A group of children in blue uniforms

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SEND Teacher

Discovery Special Academy

DSA324









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| **ADVERTISEMENT** |

#### SEND Teacher

**Status:** Permanent

**Required:** 28.4 2025 (or sooner if possible**)**

**Salary:** From M3 – UPS3 £33, 814 - £46,525 plus Sen Allowance (£2,539)

**Hours:** 32.5 hours

**Reporting to:** Executive Headteacher

**Academy:** Discovery Special Academy

### About the Trust

The Trust was established in 2015 and provides education and enrichment activities to more than 1100 children across five Academies, located in Middlesbrough and Redcar and Cleveland local authority areas. Academies within the Trust are:

* Brambles Primary Academy (3 to 11 years),
* Discovery Special Academy (2 to 16 years),
* Dormanstown Primary Academy (3 to 11 years),
* Pennyman Primary Academy (3 to 11 years), and
* Wilton Primary Academy (3 to 11 years).

**About the role we are looking to appoint:**

Discovery Special Academy is seeking to appoint a pro-active, enthusiastic, energetic and reliable teacher to join the Tees Valley Education Trust and the growing academy. Having recently expanded into the secondary phase, the position would be to work with children in upper key stage 2 or key stage 3 with complex learning, sensory, communication and behaviour needs. Experience working with children with significant sensory and behaviour needs is required.

You will be contributing to and participating in the team working ethos of the provision whilst maintaining its core values by:

* Planning and delivering the teaching programme for all pupils within the class in relation to the National Curriculum, providing clear structures for learning activities and for sequences which both motivate and challenge.
* Setting clear academic and therapeutic targets, working closely with other professionals.
* Setting appropriate and demanding expectations.
* Making effective use of a variety of SEND assessment information on pupils’ progress.
* Maintaining good order and discipline in accordance with the academy’s procedures and individual pupil needs.
* Contributing to the whole academy’s planning activities and operating at all times within the academy stated policies and practices.

### What we are looking for:

We are looking for people who have Qualified Teacher Status as well as a Degree or relevant qualification and experience. The successful candidate must have a demonstrable understanding of and impact upon Assessment for Learning (AfL) as well as knowledge of the current national frameworks and developments in SEND. It is essential that the successful candidate has experience of working with children with complex SEND and sensory needs.

### What the Trust will provide the successful candidate with:

* A workplace where all staff are valued and treated with respect as outlined within the Trust’s Diamond Standards
* A passionate, enthusiastic and supportive Leadership Team
* A listening and learning organisation where all staff are encouraged to be curious and share ideas for the Trust/academies/team to improve
* Hard working, committed and dedicated staff who strive to gain the best outcomes for all children across the Trust’s academies
* Dedicated approach to children’s learning to encourage them all to be the best they can be
* Career enhancement opportunities within areas of interest as well as supporting ongoing professional development and training specific to job role
* Dedicated line manager to discuss work streams and capacity
* Free access to the Trust’s Wellbeing offer, which includes counselling, access to GP and Mindfulness.
* Benefits of the Trust’s Staff Charter which can be found at [TVED Staff Charter](https://www.teesvalleyeducation.co.uk/wp-content/uploads/2022/01/STAFF-CHARTER_FINALISED.pdf).

**Safeguarding requirements for the role:**

Tees Valley Education Multi Academy Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS check.

This post is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, all convictions, cautions and bind-overs, including those regarded as “spent” must be declared. The Trust’s Recruitment of Ex-Offender policy can be requested or visit the Trust’s website.

Applications are invited from prospective candidates who demonstrate that they are able to meet the essential criteria set out in the person specification and who have the vision, values and tenacity to join an outstanding team and help continue the journey towards excellence.

