



# Crossley Hall Primary School

Part of Pennine Academies Yorkshire

## Recruitment Pack

## Specialist Teacher

Headteacher: Mrs E Monnery  
Deputy Headteacher: Mrs S Canning



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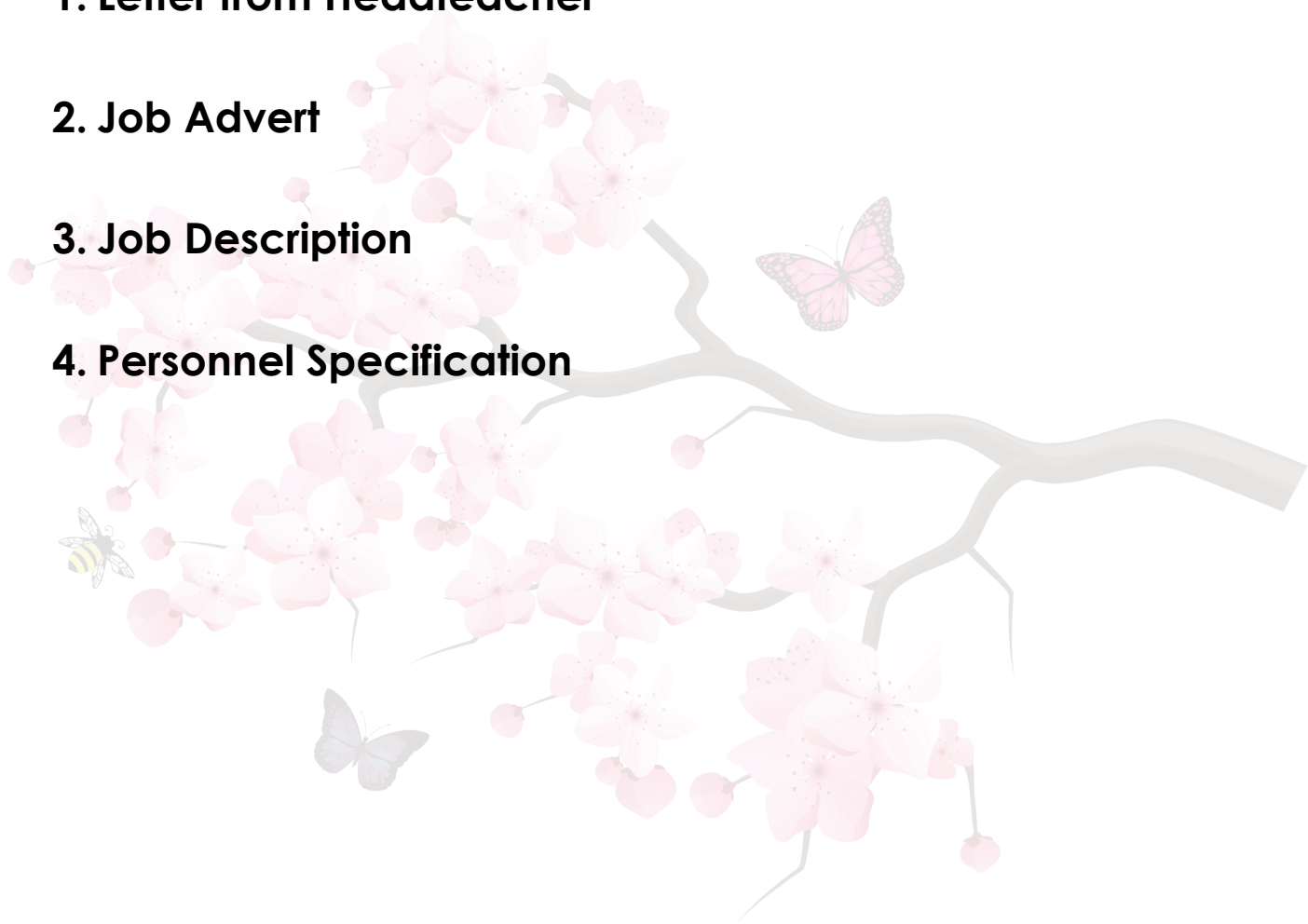
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## Letter from Our Headteacher:

Let us tell you more about our amazing school! We are a **thriving, energetic and vibrant** three-form entry primary school, situated in the Fairweather Green area of Bradford. Our school stretches across three buildings, a mixture of traditional and modern. We form part of Pennine Academies Yorkshire Multi Academy Trust, a growing Trust consisting of 6 schools. Here at Crossley Hall, our team of dedicated teachers bring our curriculum to life, in line with our school values of inclusion, aspiration and happiness.

