uk

Please be aware that references will be requested prior to interview if short listed following our safer recruitment procedures.



Greenfields Specialist School for Communication

Job Description

Example Main / Upper Pay Range Teacher & Subject / Aspect Leadership

Name:

Job Title:

Stage of career:

Accountable To: Headteacher/Deputy Headteacher

Performance Reviewer: Headteacher/Deputy Headteacher

Specific Responsibilities: ...Coordinator (as appropriate)

JOB PURPOSE

- To take responsibility for a class of mixed age/ability children, recognising children as individuals
- To promote the aims of the school through effective teaching and learning
- Lead and maintain an overview of teaching, standards and ongoing improvement in the above specified subject/s and/or aspects.
- To lead (subject) on a day-to-day basis, maintaining an overview of teaching, standards and achievement.
- To develop self in relation to individual needs
- To contribute to the developing ethos of the school by participating in reviews of policy and practice.
- To ensure that policy and practice is adhered to across the school

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 school.

At this School we follow the statutory requirements and guidance of the School Teachers' Pay and Conditions Document and use the Northamptonshire County Council Model Pay Policy in order 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.

Safeguarding and Child Protection

All staff at GSSC must ensure that they read and adhere to *'Keeping children safe in education Statutory guidance for schools and colleges September 2023'* and keep themselves abreast of relevant updates. *'This is statutory guidance from the Department for Education issued under Section 175, Education Act 2002, the Education (Independent School Standards) (England) Regulations 2010 as amended by SI 2012/2962 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must*

have regard to it when carrying out their duties to safeguard and promote the welfare of children.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014058/thumbnaill_KCSIE_2021_Part_One_September.pdf.png

Under STPCD all teachers (other than headteachers) are responsible for:

Teaching

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

Whole school organisation, strategy and development

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

Health, safety and discipline

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

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 pupils, parents and carers.

Working with colleagues and other relevant professionals

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

Subject / Aspect Leadership

- Reviewing and developing of curriculum policy in the subject/s
- Monitoring and evaluating the quality of planning in the subject/s by other teachers

- Observing teaching in the subject/s in order to evaluate strengths and areas for further development, or the impact of school improvement work
- Supporting development of teachers and support staff in the subject / aspect
- Evaluating relevant assessment information for individuals, groups or cohorts
- Suggesting issues in the subject/s for further development
- Reviewing and coordinating the usage of resources in the subject/s
- Reporting on progress, achievement and standards in the subject/s to staff, governors or parents
- Arranging and promoting relevant subject activities to promote pupils' 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 school have been substantial and sustained'.

In addition, teachers who seek to progress to UPR3 (or above) or who have reached UPR3+ should meet the following:

UPR3+ teachers play a critical role in the life of the school. 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 pupils' 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.

Signed: Postholder

Date.....

Signed: Performance Reviewer (Headteacher)

Date.....

This job description will be reviewed at least annually by the Performance Reviewer (Headteacher)



Greenfields Specialist School for Communication

Teacher: Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Educated to degree level • Fully Qualified Teacher Status. • This post could be suitable for an ECT 	<ul style="list-style-type: none"> • Evidence of further professional qualifications in SEN i.e SEN training • Evidence of continued professional development – particularly related to primary education.
Competencies	<ul style="list-style-type: none"> • A record of successful teaching in a school setting (or teaching experience in a during training) • The ability to manage, guide and support a team of Teaching Assistants allocated to the class. • IT literate, can create and use own IT word processing packages at basic level (referenced through letter of application – use of IT) Competent user of the Interactive Whiteboard 	<ul style="list-style-type: none"> • Teaching experience in a specialist school setting i.e. DSP; Unit Resourced Provision or Special School, desirable but not essential
Knowledge, Skills and Understanding	<ul style="list-style-type: none"> • Understanding of the curriculum and assessment requirements • An effective communicator – written and oral • Good organisational skills • The ability to work positively within a team • The ability to be flexible/creative thinker • The ability to motivate and enthuse pupils in variety of subject areas • The ability to lead and co-ordinate a subject within the school or across the department (as appropriate to career stage - not relevant for ECT) 	<ul style="list-style-type: none"> • BSL signer or prepared to undertake in house training • Basic knowledge of SEN and/or understanding of Autism. • Experience of teaching literacy and numeracy • Knowledge of appropriate curriculum for pupils in identified key stages • Knowledge of Communicate in Print or PECs
Other	<ul style="list-style-type: none"> • A commitment to self-development and improvement through CPD • A commitment to positive teamwork • The ability to understand and manage resilience for learning 	<ul style="list-style-type: none"> • Minibus Driver

