**Exciting Opportunity!**

**1 X Full Time Permanent Teacher**

**(subject to induction period)**

**Teaching** **start date September 2021**

**Salary: NQT/Main + SEN 1**

**To meet the increasing demand for SEND provision within Bradford, Co-op Academy Delius has opened an additional site.**

**Co-op Academy Delius is a Primary Special School for pupils with complex learning, physical, medical and behavioural needs. Co-located with Primary Schools, and working effectively to support SEND across Bradford we are committed to work inclusively to benefit the whole community. You must be committed to high standards, actively promote safe, happy learning and be ambitious for the success of the pupils, their families, yourself and the school community.**

**All applicants must be willing to work at either site but will be based at one site in the first instance, Barkerend Rd (BD3) or Willowfield Rd (BD7).**

“**This school is just brilliant. We all work hard, but love working here” “We feel listened to” and “Our contributions count”**

**Double Good Ofsted 01.03.17. Check out our Ofsted inspection Report.**

You must be able to:

* Create an exciting learning environment for our wonderful pupils and their families
* Be part of and lead a committed staff team
* Work effectively with your colleagues and multiagency teams
* Be highly motivated, enthusiastic and skilled in teaching
* Deliver a good track record in raising standards and curriculum development
* Drive school improvement and relish the professional challenge of creating our future
* Maintain excellent standards in leadership, teaching, learning ,assessment, personal development and behaviour
* Be willing to work across the age and SEN range of the school

Closing date for applications: Monday 28th June 2021, 12 noon.

Interviews: Thursday 1stJuly 2021 – please expect to be at Delius for the whole school day.

**This role is customer facing and therefore in line with the Immigration Act 2016; all applicants must be able to demonstrate fluency of the English Language to the level defined in the job description.**

Interested candidates can request an application pack by either visiting the school website www.delius.coopacademies.co.uk to download an application form or email [deli-office@coopacademies.co.uk](mailto:deli-office@coopacademies.co.uk) or  **01274 666472/01274 062580**

Please ensure you read the application details and check you meet the criteria before completing an application form. We would like to thank everyone who applies for vacancies at Co-op Academy Delius. Due to the high number of applications we receive we cannot always offer individual feedback. If you have not heard from Delius by the interview date please presume you have been unsuccessful on that occasion. We appreciate your time and interest in Co-op Academy Delius and wish you every success in the future. **Committed to the safeguarding and welfare of children, we expect employees to share, practice and** **promote this commitment. The successful candidate must have good references and a safe DBS check.**

**Co-op Academy Delius**

**Job Description**

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| **POST TITLE:** | **TEACHER – PRIMARY SEND** |
| **POST REF:** |  |
| **GRADE:** | **NQT / MAIN SCALE / UPPER PAY SCALE + SEN 1** |

**GENERIC INTRODUCTION:**

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.
4. This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

**PRIME OBJECTIVES OF THE POST:**

As a Primary SEND school teacher you will be an outstanding classroom practitioner who consistently demonstrates the highest standards of delivery. You should be fully committed to raising attainment across the whole school/specify key stages and across all subjects that you are required to teach. You will be acutely aware of the strategies required to achieve the highest standards within your specialist subject area/across the curriculum.

May be required to work with pupils of any age within the age-range of the school.

May be required to work with pupils with the full range of SEND within the school

You may from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

As a Classroom teacher you will, at all times, be mindful of, and adhere to, the Professional Standards for Teachers and the Delius Career Stage expectations negotiated and adopted by the school at any time.

In addition, for Teachers paid on the Upper Pay Range (UPR), your achievements and contribution to an educational setting should be substantial and sustained.

**KNOWLEDGE AND SKILLS:**

*(See Personnel Specification)*

**SUBJECT SPECIFIC KNOWLEDGE AND SKILLS:**

* To be confirmed

**EFFORT DEMANDS:**

* Will contribute to and role model the overall ethos/work/aims of the school.
* Will appreciate and support the role of other professionals, and lead teams of support staff.
* Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.

Safeguard children and adults, and implement the Safeguarding and Child Protection Policy. Read, understand and follow at least Part 1 of the current statutory guidance in Keeping children safe in education. Undertake the Prevent Duty to safeguard pupils and adults from extremism. Understand their statutory duty to report safeguarding concerns. Maintain their Position of Trust and not have sexual relations with pupils (Sexual Offences Act 2003) or any other inappropriate relationship with pupils.

* Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.
* Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures Promote Fundamental British Values supporting pupils to be prepared for life in modern Britain.

**RESPONSIBILITIES:**

**TEACHING:**

* To teach students according to their individual educational needs, including the appropriate setting and marking of work to be carried out by the students.

* Identifying effective intervention and mentoring strategies for students.
* To mark and grade students work in a way which enables you to give written/verbal and diagnostic feedback and maintain records of pupils' progress and development.
* To use a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus, for example, podcasts, interactive whiteboards etc.
* Prepare pupils for internal and external assessments and examinations.
* To undertake pastoral duties, such as taking on the role of form tutor, and supporting pupils on an individual basis through academic or personal difficulties.

**HEALTH, SAFETY AND DISCIPLINE:**

* To ensure a safe, secure and healthy environment for students
* To manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of misbehaviour
* To actively encourage good practice with regard to punctuality, behaviour, standards of work and independent learning.

