

Teacher in the Specialist Provision

Application Pack





Letter from Headteacher Ms Bev Matthews

Dear Prospective Candidate,

Thank you for showing an interest in our vacancy for Teacher in the Specialist Provision at Thornhill Community Academy. It is a very exciting time to join the Academy as we embark upon our quest to become Good and then Outstanding.

We have a very clear mission and vision here at Thornhill Community Academy which is to ensure that all students, no matter their background or circumstance, achieve their full potential and go on to lead happy and successful lives in which they contribute positively to society. All staff at Thornhill Community Academy do whatever it takes to make this vision a reality.

Our values of TOGETHER sit at the heart of our mission and vision. They are important to staff and students and they underpin everything we do. Staff at Thornhill Community Academy are expected to model our values of Tolerance, Openness, Generosity, Trust, Equality, Humility, Emotional Intelligence and Resilience every day.

High quality teaching and learning is our top priority. Teachers at Thornhill Community Academy are expected to plan and deliver high quality lessons, every lesson, which meet the needs of all students. Teachers are also expected to have the highest expectations of themselves and of students. Challenge and stretch are a feature of all lessons and we make every second count so that no learning time is lost.

This is an extremely important vacancy within the Academy. As Teacher in the Specialist Provision you will play an integral role in rapidly improving standards within the Thorn Centre through an unrelenting focus on the quality of provision. You will join an enthusiastic, skilled and committed team within a well-resourced and supported department who are dedicated to ensuring the very best provision and outcomes for our students.

Our Academy motto is A School, A Family, A Community and I welcome you to apply to become part of it.

Yours sincerely



Bev Matthews

**Headteacher**

**Type of School** Academy

**Denomination** Non-denominational

**Age Range**  11-16 years

**Location** Dewsbury, West Yorkshire

**Co-educational**  Co-Ed

**or single sex**

**Number of children** 870

**Ratio of students** 16:1

**to teachers**

**% of children with** 10.92

**SEN**

**% English as an** 38.59

**additional language**

**% of students having** 32.30

**Free School Meals**

**% Pupil Premium** 24.60







Our Mission & Values

At Thornhill Community Academy we have a firm commitment to achieving our goal of becoming an outstanding Academy at the heart of our community.

Our **Mission** is that all students, no matter what their background or circumstance, gain the skills, knowledge, experience and qualifications they need to lead happy and successful lives and to contribute positively to society.

At the heart of our mission lies our **Vision** of “A School, A Family, A Community”. Our **TOGETHER Values** of Trust, Openness, Generosity, Equality, Tolerance, Humility, Emotional Intelligence, and Resilience underpin this philosophy and contribute to a cohesive and happy Academy community.

Learning at Thornhill Community Academy

We believe that all young people deserve the highest quality of education which will engage, inspire and challenge; so that everyone meets their full potential. We strive to create a safe and happy learning environment which promotes independence and high expectations for all students.

Learning beyond the classroom is a critical aspect of our Academy.  We provide a wealth of enriching opportunities that extend learning, improve teamwork and enable students to develop broader personal and social skills alongside academic rigour.

We are committed to providing learning opportunities which promote open mindedness, empathy and celebration of the rich and diverse community which we serve; so that everyone is able to contribute positively to society.

Thornhill Community Academy Curriculum

We believe that all young people deserve the highest quality of education which will engage, inspire and challenge and ultimately lead to academic excellence. We are committed to being an inclusive Academy in which every student is encouraged to aim high and is motivated to achieve their full potential. We provide a rich and broad curriculum which promotes success for all students.

The solid basis of core subjects together with differentiated learning and accurate assessment means that the curriculum is designed to ensure that all students make the best possible progress.



Partnering with Parents

We enjoy strong partnerships and engagement with our parents and recognise the importance of developing and maintaining strong home/school links. Parents have access to both their child’s personal tutor and the Head of Year who provide a point of contact when communicating with the Academy. At the end of every half term parents receive a progress report which indicates whether progress is in line with expectations. Parent Consultation Evenings provide an opportunity for parents to meet with all of their child’s teachers.





Careers Education

We have an award-winning careers service and support network in place at the Academy. Students benefit from our excellent links with employers and education providers, providing many opportunities to enrich their knowledge and understanding of post-16 education and the world of work. Through our excellent careers advice service we are able to ensure the best outcomes for all students and a large percentage of our students continue their journey on to further and higher education.



Catering

At Thornhill Community Academy we pride ourselves on having a truly outstanding catering facility. This enables us to ensure high quality, healthy food and drinks are provided throughout the day.

The Academy catering service offers a wide range of fresh and healthy food that is prepared and cooked on site.

Extra-Curricular Activities

Every day the Academy provides the opportunity for students to participate in one of the many clubs and societies held during lunchtime and after school. Utilising our first class facilities we aim to inspire students and to build on their talents with a huge range of extra-curricular opportunities, encouraging all members of the school community to be involved.