Preamble

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part One: Teaching**A teacher must:**

- 1. Set high expectations which inspire, motivate and challenge pupils**
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- 2. Promote good progress and outcomes by pupils**
 - be accountable for pupils' attainment, progress and outcomes
 - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - guide pupils to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - encourage pupils to take a responsible and conscientious attitude to their own work and study.
- 3. Demonstrate good subject and curriculum knowledge**
 - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
 - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
 - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
- 4. Plan and teach well structured lessons**
 - impart knowledge and develop understanding through effective use of lesson time
 - promote a love of learning and children's intellectual curiosity
 - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
 - reflect systematically on the effectiveness of lessons and approaches to teaching
 - contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- 5. Adapt teaching to respond to the strengths and needs of all pupils**
 - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
 - have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
 - have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- 6. Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Appendix 2:

Career Stage Expectations against Teaching Standards

This is outline guidance identifying ratings in relation to the teachers' standards that will be applied during performance management and as part of 'Teaching Over Time' Profile but is not an exhaustive list and will be used for a 'best fit' overall judgement.

Early Careers Teachers (Teachers who are subject to induction including Teachers newly qualified through QTLS)

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Quality of Teaching (Teachers' Standards 1-7): <ul style="list-style-type: none"> • High expectations • Pupil progress • Subject Knowledge • Planning and Teaching • Differentiation • Assessment • Learning environment and behaviour management 	<p>Overall performance against Teachers' Standards is inadequate. Performance requires significant improvement in significant areas (e.g. behaviour management, progress of pupils and quality of teaching). Considerable support is required to develop practice and/or address progress of pupils.</p> <p><i>79% or below make expected progress as defined by the school</i></p>	<p>Performance against Teachers' Standards is broadly acceptable, although may require some improvement. Practice is not yet consistent. Support is required to develop practice, subject knowledge and/or to address progress of groups of pupils.</p> <p><i>At least 80%+ make expected progress as defined by the school</i></p>	<p>Performance against Teachers' Standards is good. Practice is broadly consistent. Subject knowledge and practice has developed with a reasonable level of support. Is addressing progress of groups of pupils. Will only be rated here if most lesson observations have been graded good or better and others are no less than requiring improvement and there is evidence of response to professional feedback as a result.</p> <p><i>At least 90% make expected progress as defined by the school.</i></p>	<p>Performance against Teachers' Standards is consistently good or better and no standards are rated as requiring improvement or inadequate. Practice is consistent and good pedagogy is evident. Sustained progress of pupils is evident. Can only be rated here if all lesson observations are graded good or better.</p> <p><i>At least 97% make expected progress as defined by the school.</i></p>
Wider Professional Responsibilities	<p>No contribution outside of own classroom. Does not respond to feedback and advice of</p>	<p>Makes little contribution to wider life and ethos of the school. Responds to advice and feedback but does not take initiative in own</p>	<p>Contributes appropriately to the wider life of the school. Responds well to advice and feedback and makes improvements. Independently</p>	<p>Contributes well to the wider life of the school. Responds positively to advice and feedback. Identifies own professional development needs. Communicates</p>