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| **JOB DESCRIPTION** |
| To teach children with a range of complex special educational needs including planning, preparing lessons, assessing, recording and reporting on the development, progress and attainment of pupils assigned to you. To contribute and participate in the team working ethos of the academy and maintains the positive ethos and core values of the academy, both inside and outside of the classroom. |
| **PLANNING, TEACHING AND CLASS MANAGEMENT** |
| Teach allocated pupils by planning their teaching to achieve progression of learning through:   * Planning and delivering the teaching program for all pupils within the class in relation to their specific needs and through differentiation of tasks. * Providing clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge for pupils with varying needs. * Setting tasks which challenge pupils and ensure high levels of interest. * Setting clear academic and therapeutic targets, building on prior attainment. * Making effective use of assessment information on pupils’ attainment and progress in planning future lessons. * Maintaining good order and discipline in accordance with the academy’s procedures and encouraging good practice regarding punctuality, organisation, standards of work and homework. * Using a variety of teaching pedagogy and approaches to:   + Keep all pupils engaged.   + Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary.   + Use effective questioning, listen carefully to pupils, give attention to errors and misconceptions. * Select appropriate learning resources and develop study skills through library, ICT and other sources. * Evaluate own teaching critically to improve effectiveness. * Ensure the effective and efficient deployment of classroom support. * Encourage pupils to develop independence, concentration and perseverance. * Provide a stimulating, organised classroom environment, where resources can be accessed appropriately by all pupils. |
| **MONITORING, ASSESSMENT, RECORDING, REPORTING** |
| * Assess how well learning objectives have been achieved and use this to personalise teaching for individuals. * Provide constructive feedback to children (as appropriate) and their parents/carers and set targets for future progress. * Assess and record pupil progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses to recognise the level at which the pupil is achieving. * Prepare and present informative reports on the development, progress, and attainment of pupils to the principal and/or parents as required. * Work with other professionals to develop appropriate targets for pupils’ therapeutic and social/emotional development. |
| **CURRICULUM DEVELOPMENT** |
| * Share or lead responsibility for a subject or aspect of the academy’s work and develop plans which identify clear targets and success criteria for its development and / or maintenance. * Contribute to the whole academy’s planning activities. |
| **UPS Teacher** |
| * Work to maintain and develop teaching across the academy. * Develop plans which identify clear targets and success criteria for excellence in SEND. * Contribute to the whole academy’s CPD, monitoring, moderation and planning activities. * To support the review of curriculum policy appropriate to pupils with complex SEND * Contribute to the preparation and implementation of the Trust Academy Improvement Plans with a focus on academy development |
| **SAFEGUARDING** |
| * All staff must adhere to the Trust’s safeguarding training (appropriate for job role) including policies, procedures, latest Keeping Children Safe in Education guidance and Working Together to Safeguard Children DfE 2018. |
| **ADDITIONAL RESPONSIBILITIES** |
| * The job holder may be required to undertake additional duties as could be reasonably required in exceptional or emergency situations.  These may include: * to work flexibly between the hours of 8am and 6pm including weekends. * to work across the Trust if required. * to undertake additional training e.g. first aid, Positive Handling. |
| This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Trust in relation to the post holder’s professional responsibilities and duties.  Elements of this job description and changes to it may be negotiated at the request of either the line manager. |

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| **PERSON SPECIFICATION** | | |
| **QUALIFICATIONS** | **AM** | **E/D** |
| Degree or relevant qualification and experience. | A | E |
| Qualified Teacher Status. | A | E |
| Qualifications or experience in pedagogy and child development. | A | D |
| Experience of skills outside of teaching. | A, I, R | D |
| Positive handling trained or a willingness to undertake it. | A, I | D |
| **EXPERIENCE** |  |  |
| A secure understanding and relevant experience of working with children with severe learning and complex sensory and associated behaviour needs. | A, I, R | E |
| A secure understanding of SEND pedagogy and experience of this in a classroom setting. | A, I, R | E |
| Evidence of good teaching and impact on progress of learners with complex needs. | A, I, R | E |
| Creative skills and talents. | A, I, R | D |
| Some knowledge and experience with STEM subjects | A,I, R | D |
| **KNOWLEDGE, ABILITIES AND SKILLS** |  |  |
| An understanding of the current KS1/2 National Curriculum frameworks and SEND assessment tools such as PIVATS, B Squared, MAPP. | A, I | E |
| A broad understanding of the curriculum and creative opportunities for cross curricular learning. | A, I, R | E |
| A sound understanding of strategies to support children’s learning with complex needs. | A, I, R | E |
| The use of a variety of techniques for assessment for learning to impact positively on children’s progress. | A, I, R | E |
| An understanding of and working knowledge of the needs of children with SEND. | A, I, R | E |
| Outstanding organisational skills with the ability to self-direct as well as work successfully within a team. | A, I, R | E |
| Excellent behaviour management strategies. | I, R | E |
| A commitment to further professional development. | A, I | E |
| The ability to work productively and positively with a range of colleagues both internally and externally. | A, I, R | D |
| Evidence of continued professional development. | A | D |
| The willingness to undertake positive handling training and implement it within school. | A | D |
| Excellent interpersonal skills. | I, R | E |
| Flexible and adaptable. | A, I, R | E |
| Ability to inspire and motivate all children to learn and reach their full potential. | A, I, R | E |
| Tenacity, enthusiasm and drive. | A, I, R | E |
| Commitment to safeguarding and protecting the welfare of children and young people | A, I, R | E |
| Ability to/willingness to contribute to the whole school context (including INSET). | A, I, R | D |