*'Crossley Hall is a safe haven for all our pupils. A place where pupils and staff alike feel at home welcomed and accepted. We embrace those quirky traits, nurture imperfections and value differences. Inclusion here is a mind-set, not an intervention, program or specific 'room' in school. It is a way of thinking, it is who we are!'*

Reading, writing and maths are taught using evidence-based principles such as 'White Rose Maths' and Read Write Inc. Our approach to teaching the wider curriculum uses our 'Bradford roots' as the underpinning starting point. We complement our classroom-based learning with lots of additional experiences to promote both academic achievement and **wellbeing**. Every year each year group have the opportunity to visit three or more places to enhance their learning experiences. We believe all our children are included in all external visits so that they can experience the world beyond Bradford and aspire to be whatever they want to be.

The behaviour of our pupils is good because we build **positive relationships** based on mutual respect- everyone is expected to be kind, polite and hard working. As a school, we actively promote diversity, tolerance and respect for people of all faiths and backgrounds, and there is a real sense of harmony and dedication from staff and pupils alike. Our pupils love coming to school! We enjoy celebrating each other's successes in our weekly Celebration Assembly' which parents enjoy attending too.

Mental Health and Wellbeing are central to what we do here at Crossley Hall Primary School. Members of our SLT are trained Youth Mental Health First Aiders. We also actively support the wellbeing of our staff; two members of our staff are trained as Mental Health First Aiders and can provide support/advice to our staff.

Not only do we have **enthusiastic**, well behaved pupils, we also have a talented team of motivated and dedicated professionals, who, along with the leadership team, are united in the strong sense of ambition for the school. Our team of Support Staff are confident and highly skilled. Our **inclusive ethos** resonates throughout the school, and we are proud to cater fully for our children with additional needs. Our Resourced Provision for children with Communication and Interaction Needs (including Autism) work closely and collaboratively with the rest of the school.

Finally, please be rest assured that we take the Professional Development of all staff seriously. We listen to our staff's needs and develop bespoke CPD opportunities across the year. We strongly advise you to come and visit and find out more!

Eleanor Monnery

Headteacher



OUR SCHOOL IS PART OF THE PENNINE ACADEMIES YORKSHIRE



## Specialist Teachers

### We are looking for Specialist Teachers to work within our Resourced Provision for Communication and Interaction

To start in April 2024 or ASAP

***Are you keen to teach in a large, vibrant and energetic primary school?***

***Are you passionate about inclusion and equality of opportunity for all pupils?***

***Are you an outstanding teacher with a real passion for exciting teaching and learning?***

***Do you have experience working with children who have communication and interaction difficulties within a resourced provision/ PRU or specialist setting?***

We are looking for inspirational teachers who will make a valuable contribution to our children and our school community. The successful candidates will have met the requirements of the person specification and will be subject to a DBS check. Only applications submitted on the school's application form will be considered. Visits to our Resourced Provision are essential. We welcome applications regardless of age, gender, ethnicity or religion.

*You will need to be passionate, resilient, inclusive and used to working in a fast-paced environment!*

***As a one of our Specialist Teachers at Crossley Hall Primary, we will offer you:***

- Tailored CPD and opportunities to support career progression e.g. NPQ's
  - Enthusiastic, well-behaved children who are keen to learn
- A range of resources to further enhance your teaching and learning
- A straight talking yet supportive leadership team, with a great sense of humour!

***What Ofsted say (May 2023):***

- The first of Crossley Hall's school values is inclusion. This is apparent in every aspect of the school's work.
- Pupils with a wide range of special educational needs and/or disabilities (SEND) are warmly welcomed.

Visits to school are warmly welcomed by arrangement; please ring the school office to make an appointment. Interested candidates are requested to apply on-line for this post. Please contact

Emily Jarockyj with any queries – 07741164878

**Closing date: 4th December 2023 at 9am Shortlisting: 4th December 2023 Interview: 11th December 2023**

# JOB DESCRIPTION – TEACHER + SEN POINT

**Job Title/Post:** Teacher + SEN Point

**Date:** April 2024 or ASAP

**Salary:** Main Pay Scale

**Responsible to:** Headteacher/SLT

## 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:

- 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.
- 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.
- Pennine Academies Yorkshire is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
- Pennine Academies Yorkshire 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.

## RANGE OF DUTIES:

- Plan and prepare in order to teach, according to educational needs, children assigned to them.
- Assess record and report on the development, (intellectual, social, emotional and behavioural), progress and attainment of children.
- To provide a stimulating and challenging learning environment for children.
- Promote the general progress and wellbeing of all individual children within school.
- Participate in performance management.
- Participate in professional development.
- To have knowledge of and implement all school policies.
- Maintain good order and discipline and safeguard children's health and safety when concerned with both in and out of school activities.
- Participate in all team-planning meetings where appropriate.
- Participate in national and school-based assessment procedures.
- Ensure the teaching areas are tidy, with drawers clearly labelled, equipment neatly arranged and accessible.
- Ensure care and replacement of both classroom and central equipment, labelled to the levels of the National Curriculum.
- To encourage parental interest and involvement within school guidelines.



