



Who we are

Founded in 1903, Chailey Heritage Foundation has a long history of providing specialist services for children and young people with complex physical disabilities and high health needs.

Unique for an organisation such as ours, we share our site in East Sussex with a specialist NHS centre - Chailey Heritage Clinical Services – a nationally recognised specialist service for children and young adults with complex health needs, particularly physical disabilities.

What we do

Our mission is to give disabled children and young people every opportunity to pursue their fullest potential.

We provide services for disabled young people in three main areas - a non-maintained special school, a children's home and an expanding range of residential and day services for young adults:

- **Chailey Heritage School**, Ofsted 'Outstanding' for the third time in a row, provides specialist education for children and young people aged 2-19 with a range of highly complex physical disabilities and medical conditions. Most of our pupils have cerebral palsy, many have visual impairment, more and more pupils have dual sensory impairments and many have additional learning needs. All pupils are wheelchair users and very few have verbal communication.
- **Chailey Heritage Residential** (a registered Children's Home) provides weekly, fortnightly, and 52 week boarding, short breaks and holiday clubs for pupils attending Chailey Heritage School. Pupils from other local special schools also access our residential service for short breaks. For current pupils, we also provide emergency respite, post-operative and convalescent care.
- **Chailey Heritage Futures** offers three services to young adults:
 - **Futures Accommodation** – a residential service (short breaks, 48, 52 weeks or fortnightly boarding are all available) for young adults aged 19-25, where individuals are provided with a transitional step towards leading an adult life through careful person-centred planning.
 - **Futures Life Skills Centre** - offers a range of life skills and leisure facilities to both our residential young adults and to other adults with disabilities who live in the community.
 - **Futures Hub** – is a vibrant and modern day service for those young adults who wish to make use of our facilities for the whole day but who are not residential in Futures Accommodation.

March 2017

Dear Applicant,

Teaching Vacancies at Chailey Heritage School

Thank you for your interest in teaching vacancies at Chailey Heritage School.

Applicants are requested to complete a Chailey Heritage Foundation application form; as part of our commitment to equal opportunities, curriculum vitae on their own will not be accepted. Should you require any information or forms in larger print, please contact HR via email HR@chf.org.uk or by telephone on 01825 –724444 ext. 709.

Our application pack consists of:

- Letter from our Head Teacher
- Job Description and Specification
- CHS Teacher Progression Standards
- School Structure
- Application Form

The closing date for completed applications will be **Friday 5th May 2017**. You will be contacted by telephone no later than **Wednesday 10th May 2017** to advise if you have been shortlisted for interview. Interviews will take place **on 18th and 19th May 2017**. Written confirmation and details of the process will follow by post and/or email. Please ensure you provide a contact number and an email address.

References will be requested for short-listed candidates selected for interview unless you have indicated otherwise on your application form. The preferred candidate will be subject to an enhanced DBS check.

We look forward to receiving your application for this exciting role and wish you all the best with your application.

Yours sincerely

Fran Veal
HR Manager

Dear Applicant,

Thank you for taking an interest in this very important position within our school.

Chailey Heritage School is a non-maintained, Ofsted-Outstanding special school for children and young people, aged 3 to 19, with complex physical disabilities, high health needs, sensory impairments and associated communication and learning difficulties.

Our specialist facilities are second to none and include an award-winning mobility and track system, a multi-sensory studio with the latest technology to improve sensory awareness. Pupils have on-site access to clinical and therapeutic input from our NHS colleagues enabling the very best provision of treatment and care, as well as education.

Chailey Heritage School has developed its own curriculum, the CHILD curriculum, driven by the individual learners' needs. This means every learner has their own curriculum, built specifically for them based on their skills and desired outcomes.

What do we need from our teachers?

- ❖ Teachers who are motivated to learn, who will take ownership of their own professional development, to ensure that they become more knowledgeable and skilled every year of their career.
- ❖ Teachers who have energy and drive, who can teach an individual curriculum to each child in their class, lead a large team of teaching assistants, lead in professional meetings and discussions, and contribute to whole-school developments.
- ❖ Teachers with a positive attitude to life, their work, and their colleagues, as well as the children and families they work with. Teachers who are self-driven but collaborative, sharing and open, who look for solutions rather than problems.
- ❖ Teachers who are creative thinkers, who are open to information and ideas from everyone and everywhere, and apply them with our pupils and with our teams of staff. Teachers who try new approaches and test out theories.

What will you get from Chailey Heritage School?

- ❖ You will learn a lot. We are very specialist and work closely with our NHS colleagues who are nationally renowned in the field of neurodisability. You will be a key part of a multi-disciplinary team.
- ❖ Our school has a very strong emphasis on professional development, with specific training provided in-house, as well as ongoing CPD opportunities.
- ❖ Support and motivation as part of a hard-working team. We know we have to get everything right for each learner at our school, and only team-work can make this happen. This is a great strength of our school.
- ❖ The chance to develop, take responsibility and progress your career. We never cease to look for ways to improve, and all teachers are expected to be part of this. By taking on leadership for aspects of school (or whole-foundation) development, you can help us change for the better – new ideas are always welcome!