(Teachers' Standard 8):	mentor. Does not communicate effectively.	development. Communication undertaken with advice and support provided.	communicating across school community. Works collaboratively with colleagues.	positively across school community. Works collaboratively.
Personal and Professional Conduct (Part 2 Teachers' Standards)	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace
Leadership and Management	Does not manage class(es) well. Poor working environment. Makes little or no contribution to the team. Does not deploy support staff or communicate with colleagues effectively.	Manages class(es) appropriately most of the time. Creates an acceptable working environment with advice and support. Works as part of a team. Does not always deploy support staff effectively.	Manages own class(es) well. Creates a positive working environment and contributes to a team. Deploys support staff appropriately and builds good working relationships.	Manages own class(es) well. Creates a positive learning focused environment and makes strong contribution to a team. Deploys support staff very well for maximum learning and builds good working relationships.
Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Teaching and Leadership Responsibilities (where in receipt of TLR)	Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated beyond their own class(es).	Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class(es).	Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own	Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan,

			class(es) and to the school improvement plan.	
Performance Management objectives	N/A for ECT QTLS will have PM Objectives	N/A for ECT QTLS will have PM Objectives	N/A for ECT QTLS will have PM Objectives	N/A for ECT QTLS will have PM Objectives

Recently Qualified Teachers (normally third year plus of teaching)

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Quality of Teaching (Teachers' Standards 1-7): <ul style="list-style-type: none"> • High expectations • Pupil progress • Subject Knowledge • Planning and Teaching • Differentiation • Assessment • Learning environment and behaviour management 	<p>Overall performance against Teachers' Standards is inadequate or requires considerable improvement. Is consistently inadequate in significant areas.</p> <p><i>Less than a very large majority (80%) make expected progress</i></p>	<p>Performance against Teachers' Standards is broadly acceptable although some areas may require improvement. Practice is not always consistent. Some support is required to develop practice, subject knowledge and/or to address progress of groups of pupils. Will be rated here if fails to achieve good or better in majority of lesson observations.</p> <p><i>A very large majority (80%+) make expected progress.</i></p>	<p>Performance against Teachers' Standards is good. Practice is consistent. Sustained progress of pupils is evident as is good subject knowledge. Can only be rated here if most lesson observations are graded good or better.</p> <p><i>A very large majority (80%+) exceed expected progress.</i></p>	<p>Performance against Teachers' Standards is always good or better.</p> <p>Practice is embedded and good pedagogy is evident. Sustained progress of pupils is evident. Can only be rated here if at least one lesson observation is outstanding and others are no less than good.</p> <p><i>The vast overwhelming majority (97%+) exceed expected progress.</i></p>
Wider Professional Responsibilities	Little or no contribution outside of own classroom. Does not improve after feedback and	Makes little contribution to wider life and ethos of the school. Makes effort to improve in response to feedback but is reactive in own development.	Contributes appropriately to the wider life of the school. Responds well to advice and feedback and makes improvements. Independently	Contributes well to the wider life of the school. Responds positively to advice and feedback. Identifies own professional development needs. Communicates positively with all

(Teachers' Standard 8)	advice from colleagues. Does not communicate effectively.	Communicates with members of school community with advice and support.	communicates effectively with members of school community. Works collaboratively with colleagues.	stakeholders. Works collaboratively.
Personal and Professional Conduct (Part 2 Teachers' Standards)	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace
Leadership and Management	Does not manage class(es) well. Creates a poor working environment. Makes little contribution to the team. Does not deploy support staff or communicate with colleagues effectively.	Manages class(es) appropriately most of the time. Creates an orderly working environment. Works as part of a team. Does not always deploy support staff effectively	Manages own class(es) well. Creates a positive working environment and contributes well to a team. Deploys support staff appropriately and builds good working relationships.	Manages own class(es) exceptionally well. Creates a stimulating learning focused environment and makes strong contribution to a team. Deploys support staff very well for maximum learning and builds good working relationships.
Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Teaching and Leadership Responsibilities (where in receipt of TLR)	Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated beyond their own class(es).	Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class(es).	Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own	Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school

			class(es) and to the school improvement plan.	impact and contribution to the school improvement plan,
Performance Management objectives	Has not met objectives.	Has not met objectives to an appropriate and acceptable level	Has met objectives to an appropriate and acceptable level	Has significantly exceeded performance management objectives