- To abide by the internet acceptable use policy.

#### **THE POST HOLDER WILL:**

- Adhere to all the Teacher's Standard outlined in the current STPCD.
- Make a significant contribution to the development of the teaching and learning policy and practice across our Resourced Provision.
- Under the direction of the Headteacher and working alongside the AHT for Inclusion and the Resource Provision Lead, to be responsible for the teaching and learning within the Resourced Provision.
- Be supportive of mainstream class teachers in building capacity and confidence to include our pupils successfully into the mainstream classrooms.
- Develop and maintain good communication with parents and carers and all relevant external agencies.
- Advise mainstream staff regarding effective curriculum and assessment procedures to meet the needs of our children in the Resourced Provision.
- Raise standards of achievement so that our Resourced Provision pupils achieve the best possible attainment and progress given their relative starting points.
- Advise and model for mainstream staff how to secure high standards of teaching and learning for our children within the Resourced Provision.
- Be responsible for the quality of resources within the provision and monitor this throughout mainstream school.
- Work alongside SLT to track the progress of our pupils within the Resourced Provision, to analyse data and report progress and identify effective interventions where necessary.
- With support of the SENCOs play a key role in the annual reviews of EHCPs .
- Develop a strong partnership based on trust with the parents to support their child's ongoing development throughout their primary school journey.
- With parents, ensure all transitions are well planned and implemented effectively.
- Provide an appropriate curriculum, which is accessible for all the Resource Provision children including educational visits and other school activities.
- Provide a personalised curriculum for all pupils of the Resource Provision with particular focus on their social, communication and interaction need.
- Support staff to recognise that they are accountable for the progress and attainment of the children within the Resource Provision.

#### **CURRICULUM RESPONSIBILITY:**

- To monitor and evaluate the planning and delivery of a curriculum area throughout school, and be responsible to the Headteacher.
- To be responsible for monitoring standards in the curriculum area across school taking appropriate action where necessary.
- To be responsible for writing an action plan detailing the development of the above-named subject over this academic year, to be monitored and evaluated by the curriculum manager.
- To be responsible for ordering resources for the above-named subject working within the agreed action plan and a specified budget delegated by the Headteacher.

## SPECIALIST TEACHER

### PERSON SPECIFICATION

	E=Essential	D=Desirable
<b><u>Education and Training</u></b>		
1. Qualified Teacher Status		E
2. First Degree or Equivalent		E
3. Evidence of Continuing Professional Development		E
4. Up to date knowledge and understanding of what constitutes effective teaching and learning		E
5. Knowledge and understanding of special needs education		E
6. Effective knowledge of both statutory and non-statutory content of current educational practice		E
7. Current experience of the National Strategy Renewed Frameworks		E
8. Willingness to participate in development and training opportunities		E
<b><u>Relevant experience</u></b>		
9. Experience as an excellent primary practitioner		E
10. Experience working within a special school/ resourced provision/ PRU setting		D
11. Experience of working closely with children with Special Needs		E
12. Proven ability of working with parents and the community		E
13. Experience of pastoral care with both pupils and staff		E
14. Experience of assessment procedures		E
15. Awareness of child development		D
16. Knowledge of childcare		D
17. An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs		E
18. An understanding of the needs of a multicultural society		D
19. Experience of working with a team delivering staff development initiatives		D
<b><u>Skills and Aptitudes</u></b>		
20. Ability to relate well to pupils and adults		E
21. Work constructively as part of a team		E
22. Ability to remain calm under pressure		E
23. Demonstrate good co-operative, interpersonal and effective listening skills		E
24. Demonstrate a commitment to working with children of the relevant age		E
25. Good sense of humour		E
26. Flexibility and willingness to accept change		E
27. Approachable, courteous and able to present a positive image of the school		E
28. Maintain confidentiality in matters relating to the school, its pupils, parents and carers.		E
29. Good numeracy/literacy skills		E
30. Ability to use relevant technology (after training, if required)		E
31. Adequate computer skills		E
32. Ability to understand classroom roles and responsibilities and your own position within these		D

33. Ability to motivate commitment among all staff groups and to lead staff meetings	D
<b>Personal Circumstances</b>	
34. Will not require holiday leave during term time	E
35. Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).35. No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required)	E
36. Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2012	E
37. Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties	E
38. For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the post holder to be capable of lifting and carrying pupils, within school policies and practices	E

**'Pennine Academies Yorkshire is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'**