All that remains is for me to wish you luck with your application, and if short-listed, I look forward to meeting you in the near future.

Yours sincerely,

Simon Yates
Head Teacher

	CHS1	CHS2	CHS3	CHS4
Professional Area	a, b, c (M1,2,3) Learning practitioner	a, b, c (M4,5,6) Good practitioner	a, b (U1-U2) Accomplished practitioner	(U3) Lead practitioner
Teaching	<ul style="list-style-type: none"> • With targeted support from mentors, most teaching is approaching good 	<ul style="list-style-type: none"> • With support from mentors most teaching at least good 	<ul style="list-style-type: none"> • All teaching is good; some outstanding • Will mentor CHS1 practitioners 	<ul style="list-style-type: none"> • All teaching is good; much is outstanding • Will give exemplar lessons • Will mentor CHS1&2 practitioners
Learning	<ul style="list-style-type: none"> • With targeted support from mentors, almost all pupils achieve in line with school expectations 	<ul style="list-style-type: none"> • With minimal support from mentors, almost all pupils achieve in line with school expectations 	<ul style="list-style-type: none"> • Almost all pupils achieve in line with school expectations; some exceed them 	<ul style="list-style-type: none"> • Almost all pupils achieve in line with school expectations; many exceed them
Curriculum	<ul style="list-style-type: none"> • With targeted support from mentors, planning, assessing and recording will be appropriate 	<ul style="list-style-type: none"> • With minimal support from mentors, planning, assessing and recording will be good 	<ul style="list-style-type: none"> • Will support CHS1 colleagues with planning, assessing and recording. • Contribute to subject/curriculum development • Will contribute to moderation of learner progress 	<ul style="list-style-type: none"> • Will support or lead on the revisions and developments of planning, assessing and recording • Will research for curriculum development • Take a subject/curriculum lead including supporting moderation of assessments of learning in this area
Professional relationships	<ul style="list-style-type: none"> • Positive working relationships with pupils, colleagues and parents 	<ul style="list-style-type: none"> • These relationships are securely focused on improving provision for pupils 	<ul style="list-style-type: none"> • Plays a proactive role in building key stage or departmental teams to improve provision and outcomes • Plays a proactive role in leading the professional development of key stage or departmental colleagues • Coach/mentor for CHS1 colleagues 	<ul style="list-style-type: none"> • Plays a proactive role in building school-wide teams to improve provision and outcomes • Plays a proactive role in leading the professional development of colleagues across the school • Coach/mentor for CHS2&3 colleagues
CPD	<ul style="list-style-type: none"> • Complete successfully all mandatory training and CHS bespoke teacher training* • Proactively learning from others. • Will be supported with developmental appraisal targets. 	<ul style="list-style-type: none"> • Will have achieved all CHS teacher competencies • Proactively learning from others. • Seeking out specialist training. • Will meet all appraisal targets with support 	<ul style="list-style-type: none"> • Proactively learning from others. • Seeking out specialist training. • Will lead at teacher meetings • Will support CHS1 colleagues with their competencies as appropriate • Will meet challenging appraisal targets with support 	<ul style="list-style-type: none"> • Will have, or will be working towards, specialist accreditation to support the school's development • Will lead at teachers' meetings and Inset • May lead training sessions as part of mandatory training • Will meet or exceed challenging appraisal targets • Will support CHS1-3 colleagues towards their targets.
Improve ment planning	<ul style="list-style-type: none"> • Will be aware of school and department priorities for development 	<ul style="list-style-type: none"> • Will have a functional role in developmental work 	<ul style="list-style-type: none"> • May have responsibility for a DIP target 	<ul style="list-style-type: none"> • Will have responsibility for DIP targets • May have WSAP

Professional Area	TLR Department Manager/Lead Teacher	Specialist/Advanced Specialist Practitioner
Teaching	<ul style="list-style-type: none"> • All teaching good; much outstanding • Quality assures and reports on teaching in the department 	<ul style="list-style-type: none"> • All teaching good; much outstanding • Teaching of specialism will be outstanding • Quality assures and reports on teaching of specialism across the school and wider
Learning	<ul style="list-style-type: none"> • Almost all pupils achieve in line with school expectations; many exceed them • Monitors and reports on learning in the department 	<ul style="list-style-type: none"> • Almost all pupils achieve in line with school expectations; many exceed them • Contributes expertise in specialist interventions to ensure pupils across the school achieve expectations
Curriculum	<ul style="list-style-type: none"> • Will devise and develop curriculum appropriate to the age and ability of the pupils in the department • Will support and lead on the revisions and developments of planning, assessing and recording • Will monitor and report on the above 	<ul style="list-style-type: none"> • Will support revisions and developments of planning, assessing and recording in respect to specialism • Will be part of lead team on curriculum development across school
Professional relationships	<ul style="list-style-type: none"> • Plays a proactive role in building school-wide teams to improve provision and outcomes • Plays a proactive role in leading the professional development of colleagues in the department • Coach/mentor for department teachers 	<ul style="list-style-type: none"> • Models and supports teaching across the school in specialist area • Plays a proactive role in leading the professional development of colleagues across the school • Coach/mentor for CHS2&3 colleagues
CPD	<ul style="list-style-type: none"> • Will have, or will be working towards, specialist accreditation to support the school's development • Will lead at teachers' meetings and Inset • Will lead training sessions as part of mandatory training 	<ul style="list-style-type: none"> • Will have specialist accreditation to support the school's development • Will lead at teachers' meetings and Inset and wider • Will lead training sessions as part of mandatory training • Will be a champion for the specialism within and outside CHS
Improvement planning	<ul style="list-style-type: none"> • Will have responsibility a DIP • May have WSAP • Will report to parents, governors and ESMT • Will have responsibility for other key areas of development & implementation (eg work experience; exams officer; college links) 	<ul style="list-style-type: none"> • May have responsibility for DIP targets • Will have WSAP • Will report to parents, governors and ESMT