Experienced Main Pay Range Teachers

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Quality of Teaching (Teachers' Standards 1-7): <ul style="list-style-type: none"> • High expectations • Pupil progress • Subject Knowledge • Planning and Teaching • Differentiation • Assessment • Learning Environment and Behaviour Management 	<p>Overall performance against Teachers' Standards is inadequate and requires improvement. Students are not making the required progress. Will be rated here if lesson observations are consistently graded less than good.</p> <p><i>Less than a very large majority (80%) make expected progress</i></p>	<p>Performance against Teachers' Standards is acceptable. Practice is broadly consistent. Some support is required to sustain performance, embed practice and/or improve subject knowledge. Not all students /groups of students are making required levels of progress. Will be rated here if lesson observations are graded less than good.</p> <p><i>A very large majority (80%+) make expected progress.</i></p>	<p>Performance against Teachers' Standards is good. Practice is consistent. Sustained progress of pupils is evident as is good subject knowledge. Can only be rated here if lesson observations are consistently graded good or better.</p> <p><i>A very large majority (80%+) exceed expected progress.</i></p>	<p>Performance against Teachers' Standards is always good or better. Practice is embedded and good pedagogy is evident. Sustained progress of pupils is evident. Can only be rated here if lesson observations are outstanding with none less than good.</p> <p><i>The vast overwhelming majority (97%+) exceed expected progress.</i></p>
Wider Professional Responsibilities (Teachers' Standard 8)	<p>Little contribution outside of own classroom.</p> <p>Does not respond or improve after feedback from colleagues or take responsibility for own professional development to</p>	<p>Makes some contribution to wider life and ethos of school. Occasionally supports an event or activity but does not take a lead or initiate input.</p>	<p>Contributes to the wider life of the school. Takes part in activities and events and sometimes initiates them.</p> <p>Takes responsibility for improving teaching, learning and</p>	<p>Contributes well to the wider life of the school. Initiates opportunities for events and activities. Responds very positively to feedback, creating a professional dialogue that improves teaching, learning and behaviour management. Seeks and</p>

	<p>improve quality of teaching and learning.</p> <p>Does not communicate effectively with members of school community to support learning and wellbeing.</p>	<p>Doesn't consistently respond to feedback from colleagues but makes effort to improve through professional development.</p> <p>Communicates with members of school community but does not always impact positively on pupil learning and wellbeing.</p>	<p>behaviour management through professional dialogue, responding to feedback and own professional development.</p> <p>Communicates effectively with school community and others to support pupil learning and wellbeing</p>	<p>plans own professional development. Communicates positively and effectively with school community and is able to evidence significant impact on pupil learning and wellbeing.</p>
<p>Personal and Professional Conduct</p> <p>(Part 2 Teachers' Standards)</p>	<p>Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace</p>	<p>Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace</p>	<p>Demonstrates proper and professional regard for the ethos, policies and practices of the workplace</p>	<p>Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace</p>
<p>Leadership and Management</p>	<p>Does not manage class(es) well. Creates a poor working environment. Makes little contribution to the team. Does not deploy support staff in most effective way to support pupil learning.</p>	<p>Manages class(es) appropriately. Creates an orderly environment but it is not consistently stimulating. Works as part of a team but does not make a significant contribution. Deploys support staff, to support pupil learning but not always in the most effective way.</p>	<p>Manages own class(es) well.</p> <p>Creates a stimulating and positive working environment and makes a strong contribution to a team.</p> <p>Deploys support staff appropriately to improve teaching, learning and behaviour and builds good working relationships.</p>	<p>Manages own class(es) exceptionally well. Creates an exciting, stimulating and positive environment. Makes strong contribution to a school team. Initiates events and activities including those focused on professional development of others. Deploys support staff very effectively to improve teaching, learning and behaviour and builds very positive relationships.</p>
<p>Rating/Area</p>	<p>Inadequate</p>	<p>Meets minimum expectations with some development required</p>	<p>Achieved expectations</p>	<p>Exceptional performance</p>
<p>Teaching and Leadership Responsibilities (where in receipt of TLR)</p>	<p>Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the</p>	<p>Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and</p>	<p>Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching</p>	<p>Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership,</p>

	school in area of responsibility. Little impact demonstrated beyond their own class(es).	enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class(es).	practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class(es) and to the school improvement plan.	development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan.
Performance Management objectives	Has not met objectives.	Has not met objectives to an appropriate and acceptable level	Has met objectives to an appropriate and acceptable level	Has significantly exceeded performance management objectives