**WHOLE SCHOOL ORGANISATION AND STRATEGY:**

* To participate in and organise extracurricular activities, such as outings, social activities and sporting events; including participation in occasional overnight visits.
* To contribute to the development, implementation and evaluation of 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 co-ordinated outcomes.
* Subject to the guidance relating to Cover, supervise and teach any pupils where the person timetabled to take the class is not available to do so.

**MANAGEMENT OF STAFF AND RESOURCES:**

* To prepare and regularly update subject materials including researching new topic areas and writing new curriculum materials.
* To supervise and support the work of classroom support, Special Needs teaching assistants, trainee teachers and newly qualified teachers (NQTs).
* To efficiently deploy such resources as are allocated/delegated to you.
* Contribute to the recruitment, selection appointment and professional development of other teachers and support staff.

**PROFESSIONAL DEVELOPMENT:**

* To under-go regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD).
* Where appropriate, to participate in arrangements for the appraisal and review of other teachers and support staff.
* Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff.

**COMMUNICATION:**

* To communicate with parents and carers over pupils' progress and participate in departmental meetings, parents' evenings and whole school training events. Be willing to support Parent evenings and events, Friends of Delius and contribute to Engaging Families

**WORKING WITH COLLEAGUES AND OTHER RELEVANT PROFESSIONALS:**

* To liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, education welfare officers, nurses, physiotherapists, consultants, social workers etc

**ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:**

* Will have long periods of sitting or standing and will be required to support pupils in the swimming pool
* Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
* Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local authority, external providers , Social care, Ofsted, school reviews etc.etc.
* The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
* This post will include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
* Report all concerns to an appropriate person.

**FLUENCY DUTY**

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level

Advanced Threshold Level

The post holder should demonstrate they can:

* Express themselves fluently and spontaneously at length effortlessly.
* Explain difficult concepts simply without hindering the natural smooth flow of language.
* Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

**SPECIAL CONDITIONS OF SERVICE:**

* No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

**OTHER CONSIDERATIONS**

* To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school’s nominated Child Protection Co-ordinator or the Headteacher. Safeguard children and adults, and implement the Safeguarding and Child Protection Policy. Read, understand and follow at least Part 1 of the current statutory guidance in Keeping children safe in education. Undertake the Prevent Duty to safeguard pupils and adults from extremism. Understand their statutory duty to report safeguarding concerns. Maintain their Position of Trust and not have sexual relations with pupils (Sexual Offences Act 2003) or any other inappropriate relationship with pupils.
* To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
* Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
* Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
* Will not require holiday leave during term time.
* Must be legally entitled to work in the UK.

**PERSONNEL SPECIFICATION:**

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|  | **ESSENTIAL (E)** | **DESIRABLE (D)** |
| **EXPERIENCE:** | * Proven record of success as an outstanding Teacher (UPS) or good ( Main scale) * Evidence of curriculum leadership and development appropriate to the key responsibilities. (UPS) * An understanding and demonstration of barriers to learning and how those may be overcome * Experience of managing performance and intervention strategies to raise performance * Experience of safeguarding * Able to manage pupil behaviour effectively. * Provide evidence of having previously spoken fluently to customers public/service users at an Advanced Threshold Level | * Experience of additional educational needs/SEND successful teaching * Previous successful teaching within EYFS/ primary education * Experience of working alongside employer partners to achieve learning objectives * Multi agency working |
| **QUALIFICATIONS/**  **TRAINING:** | * Honours degree or equivalent in relevant subject * Qualified Teacher Status * Willingness to participate in further training and development opportunities.   i.e.  Behaviour Management and physical intervention – Team Teach  communication approaches to access the curriculum.  hoists and physical positioning, moving and handling  therapy and medical interventions, First Aid, NARS etc  specialist feeding techniques  Child Protection, safeguarding , including at least Part1 of the current statutory guidance in Keeping children safe in education | * Professional qualification or relevant experience |
| **KNOWLEDGE/ SKILLS:** | * Ability to communicate effectively with a range of internal and external stakeholders * Excellent literacy, numeracy and IT skills * Problem solving skills. * A willingness to understand the issues relating to pupils who have additional learning needs, more able and special educational needs. * Ability to relate well to pupils and adults. * Ability to work constructively as part of a team. * Ability to remain calm under pressure. * Demonstrate a commitment to working with children of the relevant age and SEND * Demonstrate good co-operative, interpersonal and effective listening skills. * Maintain confidentiality in matters relating to the school, its pupils, parents or carers. * Willingness to follow all school policies * A willingness to understand the issues relating to pupils who have additional learning needs, more able and special educational needs. * Ability to relate well to pupils and adults. * Ability to work constructively as part of a team. * Ability to remain calm under pressure. * Demonstrate a commitment to working with children of the relevant age and SEND * Demonstrate good co-operative, interpersonal and effective listening skills. * Maintain confidentiality in matters relating to the school, its pupils, parents or carers. * Support Parent events and Engaging Families * Commitment to race, gender, all equalities and social inclusion and willing to promote fundamental British values * Willingness to safeguard children and adults and implement the Child Protection and Safeguarding Policy. Read, understand and follow at least Part 1 of the current statutory guidance in Keeping children safe in education. Undertake the Prevent Duty to safeguard children and adults from extremism. Understand their duty to report safeguarding concerns. Maintain their Position of Trust and not have sexual relations with pupils (Sexual Offences Act 2003) or any other inappropriate relationships with pupils * In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level. | * Willingness to support wider Co-op Academies and the community |