Our thriving Duke of Edinburgh Award Scheme has been very popular at the Academy. This has given students the opportunity to travel, develop a wide range of skills and be successful in all areas of this award.

Most Able Students

Most Able Students enjoy a range of additional challenges through our INSPIRE programme, where they are nurtured and stretched to achieve, while those needing extra support in their learning benefit from receiving additional specialist help.

Sporting Facilities

A plethora of high standard sporting teams compete all year round, both locally and nationally, with opportunities for all students to take part. Our excellent indoor facilities include a four court sports hall for badminton, basketball, indoor football and indoor cricket, plus a gymnasium, which is utilised for trampolining, fitness and dodgeball.  Outdoor facilities boast two football pitches, athletics track, training grid, rounders pitches and a multipurpose games area for hockey, netball, football and cricket.





A Positive Community

We strive to help students to develop a sense of social responsibility and global citizenship through engagement with our local community and partnerships with local primary schools.

Thornhill Community Academy is very much an Academy for the community and a variety of local organisations and cultural groups visit us to lead assemblies and activities. The PE Department organises events for local primary schools through our Sports Leadership Partnership and students benefit from our excellent links with the local Rotary Club.



Student Participation

We value the input of students in the current life and future direction of the Academy as our students are at the centre of all we do. Our Student Leadership Programme offers opportunities to serve on the Junior Leadership Team and Academy Parliament and students are encouraged to take on a range of responsibilities including Head Boy, Head Girl and Academy Prefect roles. Students also enjoy actively getting involved in charity work and fundraising days.

Exceptional Support

We are committed to providing exceptional care and support, ensuring our students’ well-being is the foundation of their success. We believe our nurturing pastoral care and bespoke student support combined with our rigorous standards of behaviour, help to ensure that all students achieve their full potential. We have a dedicated, non-teaching Head of Year Team who play a key role in providing support and guidance for our students. Our Head of Year Team monitor not only students’ progress academically, but also socially within the Academy environment, ensuring they have a strong sense of belonging and that they enjoy school life.

We also have a dedicated and strong SEND team, which provides outstanding personalised support for students with additional needs.



ASC Resourced Provision

We are fully committed to ensuring all students have the right support, guidance and wrap around care to prepare them for the complexities of their future lives.

Our Resourced Provision for ASC sits at the heart of our caring and inclusive ethos within the Academy. The Provision aims to ensure the integration of ASC students within the main Academy. For students, our objective is to offer a high level of support so that they can take advantage of the Academy community and activities so far as he/she feels able and with our specialist support and teaching, ASC students are able to access most of their mainstream lessons. Students also have access to a personalised Social and Communication curriculum, which will enable them to progress across the curriculum and in all areas of life.

**Advert**

Teacher in the Specialist Provision

Salary:MPR/UPR as appropriate plus up to 2 SEN Points

Full Time/Part Time:0.4 FTE Permanent

Start Date:January 2018

An exciting opportunity has become available for a Part Time Teacher in the Specialist Provision at Thornhill Community Academy. As an Academy, we are on an exciting journey towards our ambition of becoming ‘Outstanding’ and wish to welcome an inspiring and driven colleague who will share this goal.

Our vision is to provide exceptional secondary provision for children with Autistic Spectrum Condition (ASC). This post involves being a key member of a team of teachers and support staff to deliver outstanding provision for children who have a diagnosis of ASC or have significant difficulties in these areas as part of the special provision within a mainstream school. It also involves delivering outreach support as part of a team of professionals to children, their families and other mainstream schools.

We require an excellent, enthusiastic and experienced teacher who:

* has a passion for children’s learning
* has an outstanding track record in ensuring children succeed
* is highly organised
* believes passionately in inclusion
* is committed to working in partnership with parents, other agencies and schools
* is creative in their approach
* has very high expectations of achievement and behaviour
* is flexible and adaptable
* has excellent interpersonal skills
* is committed to the safeguarding of all students
* has additional qualifications and expertise in teaching children with Autistic Spectrum Condition or is willing to work towards these qualifications

You can expect:

* Opportunities for high quality professional development and career progression
* A vibrant and dynamic student body which deserves the very best in teaching and support
* To be part of a team who is fully committed to achieving our vision of A School, A Family, A Community

Visits to the Academy are strongly encouraged. For an application pack or to arrange a visit please contact Lynn Aston at Thornhill Community Academy on 01924 487730 or via email: [lynn.aston@thornhillcommunityacademy](mailto:lynn.aston@thornhillcommunityacademy).co.uk

An enhanced DBS disclosure will be required for this position. A conviction may not exclude candidates from appointment but will be considered as part of the recruitment process.

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment.

Fluency in spoken English is a necessary requirement of the post.