Lower Upper Pay Range Teachers

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Quality of Teaching (Teachers' Standards 1-7): <ul style="list-style-type: none"> • High expectations • Pupil progress • Subject Knowledge • Planning and Teaching • Differentiation • Assessment • Learning Environment and Behaviour Management 	At upper pay range, teachers are expected to be highly competent in all of the teachers' standards. Highly competent is performance which is not only good, but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.			
	Overall performance against Teachers' Standards is inadequate or requires improvement. Will be rated here if failing to evidence enhanced practice (i.e. that highly competent against the Teachers' Standards).	Performance against Teachers Standards evidences inconsistency in enhanced practice/high levels of competence. Practice does not consistently evidence enhanced skills and ability to demonstrate and cascade best practice. Will be rated here if any lessons are graded less than good.	Performance against Teachers' Standards is consistently good or outstanding. Best practice is embedded, consistently demonstrated and cascaded. Learning from professional development is evident through pupils' learning. Sustained progress of pupils is evident. Can only be rated here if all	Performance against Teachers Standards is regularly outstanding and never less than good. Enhanced practice is embedded and outstanding pedagogy is evident. Best practice is consistently demonstrated and cascaded. Learning from professional development is evident through pupils' learning. Sustained and rapid progress of target groups of pupils is evident. Can only be rated here if

	<p><i>Less than a very large majority (80%) make expected progress</i></p>	<p><i>A very large majority (80%+) make expected progress.</i></p>	<p>lesson observations are graded good or better.</p> <p><i>A very large majority (80%+) exceed expected progress.</i></p>	<p>most lesson observations are outstanding and others are no less than good.</p> <p><i>The vast overwhelming majority (97%+) exceed expected progress.</i></p>
<p>Wider Professional Responsibilities</p> <p>(Teachers' Standard 8)</p>	<p>At upper pay range, a teachers' contribution to the school must be substantial and sustained. Substantial means playing a critical role in the life of the school and making a clear and distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning. Sustained means continuously maintained over a period of two school years.</p>			
<p>Little or no contribution to sharing good practice and developing the curriculum.</p> <p>Does not lead learning within own team or is ineffective in leading learning.</p> <p>Does not contribute to or have impact upon the professional development of others or coach or mentor colleagues.</p> <p>Little contribution to development and implementation of policies.</p>	<p>Makes some whole school contribution to sharing good practice and developing the curriculum. Leads learning within their own team but does not always impact on standards and improvement.</p> <p>Engages in own professional development but does not impact on development of others. Narrow range of contribution to development and implementation of policies.</p>	<p>Clear and effective substantial and sustained whole school contribution, sharing good practice, developing the curriculum and supporting the school improvement plan. Personal contribution to the school improvement plan is clear and distinctive. Takes responsibility for improving teaching, learning and behaviour management through effective professional dialogue, coaching and mentoring and supporting the development of others. Contributes to and implements whole school or workplace policies and supports others to uphold them.</p>	<p>Significant and sustained whole school contribution, sharing good practice and developing the curriculum and impacting significantly on pupil progress. Personal contribution to the school improvement plan is distinctive and exceptional. Has significant impact in improving teaching, learning and behaviour management through outstanding professional dialogue, coaching and mentoring. Is able to evidence significant impact on the development of others. Makes a significant contribution to development of policies and develops others to uphold them.</p>	