The descriptors above by necessity include statements of degree, such as: most; much; almost all; minimal. A professional discussion between appraisee and manager will be held, supported by evidence, to determine whether those degrees have been achieved.

Recommendations for pay progression will be made by the manager to the head and deputy, who will, in turn, present these to a panel including a governor, to ensure parity and fairness across all decisions.

EDUCATION SENIOR MANAGEMENT TEAM (ESMT)

HEADTEACHER of CHS

Foundation Lead for Safeguarding; School lead for curriculum, teaching & learning
Simon Yates

DEPUTY HEAD (children and families)

Sarah Otway
Referrals and assessments;
Medicines; SEN interventions
Integrated working with CCS

4dpw

DEPUTY HEAD

Richard Green
Deputise for Headteacher;
School Lead for Safeguarding;
Finance; Estates; and recruitment

ST MARTIN'S DEPARTMENT MANAGER

Meriel Green
Emma Dewe acting manager
3 dpw

SEYMOUR DEPARTMENT MANAGER

Helen Springall

HANBURY DEPARTMENT MANAGER

Paula Marten

SCHOOL ADMIN TEAM

**SCHOOL SECRETARY
&
PA to HEADTEACHER**
Claire Hall

REVIEW ADMINISTRATOR
Amy Bigwood

SCHOOL ADMINISTRATOR
Emily Stokes
5 dpw mornings

CHF RECEPTIONISTS
Cindy Reynolds - Jane Thomas
(Temp)
Mon – Wed am Wed – Fri

ADVANCED SPECIALIST PRACTITIONERS

**ASP for
SENSORY
IMPAIRMENT
and
LEAD TEACHER for
PMLD in Hanbury**
Liz Platt

**ASP for
SPMLD
and
LEAD TEACHER
for Early Years**
Julie Tilbury

**CPD/
Appraisal
whole school
& care farm
project
Foundation
lead**
Paula Marten

LEAD PRACTITIONER TEACHERS

**Seymour
curriculum**
**Helen
Springall**

**Seymour PMLD &
staff support
development -
whole-school**
Hannah McCarthy

**SRE & PSHE
whole-school**
**Helen
Dunman**

**Future
Placement
Planning**
**Carol
Funnell**

TEACHERS & INSTRUCTORS

WHOLE SCHOOL

**MUSIC TEACHER
WHOLE SCHOOL**
Kate Andrews
3 dpw T, W, Fr

**AQUATICS MANAGER
WHOLE FOUNDATION**
Chris Silverwood

**HIPPOTHERAPISTS
WHOLE SCHOOL**
**Melissa Tysh
Nicky Montoya**

ST MARTIN'S

M1 TEACHER
Julie Tilbury
EYFS specialist

M2 TEACHER
Amy Perkins
School lead for
curriculum
systems

M3 TEACHER
Iveta Power
3 dpw W-F

M3 TEACHER
Emma Dewe
School lead for
teacher induction
2 dpw M-T

M4 TEACHER
**Sian Cox-
Aldridge**

SEYMOUR

S1 TEACHER
Helen Springall

S2 TEACHER
Lauren St John

S3 TEACHER
**Hannah
McCarthy**

**S4
INSTRUCTOR**
**Oner
Ozdamar**

S5 TEACHER
Carol Llewellyn
School lead for
Pupil Premium

HANBURY

H1 TEACHER
Liz Platt

H2 TEACHER
Paula Marten

H3 TEACHER
Carol Funnell
3 dpw M-W

**HANBURY
DRAMA, PSHE,
SRE TEACHER**
Helen Dunman
2dpw Th-F

STAFF & PUPIL SUPPORT MANAGER

**Mandy
Mason**
Whole school

DEPARTMENT CO-ORDINATORS (TA4A)

ST MARTIN'S
Karen Merrett

SEYMOUR
Ricci Lennon

HANBURY
Lisa Hughes
3 dpw M-W

HANBURY
Tracy Lowrie
2 dpw Th-F

Physical; Inclusion; Communication; Liaison (PICKLE)

Al Carter
Full time
Whole school

Assistive Technologist

Tony Mitchell
Full time school
and children's
home