Closing Date: 12.00 noon Monday 30th October 2017

**Job Description**

Teacher in the Specialist Provision

MPR/UPR as appropriate plus 2 SEN Points

Responsible to:Teacher in Charge in the Specialist Provision

Purpose of Post

This post is sited in the Specialist Provision within Thornhill Community Academy which provides support for students with complex autistic spectrum conditions, their families and designated local mainstream schools.

This Specialist Provision is part of a range of provision for children with autistic spectrum conditions in mainstream schools which includes provision within EYFS, KS1 and KS2 at Headlands CE(VC) JI&N School and provision within KS3 and KS4 at Honley High School. These specialist provisions form one of four strands of support for children with: Autistic Spectrum Conditions; Speech, Language and Communication Needs; Sensory Impairments and Physical Impairments.

This role is required to work as part of a team including teachers, support staff and a range of other professionals to support the learning and welfare of all targeted pupils. As a key professional for the specialist provision for autistic spectrum conditions the post holder will develop and lead strategies which will impact upon the learning and inclusion of children with autistic spectrum conditions ensuring successful transition into mainstream schools. The postholder will be line managed by the Teacher in Charge of the provision for autistic spectrum conditions at Thornhill Community Academy.

This role will involve organising, delivering and evaluating learning for children with complex needs across the autistic spectrum conditions strand. The post also involves working in partnership with parents/carers and families in order to build confidence and trust. It will also involve working with the SENCOs, class teachers and support staff in a range of mainstream schools.

Professional Responsibilities

To carry out the professional duties of a teacher outlined in the most recent Teacher’s Pay and Conditions document, including **Teachers Professional Standards.**

Additionally the post holder will be required to work with named mainstream schools to assist support and transition in partnership with the school and parents, and offer advice and support with regard to students with Special Educational Needs.

Student Progress

1. Coordination of statement and EHCP reviews of identified students in partnership with designated local schools.
2. Monitor report and evaluate the effectiveness of the support provided by teachers and support staff in mainstream schools.
3. Take pastoral responsibility for named students within the specialist provision.
4. Responsibility for sharing progress with schools, parents and agencies, through home reports, placement reports and transition plans.
5. Set individual targets (academic and personal/social) including IEPs, review and report on progress for all designated students.

General Teaching Responsibilities

1. To plan, deliver and review specific teaching programmes (including schemes of work) for individuals and groups of students.
2. To provide and give advice about creating a stimulating educational environment for specific children and young people with a range of difficulties.
3. To contribute towards curriculum development and differentiation.
4. To contribute to the planning, delivery and review of the overall curriculum.
5. To share in maintaining good order and discipline.
6. To support pupils and staff in mainstream schools to facilitate inclusion.
7. To prepare reports as necessary for assessing, planning, monitoring, reviewing and evaluating pupils’ progress.
8. To attend meetings as required by the Headteacher or strand senior teacher.
9. To advise schools with regard to the SEN Code of Practice.
10. To contribute to the maintenance of an up-to-date database on pupils supported in mainstream and/or placed at the specialist provision. (EHCP and statement reviews and support)
11. Support of pupils and their parents/carers in enabling students to make the most of the educational opportunities offered by the service.
12. To establish and maintain effective and high quality relationships with parents/carers and other professionals
13. To liaise with other agencies when appropriate e.g. Social Care, health agencies, voluntary and community sector organisations.
14. To organise and attend, annual and interim reviews for students with statements of SEN.

15. To keep abreast of developments in the areas of the National Curriculum, National Strategies, teaching and learning, inclusion and especially autistic spectrum conditions.

16. To participate in Continuing Professional Development (CPD) and Performance Management as negotiated with the Headteacher.

17. To carry out any other duties, appropriate to the level reasonably expected of a teacher paid on 2 SEN points, relating to the efficient organisation of the service.

18. The teacher’s duties must at all times be carried out in compliance with the Academy’s Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.

19. Take reasonable care of the health and safety of self, other persons and resources whilst at work.

20. Co-operate with management of the Academy as far as is necessary to enable the responsibilities placed upon the Academy under the Health and Safety at Work Act to be performed, e.g. operate safe working practices.

21. It is the duty of the teacher not to act in a prejudicial or discriminatory manner towards service users or employees, including those who may be for example from minority ethnic communities, women, disabled or older people, lesbians or gay men. The teacher should also counteract such practice or behaviour by challenging or reporting it.

22. To be responsible for carrying out the appropriate duties set out in the Teachers’ Pay and Conditions Document as directed by the Headteacher.

23. Carry out duties with due regard to current and future Academy policies, procedures and relevant legislation. These will be drawn to the postholder’s attention in a letter of appointment, a statement of particulars, induction, ongoing performance development and through Academy communications.