Personal and Professional Conduct (Part 2 Teachers' Standards)	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace
Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Leadership and Management	At upper pay range, a teachers' contribution to the school must be substantial and sustained. Substantial means playing a critical role in the life of the school and making a clear and distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning. Sustained means continuously maintained over a period of two school years.			
	Does not impact on development of individuals and teams. Does not effectively lead or shows no evidence of focusing leadership on improving pupil outcomes. Does not support school leadership team in delivering its priorities.	Supports, but does not effectively lead others in improving pupil outcomes. Manages but does not lead in area of responsibility. Supports but does not contribute to delivering school leadership team priorities.	Leads a team concerned with pupil progress or improvement in teaching, learning or behaviour management. Personally impacts on improving pupil outcomes across the school and in developing school or workplace practices. Leads a team to uphold and develop school policies. Contributes to delivering school leadership priorities	Leads a team that makes significant impact on learning, pupil progress, learning or behaviour across school. Personally has a whole school or workplace impact on pupil outcomes and improved practice. Actively develops and leads others to develop school policies. Makes a significant contribution to delivering school leadership priorities.
Teaching and Leadership Responsibilities (where in receipt of TLR)	Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the school in area of responsibility. Little impact demonstrated beyond their own class(es).	Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of	Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking	Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings,

		their responsibility beyond their own class(es).	observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class(es) and to the school improvement plan.	observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan,
Performance Management objectives	Has not met objectives	Has not met objectives to an appropriate and acceptable level	Has met objectives to an appropriate and acceptable level adding substantial value to the school	Has significantly exceeded performance management objectives adding substantial value and lasting benefits to the school and wider community

Higher Upper Pay Range Teachers

Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Quality of Teaching (Teachers' Standards 1-7): <ul style="list-style-type: none"> • High expectations • Pupil progress • Subject Knowledge • Planning and Teaching • Differentiation • Assessment • Learning Environment and Behaviour Management 	At upper pay range, teachers are expected to be highly competent in all of the teachers' standards. Highly competent is performance which is not only good, but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.			
	Overall performance against Teachers' Standards is less than good. Will be rated here if failing to evidence enhanced practice (i.e. that highly competent against the Teachers' Standards).	Performance against Teachers' Standards evidences inconsistency in enhanced practice/high levels of competence. Practice does not evidence enhanced skills and ability to demonstrate and cascade best practice. Will be rated here if any lessons are graded less than good and failing to evidence consistent enhanced practice or high competence.	Performance against Teachers' Standards is consistently good or outstanding. Best practice is embedded, consistently demonstrated and cascaded. Learning from professional development is evident through pupils' learning. Sustained progress of pupils is evident. Can only be rated here if all lesson observations are graded good or better.	Performance against Teachers' Standards is regularly outstanding and never less than good. Enhanced practice is embedded and outstanding pedagogy is evident. Best practice is consistently demonstrated and cascaded. Learning from professional development is evident through pupil's learning. Sustained and rapid progress of pupils is evident. Can only be rated here if most lesson observations are outstanding and others are no less than good

		<i>A very large majority (80%+) make expected progress.</i>	<i>A very large majority (80%+) exceed expected progress.</i>	<i>The vast overwhelming majority (97%+) exceed expected progress.</i>
	<i>Less than a very large majority (80%) make expected progress</i>			
Wider Professional Responsibilities (Teachers' Standard 8)	At upper pay range, a teachers' contribution to the school must be substantial and sustained. Substantial means playing a critical role in the life of the school and making a clear and distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning. Sustained means continuously maintained over a period of two school years.			
	<p>Makes some contribution to sharing good practice and developing the curriculum.</p> <p>Leads learning within their own team but does not always impact on standards and improvement.</p> <p>Engages in own professional development but does not impact on development of others.</p> <p>Narrow range of contribution to development and implementation of policies.</p>	<p>Clear but not always effective contribution to sharing good practice and developing the curriculum. Developing role in improving teaching, learning and behaviour management through professional dialogue, coaching and mentoring and beginning to support in the development of others.</p> <p>Contributes to and implements whole school or workplace policies and supports others to uphold them.</p>	<p>Makes a substantial and sustained significant whole school contribution, sharing good practice and developing the curriculum. Has a significant impact on pupil progress across school Personal contribution to the school improvement plan is clear and distinctive. Takes responsibility for improving teaching, learning and behaviour management through effective professional dialogue, coaching and mentoring and supporting the development of others. Can evidence their impact on the development of others. Makes a significant contribution to development of whole school policies and develops others to uphold them. Takes responsibility for sharing initiatives and development</p>	<p>Leads teams to make a substantial and sustained significant whole school impact, sharing good practice and impacting significantly on curriculum development and pupil progress. Personal contribution to the school improvement plan is distinctive and exceptional. Has a significant impact in improving teaching, learning and behaviour management. As an experienced coach and/or mentor, is able to support others to develop coaching and mentoring skills. Drives pupil progress through deployment of these skills. Leads teams in developing policies and develops others to lead improvement. Personal contribution to the improvement plans across the local partnership of schools is distinctive and exceptional.</p>

