**Teachers Wanted**

**Suitable for Teachers interested in, or with experience of, working in a Special School setting.**

**Also suitable for NQTs or students due to complete training in July 2020.**

**Chellow Heights School is looking for full time Teachers to start in September 2020. The roles are permanent and fixed term up to August 2021. The successful Teachers must be prepared to work at either our West (Heaton, BD9), or South (Low Moor, BD6) site.**

**Apply using a BMDC application form available from the school.**

**All applicants should indicate:**

* **their field of interest**
* **Complete a 500 word answer to:**

**‘What contribution would you make in supporting the School to develop a new curriculum that meets Ofsted’s current requirements.’**

**More information is available from the school, and if you would like a tour of the school please contact the office on 01274 484242 and ask for Viv.**

**Closing date for applications:**

**Friday 24th January 2020 at 12.00 noon**

**The roles are subject to an enhanced DBS, appropriate references and probationary period.**

***JOB DESCRIPTION***

***This is based upon the Department for Education National Standards 2011 and is in addition to the statutory conditions of employment for teachers and school leaders included in the “School Teachers’ Pay and Conditions Document”***

**Name/Job Title Teacher**

**Department TEACHING AND LEARNING**

**STAFFING STRUCTURE TIER 6: Teacher**

**CIRCUMSTANCES**

* ***It is expected that the post holder on commencement of their duties will have achieved the standard required of a qualified teacher but will continue to develop their skills, knowledge and abilities required to be a teacher in a generic special school whilst in post, in order to have a high level of skill in all the competency areas described below.***
* Must not require holidays in term time.
* Must be legally permitted to work in the UK.
* Must have no contra indications against a criminal records check, which prevents them working with children.
* Must be able to perform all duties and tasks with reasonable adjustments where appropriate, in accordance with the Equality act.
* Ability to cope with the requirements of the post which includes working with children with challenging behaviour and physical difficulties who require moving and handling.

**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.

**MINIMUM INITIAL ESSENTIAL QUALIFICATIONS AND POST HOLDER REQUIREMENTS ON APPOINTMENT**

* **this may be as a teaching student where post holder is NQT**
* Qualified teacher status
* Teaching experience and evidence of good or better teaching and understanding of effective teaching and evaluation strategies including through managing teaching resources, including providing an appropriately stimulating classroom.
* Experience of delivering a differentiated curriculum to meet the different needs of pupils including pupils with special educational needs
* Experience of ability to manage pupil behaviour effectively.
* Experience of ability to manage, co-ordinate and lead a classroom staff team
* Experience of working co-operatively with a range of colleagues and professionals
* Evidence of ability to motivate pupils and staff, setting high standards and provide a focus for improvement.
* Evidence of, or willingness to train in Team Teach and Moving and Handling
* Evidence of managing a curriculum area or specialist knowledge of a curriculum subject
* Evidence of making a positive contribution to the wider life of the school
* Understanding of Performance Management conduct and requirements on teachers to maintain professional development
* Understanding of latest Teaching Standards

**ACCOUNTABLE TO**

1. Director of Teaching and Wellbeing
2. Head of teaching and Learning
3. Headteacher
4. Governing Body

**ACCOUNTABLE FOR**

* Class Team
* Students and Volunteers

**PURPOSE OF THE ROLE**

* To plan, implement and deliver an appropriate and differentiated curriculum for all pupils and to support a designated curriculum area as appropriate.
* To contribute to raising standards of pupil attainment.
* To monitor and assess pupil progress to improve their quality of learning and personal growth.
* To undertake the professional duties outlined above by having regard to national standards published from time to time by subject and other national bodies
* To support the development of the school by playing a full and active role in the school community and supporting collaboration with the community

**KEY COMPETENCIES TO FULFIL THE ROLE TO BE DEVELOPED BY POST HOLDER OVER TIME.**

***It is expected that the post holder will be able to show some evidence of skills, ability and attributes across the competencies within twelve months of taking up post and that they will continue to develop and improve those over time. This will be shown through Performance Management and Appraisal meetings***

**ABILITIES, KNOWLEDGE, SKILLS, ATTRIBUTES, PERSONAL CHARACTERISTICS & EXPECTED BEHAVIOURS**

**ABILITIES**

**The post holder will be able to support the strategic direction and development of the school**

1. **To assist the governing body, headteacher and senior leadership team through their commitment to**
2. support its distinctive values and ethos
3. enable it to meet all statutory requirements
4. to act as an excellent role model and encourage staff and pupils to follow this example
5. develop, implement, review and follow school policies and key priorities
6. support the school in meeting its legal requirements for worship.
7. play a full life in the life of the school community and liaison activities including such activities as Open Evenings, Parents/Carers Evenings and liaison with partner schools
8. maintain the confidential nature of information relating to the school, its pupils, staff, parents and carers.
9. **To support the Senior Leadership Team through their ability to**
10. i 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

Designated Safeguarding Lead or Named Person.

ii ensure that their own and others professional duties are fulfilled as specified in School Teachers’

Pay and Conditions.

iii attend and participate in all relevant meetings

Iv use data and other evidence to set targets for pupils learning based on prior attainment.

v from time to time undertake other relevant duties as may be determined by the Headteacher in

negotiation with the post holder.

vi contribute to the school development plan by identifying appropriate priorities and targets

vii assist in the development of appropriate syllabuses, resources, schemes of work, marking policies

and teaching strategies within the school.

viii manage a class budget, ensuring Best Value

ix comply with the school’s health and safety policy and undertake risk assessments as appropriate

x be responsible for the condition of the teaching space used and report any damage to fixtures or

fittings to the appropriate person.