24. Part of the postholder’s wider duties and responsibilities is a requirement to promote and actively support the Academy’s responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating **safe places, being vigilant and doing something about any concerns you might have. It isn’t** just about the very old and the very young, it is about everyone who may be vulnerable.

*And for teachers on the Upper Pay Scale*

* *To act as mentor or coach to teaching or trainee teaching colleagues*
* *To support the wider development of the curriculum area and support its leadership*
* *To demonstrate sustained and substantial contributions to the role of post-threshold teacher*

Responsible for: Educational Teaching Assistants

General

* To carry out duties in accordance with all Academy policies.
* To perform similar duties with regard to second/alternative teaching subject.
* To take an active part in Academy life.
* To manage personal time, meeting schedules and deadlines and conform to the use of directed time as laid out in Academy policy.
* To undertake such other duties and responsibilities of an equivalent nature, as may be determined by the post holder’s line manager from time to time, in consultation with the post holder.
* Ensure the health and safety of all staff and resources within the post holder’s area of responsibility

**Person Specification**

Teacher in the Specialist Provision

MPR/UPR as appropriate plus 2 SEN Points

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| --- | --- | --- |
| Criteria | Rank | How Assessed |
| Qualified teacher status | **A** | **AF** |
| A willingness to undertake further relevant study at a post-graduate level | **B** | **AF SP** |
| Evidence of successful experience of teaching to KS3 and KS4 | **A** | **LOA, REF** |
| Experience of leading, managing and delivering personalised learning programmes / interventions for students and developing personalised timetables. | **A** | **AF, SP** |
| Experience and knowledge of managing students with autistic spectrum conditions | **A** | **AF, SP** |
| Knowledge of specific teaching approaches associated with ASC. | **B** | **AF, SP** |
| Excellent classroom practitioner with the ability to motivate and inspire students and meet individual needs. | **A** | **AF, SP** |
| Experience of writing of IEPs. | **B** | **AF, SP** |
| Experience of assessing students with autistic spectrum conditions. | **B** | **AF, SP** |
| Experience of working in partnership with parents/carers and in a range of other settings and agencies. | **A** | **AF, SP** |
| Experience of monitoring and evaluating the effectiveness of teaching and learning, including personalised learning programmes. | **B** | **AF, SP** |
| Experience of managing support staff/ staff. | **B** | **AF, SP** |
| Recent and relevant INSET | **A** | **AF, SP** |
| Commitment to continued professional development | **A** | **AF, SP** |
| Willingness to work towards gaining necessary specialist qualifications in ASC | **A** | **AF, SP** |
| A thorough working knowledge of the SEN Code of Practice. | **A** | **AF, SP** |
| Extensive knowledge and understanding of speech, language and communication needs and effective strategies and approaches to support children with ASC. | **B** | **AF, SP** |
| Ability to promote inclusion and meet the additional needs of all students | **A** | **AF, SP** |
| Ability to chair and/or participate in annual and interim reviews and professional meetings for students. | **A** | **AF, SP** |
| A well-developed understanding of the principles and practices associated with excellence within secondary education. | **A** | **AF, SP** |
| Commitment and ability to raise standards for all students | **A** | **AF, SP** |
| A well-developed current knowledge of the secondary curriculum. | **A** | **AF, SP** |
| Knowledge and experience of curriculum based on social communication and emotional regulation development. | **B** | **AF, SP** |
| A working knowledge of the assessment procedures including the recording, reporting and analysis of children’s progress and development. | **A** | **AF, SP** |
| A good working knowledge of ICT and its use across the curriculum. | **A** | **AF, SP** |
| Ability to support staff development. | **B** | **AF, SP** |
| Ability to work in a solution-focused, flexible manner. | **A** | **AF, SP** |
| Ability to develop a positive team spirit, communicate effectively, delegate and negotiate, when necessary, with sensitivity. | **A** | **AF, SP** |
| Willingness to lead aspects of INSET. | **A** | **AF, SP** |
| Effective communication skills. | **A** | **AF, SP** |
| Exceptional organisational skills. | **A** | **AF, SP** |
| Ability to supervise support staff including Appraisals. | **A** | **AF, SP** |
| Ability to participate in policy and school improvement decisions as part of the Specialist Provision Team. | **A** | **AF, SP** |
| Ability to contribute to the review and evaluation of the effectiveness of the specialist provision | **A** | **AF, SP** |
| The ability to analyse and interpret data. | **A** | **AF, SP** |
| Positive approach to the management of change. | **A** | **AF, SP** |

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| **AF** | Application form | Please address **all highlighted sections** in your application form and accompanying letter of application; criteria **ranked B and C** will be considered if a large number of applicants have all the essential criteria. References may be sought prior to final shortlisting, so please check you are happy for your referees to be contacted |
| **DL** | Demonstration lesson |
| **LOA** | Letter of application |
| **REF** | References |
| **SP** | Selection Process |