			across the local partnership of schools.	
Rating/Area	Inadequate	Meets minimum expectations with some development required	Achieved expectations	Exceptional performance
Personal and Professional Conduct (Part 2 Teachers' Standards)	Does not demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Does not consistently demonstrate proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates proper and professional regard for the ethos, policies and practices of the workplace	Demonstrates consistent high regard and has proper and professional regard for the ethos, policies and practices of the workplace
Leadership and Management	At upper pay range, a teachers' contribution to the school must be substantial and sustained. Substantial means playing a critical role in the life of the school and making a clear and distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning. Sustained means continuously maintained over a period of two school years.			
	Does not lead effectively lead a team in sharing good practice or shows no evidence of focusing leadership on leading learning. Manages but does not lead in area of responsibility. Support does not contribute to delivering senior leadership team priorities.	Leads a team concerned with improvement and sharing good practice. Leads learning through their team but not yet showing evidence of whole school impact. Leads a team to uphold school policies. Not effectively contributing to the development and upholding of school policies.	Leads a team that makes significant impact on teaching, learning and behaviour management across the workplace. Has whole school or workplace impact and initiates and develops improved practice. Actively develops and leads others to develop school policies. Contributes to delivering senior leadership team priorities.	Leads teams that make a long term sustained impact on school improvement. Uses and demonstrates professional skills across the school and significantly develops and influences the practice of others. Initiates and innovates in areas of school policy and supports others to make a significant contribution. Makes a significant and sustained contribution to delivery of the senior leadership team priorities.
Teaching and Leadership Responsibilities (where in receipt of TLR)	Fails to manage their area of responsibility. Does not evidence good leadership, development and enhancement of teaching practice across the	Does not consistently manage their area of responsibility effectively. Is not able to regularly evidence good leadership, development and	Effectively manages an area of responsibility, modelling good practice. Evidences good leadership, development and enhancement of teaching	Makes as substantial and strategic contribution to their area of responsibility, modelling outstanding practice. Evidences outstanding leadership, development and

	school in area of responsibility. Little impact demonstrated beyond their own class(es).	enhancement of teaching practice in area of responsibility. Is unable to evidence consistent impact of their responsibility beyond their own class(es).	practice of colleagues in area of responsibility, through group and individual activity including coaching, mentoring, staff meetings, undertaking observations and professional development sessions. Is able to evidence the impact of their responsibility beyond their own class(es) and to the school improvement plan.	enhancement of teaching practice of colleagues in area of responsibility. Regularly leads individual and group activity involving coaching, mentoring, staff meetings, observations and professional development in area of own responsibility. Is able to evidence substantial whole school impact and contribution to the school improvement plan,
Performance Management objectives	Has not met objectives	Has not met objectives to an appropriate and acceptable level	Has met objectives to an appropriate and acceptable level adding substantial value to the school	Has significantly exceeded performance management objectives adding substantial value and lasting benefits to the school and wider community

Safer Recruitment

- Greenfields Specialist School for Communication is committed to upholding the rights of the child, especially in relation to children's safety.
- We recognise that the safe recruitment of staff in school is the first step to safeguarding and promoting the welfare of the children at GSSC.
- It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to and fulfilled in the roles they undertake.
- We recognise the value of, and seek to achieve a diverse workforce which includes people from different backgrounds with different skills and abilities.
- The school is committed to ensuring that the recruitment and selection of all who work with the school is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunities.
- The school will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

Visits to our school are warmly welcomed prior to application. To arrange a visit, or for a discussion about the role please contact the Deputy Headteacher: Tracy Phillips at tphillips@gssc.org.uk or 01604 741960