1. **To support teaching and learning through their ability to**
2. maintain a teaching role, manage a class team, maintain good discipline and be prepared to teach across the age range and ability of the school
3. plan, implement and deliver an appropriate and differentiated and suitably challenging skills based, creative curriculum for all pupils that meets statutory requirements.
4. effectively use planning, preparation and assessment time according to the National Workload Agreement.
5. Set targets for pupils based on prior attainment, maintain appropriate records and provide accurate information on pupil progress and other relevant matters as required by the school.
6. teach pupils assigned to the teacher and ensure recording, assessment, accreditation and reporting meet their varying learning and social needs.
7. Provide an appropriately stimulating learning environment where resources can be accessed by all pupils
8. use ICT effectively to support learning and teaching and raise standards
9. devise, contribute to and implement statutory assessment, annual reviews and IEPs
10. maintain accurate records and registers
11. ensure the effective deployment of resources including themselves, class staff, students and volunteers to deliver high quality teaching and support Health and Wellbeing in the school
12. ensure the personal care and hygiene of pupils are met and to participate in appropriate training.
13. work collaboratively as a team member and support others in difficulty as appropriate
14. consult with staff over individual pupils and co-operate with agreed courses of action.
15. support and review the development of activities related to the organisational and pastoral roles, responsibilities and functions within school
16. carry out supervisory duties in accordance with published rotas
17. maintain good order and discipline in line with the schools policies and procedures
18. take a lead as an advocate for pupils by supporting pupil voice, ensure it is listened to and enable them to be active leaders in their own learning
19. to engage in the performance management process
20. **To be able to undertake research and development through their ability to**
21. Self evaluate
22. Locate sources of support for research and development
23. Employ independent learning skills

**KNOWLEDGE**

**The post holder will have or have good capacity to develop knowledge of**

1. **Statutory Requirements for Education**
2. The statutory requirements for education and their role in supporting teaching and learning including the National Curriculum, National Progression Standards, Teacher Standards, Teachers Pay and Condition, SEN Code of Practice, OFSTED inspections and the Education Acts,
3. Local, national and international trends in education
4. The requirements for worship
5. Workforce Reform and its implications for Teachers
6. **Strategic Planning, Development and Review**
7. the requirements of School Development Planning,
8. Self Evaluation and its role in supporting school development
9. **Factors that can Influence School Improvement**
10. The characteristics of an effective school and strategies to raise standards and tackle discrimination
11. strategies to raise pupil achievement
12. Assessment, Recording and Reporting requirements including National Progression Guidance and P levels.
13. Data processing and management, assessment, whole school target setting and review
14. Methods to support staff development, teaching and learning including coaching and mentoring and induction
15. The role parents, carers and the community can play in raising standards
16. The value of Inclusion
17. The value of different teaching and learning styles and developing key skills
18. School systems, administration and finance e.g. the budgeting process, general finance and Best Value
19. The need to consult, co-operate and take part in partnership and multi professional meetings
20. **Factors that Contribute to an Outstanding Learning Environment**
21. Promotion of high standards of behaviour through a positive behaviour approach
22. Promotion of high standards of safety and risk management
23. Promote respect and understanding of ‘Equality’ in all its forms and actively combat discrimination
24. Promote good attendance of both staff and pupils to support the ‘Raising Achievement’ strategy

**SKILLS & ATTRIBUTES**

In line with the Immigration Act 2016, you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level.

