

# Greenfields Specialist School for Communication

*'Let Our World Be Your World'*



## Teacher Recruitment Pack 2024-2025

### 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

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Goldings

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Northamptonshire

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<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**

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 has the latest in visual and sensory stimulation.

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](mailto: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 2024'* 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.'*

**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

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



## 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](mailto:tphillips@gssc.org.uk) or 01604 741960