AM (Assessment Method), A- Application Form, I – Interview, R – Reference,

E – Essential, D - Desirable

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| **Important:** In the first instance, applications are assessed against the criteria listed above, in addition to overall presentation, use of standard English and grammatical accuracy.  Where applications do not meet the expected standard, they will be rejected before being matched to the person specification. |

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| **HOW TO APPLY AND EXPLANATORY NOTES OF THE PROCESS** |

An application form is attached below. Application packs can be downloaded or printed directly from the Trust website **www.teesvalleyeducation.co.uk** or requested from the academy. Only applications via the Trust’s official application form will be accepted. Please do not submit a CV as substitute for part or full application form, the information will not be accepted or considered.

If you are submitting your completed application form by e-mail to **recruitment@discoveryspecialacademy.org.uk** - please be aware the academy cannot be responsible for any formatting anomalies when printing. If you are unable to submit an electronic application form, handwritten or electronic printed copies should be posted or hand delivered to the following address for the attention of Miss Jennifer Duncan.

Discovery Special Academy

Sandy Flatts Lane

MIDDLESBROUGH

TS5 7YN

##### Shortlisting Process

After the closing date, short listing will be conducted by a panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

**Shortlisted candidates will receive:**

* Letter confirming interview details.
* Details of original ID documentation is required to confirm candidates. Photocopies or certified copies are not accepted.
* Criminal Record Self-Declaration Form, which must be brought on the day of the interview in the sealed envelope provided.

References for successful Candidate/s

We may seek references for shortlisted candidate/s and we may also approach previous employers for information to verify particular experience or qualifications before the interview. Any relevant issues arising from references will be taken up post interview.

**Interview process**

In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

* Motivation to work with children and young people
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people
* Emotional resilience in working with challenging behaviours
* Attitudes to use of authority and maintaining discipline

##### Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

* Verification of right to work in the UK
* Receipt of at least two satisfactory references (if these have not already been received)
* Verification of identity checks and qualifications
* Satisfactory enhanced DBS check
* Verification of professional status such e.g. QTS Status, NPQH (where required)
* Satisfactory completion of a Health Assessment
* Satisfactory completion of the probationary period (where relevant)
* Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

**Please contact the academy office on 01642 2248333 to arrange a visit.**

For your information, the recruitment timetable is detailed below:

**Closing date: Monday 10th February 2025**

**Shortlisting date: Monday 10th February 2025**

**Interview date: Monday 17th February 2025**

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| **EQUALITIES INFORMATION AND OBJECTIVES STATEMENT** |

As an academy we ensure that our vision, values and ethos meet the expectations of the equality and diversity guidelines and legislation set out by the Equality and Human Rights Commission. This includes the following 9 protected characteristics:

1. Age
2. Disability
3. Gender Reassignment
4. Marriage and Civil Partnerships
5. Pregnancy and Maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual Orientation

**Objectives Statement**

1. To support children’s sensory, academic and communication skills to enable them to develop holistically.
2. To ensure high expectations across all aspects of the academy (as outlined in objective 1) to ensure children make the best progress according to their individual starting points.
3. To continue to monitor attendance of all groups of children in the academy.
4. To review levels of parental and pupil engagement in learning and academy life, across all activities and ensure equality and fairness in access and engagement.
5. To ensure the academy environment is as accessible as possible to pupils, staff and visitors.