**The post holder will have, or have good capacity to develop, within the scope of their role the following**

1. **Communication Skill and Attributes**

Ability to engage in meaningful dialogue through

1. Active listening - to be able to give time and full attention and take in and digest information without prejudice
2. Speaking – to share information clearly responding appropriately to the situation
3. Reading – to be able to take in and digest and analyse information
4. Writing – to be able to write for different audiences to share information ( handwritten, word processed)
5. ICT literate
6. **Leadership Skills and Attributes**
7. Visionary – to know what you want to achieve
8. Nurturing – to translate a vision into purpose
9. Motivational – be able to inspire and motivate others towards a common goal
10. Ethical – to act at all times with regard to fairness, truthfulness,
11. Integrity- sets an example for others of honesty, trustworthiness and discretion
12. Open-Minded (Serving) – embraces diversity and is emotionally aware, willing to consider other points of view and to serve the team by leaving ego behind, listening to others fears and supporting their development
13. Advocacy – to present other peoples’ points of view
14. Confidence (Belief in self) – to deliver what s required
15. Decision making – to make decisions in the interest of the greater good and achieving the vision, to be able to judge when to make snap decisions and when to wait and consider options
16. **Management Skills and Attributes**
17. Manage different groups of people for different purposes and develop effective working practices
18. Manage, monitor and review the role of staff and take action where necessary to support and ensure development.
19. Provide challenge – to support development and understanding of individuals and groups
20. Coaching + Mentoring - to improve performance of individuals and groups
21. Role model - expected standards, skills, behaviours and attributes
22. Analytical - can analyse and assess situations without prejudice to identify successes and areas for improvement
23. Budgeting – understands and works within the constraints of a budget and makes good use of resources within the principles of Best Value
24. Teamwork - can work as a team player as well as a team leader for the benefit of the school
25. Time Management – can manage own time by prioritising and delegating appropriately
26. Risk Management – can assess risk and judge appropriately response to risk
27. **Teaching Skills and Attributes**
28. Meets the required standards of a professional teacher
29. Able to demonstrate and model good teaching, planning, preparation and assessment for others.

**PERSONAL CHARACTERISTICS AND ATTRIBUTES**

|  |  |  |  |
| --- | --- | --- | --- |
| Honest | Trustworthy | Self-reliant | Highly motivated |
| Flexible (Versatile) | Observant | Perceptive | challenges complacency |
| Diplomatic | Tenacious | Decisive | Able to hold people to account |
| Strategist | Composed | Perseveres | Courageous (risk taker) |
| Confident | Flexibility | Creative | Good sense of humour |

**EXPECTED BEHAVIOURS AND PROFESSIONAL CONDUCT**

**To work in a manner consistent with the values and standards of the school and maintain at all time the professional standards of a teachers including**

* promoting equality, inclusion, positive behaviour, high standards of care and spiritual, moral, social, cultural and community development
* being punctual, reliable, maintaining the school dress code and having a good record of attendance
* maintain the confidential nature of all information relating to the school
* maintaining their own professional development
* taking full responsibility for own actions
* using initiative and developing innovative solutions to problems
* being committed to the development of all staff
* being able to work independently or as part of a team where appropriate to take a leading role

**The post holder is entitled to administrative and non-teaching support in reference to the National Workload Agreement, and to ensure they have an appropriate work / life balance. They are also entitled to receive appropriate support through the schools performance management processes and access to continuing professional development.**

January 2020

Dear Applicant

Thank you for considering a post at Chellow Heights School. Chellow Heights is a generic special school located in Heaton (BD9) and Low Moor (BD6) in Bradford. We cater for pupils aged 2 – 11years with severe, profound and complex learning needs who may also have additional sensory, physical, medical, social and emotional needs. To find out more about us visit our website [www.chellowheightsschool.co.uk](http://www.chellowheightsschool.co.uk) or read our OFSTED report on the DfE website.

The Governors’ vision for the school is that it will provide an outstanding learning environment for all, not just the pupils and is committed to training for parents and staff as well as providing excellent learning opportunities for pupils. We have high expectations of everyone to work hard and to achieve their best. To do this we provide a stimulating, safe and happy school and take our safeguarding responsibilities very seriously.

Please complete the application form and other attached paperwork, ensuring on your application that you follow **all** instructions. Any gaps in the application may lead to you not being considered for the post.

If you have not been invited to an interview within a month of the closing date please assume that you have not been successful on this occasion.

Thank you again for your interest in a post at the school. I would like to take this opportunity to wish you every success in your application and look forward to meeting you soon.

Regards



Sue Haithwaite

Executive Headteacher

**IMPORTANT NOTE**

Thank you for requesting an Application Form. Please read the following notes before completing the form. If you require assistance with this form, feel free to contact the school.

⏺ Please note: we do not accept CV’s.

⏺ As we follow Safeguarding regulations, there must be **NO gaps** in your employment history. If there is a gap please explain what you were doing at that time.

⏺ Read ALL enclosed information, particularly the Job Description and Personnel Specification before completing the form.

⏺ Complete the form using black/dark blue ink or type for photocopying purposes.

⏺ If you are completing a typewritten form, ensure the sections keep to the same order as the form.

⏺ Give all the information you can about yourself and tell us why you think you are suitable for the job. Please indicate how you meet the requirements of the Personnel Specification in the specific sections provided on this form.

⏺ You must provide at least TWO referees, one of which must be your present or most recent employer. If you have not previously been employed, give the name of someone who knows you well. Please do not give the name of a relative.

⏺ Complete all sections and ensure you sign the form on the back page. Unsigned application forms cannot be accepted.

⏺ Use a maximum of 3 additional information sheets as necessary.

⏺ Return to Viv Horsfield on or before the closing date.

***The Personnel Specification***

*The personnel specification describes the job requirements on which the short listing and selection decision will be based. To be selected for an appointment you must be able to show that you meet all the ‘essential’ requirements for the post. The very best candidates are most likely to also meet the ‘desirable’ criteria. To ensure that the short-listing panel can make a proper assessment of your suitability for the post, please ensure that the application shows how you meet the requirements set out in the personnel specification.*