



ACE TIVERTON
SCHOOL

Candidate Pack

Teacher of Mathematics

ACE Tiverton School



Closing Date:

Interview Date:

Teacher of Mathematics
Permanent Post Teachers' Pay and Conditions

Grade: M1 – M6/UPS + SEN **Salary Range:** £28,000-£44,111

ACE Tiverton is a secondary special school, opened in September 2019, we educate young people aged 11-16 years, with a diagnosis of Autism and related mental health and other needs. This role is an exciting opportunity to further embed excellence in our school family, in our last year of growth. This role will provide capacity to our teaching team, primarily in Mathematics but also delivering Computing and Science, depending on the experience of the successful candidate. We currently offer a full range of qualifications in each subject from Entry Level to GCSE. We have specialist classrooms which are well resourced with practical apparatus to aid multi-sensory learning. All students are given their own laptop when they join the school. We would be happy to consider an application from ECTs and primary/FE trained staff, as well as practitioners with experience of teaching mathematics but with qualification in other subject areas.

You will work with a team of staff to equip students with life skills that will enable them to thrive as independent, skilled adults who can navigate the multiple demands of the wider world. We are looking for a proactive, resilient teachers who will also undertake the role of Learning Family Leader, overseeing specialist and pastoral for a small class of students, in our equivalent of the form tutor role.

All members of our staff team are focused on supporting and challenging our young people to fulfil their potential and become active participant in their local, national, and global communities. We are developing an excellent reputation for providing a blend of therapeutic, student-centred learning, holistic support and challenge to ensure our students attain the highest standards of personal, social, emotional and academic development.

We will have 100 students across all year groups in September 2023. We welcome applications from experienced leaders and are looking for skilled and caring practitioners who have a deep understanding of behaviour as communication and model unconditional positive regard to all as they lead our teaching team to deliver the very best progress and learning experiences. We believe the right candidates will find working with us and our students challenging, stimulating, and rewarding.

To the successful candidates we offer:

- A strong 'school family' culture and excellent learning environment
- Access to new technologies
- An ethos of high expectations and high support for both students and staff
- Membership of a highly valued and professional team
- Excellent professional and personal development opportunities
- Participation in the development of a successful, ambitious Multi Academy Trust

For an informal discussion, or to book a visit please contact Mrs Stacy Fagg on 01884 763140 or email: stacy.fagg@transformingfutures.org.uk. Please apply by sending your completed application to: TFTrecruitment@deltaservices.co.uk

Transforming Futures Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an Enhanced Disclosure and Barring Service (DBS) check and will be undertaken before a confirmed offer of employment is made to successful applicants. You will be required to undertake positive handling training as part of your induction and essential qualification and person requirements should be met as per role profile to be considered for shortlisting.

Headteacher's Welcome

Dear Candidate,

ACE Tiverton is a new 11-16 special school. We opened in September 2019 with 35 students across Years 7-11. This year we have expanded to 85 students, and we expect to be full in September 2023 with up to 100 students. We are a Free School Academy with a designation focused on education and supporting students with a diagnosis of Autistic Spectrum Condition and related Social, Emotional and Mental Health needs.

All of our students have an EHCP (Education, Health and Care Plan) and are supported in their tutor and teaching groups by teachers and teaching assistants. We aim to keep our groups small with no more than 10 students, allowing us to deliver the personalised, differentiated learning that enables our students to succeed.

Our school is a welcoming, inclusive and safe learning environment in which vulnerable students are valued, cherished and nurtured. Our priority is engagement and strong relationships. Our students are all bright, humorous and interesting young people with their own backgrounds, stories and contexts. Many have been out of full-time education for significant periods before coming to us. They thrive in an environment built on mutual respect, genuine interest and transparency. 'Unconditional positive regard' is our mantra and we firmly believe that every day is a new start.

Our talented, experienced team of staff take pride in working relentlessly to ensure that every individual leaves us as a confident young adult who is well prepared for their life after Year 11, whether they go into employment or take up further education opportunities. At times, such as when meeting new staff for the first time, our students can be challenging and seek to test out boundaries and expectations. If you are motivated to create excellent educational experiences, have inspirational interactions and rewarding relationships with students who deserve amazing adults who care, are curious and driven by a desire to enable them to be the very best they can be, then we are the school family for you.

If, after reading this pack, you are interested in being part of our fantastic team, please contact us to arrange a tour of our school building – visits are warmly encouraged. Thank you for your interest and good luck with your application!



Hannah Smart
Headteacher

About the role

Job Title: Teacher of Mathematics

Grade: M1 – M6/UPS + SEN

Salary Range: £28,000-£44,111

Contract Type: Permanent, Full Time

Closing Date: 3rd February 2023

Shortlisting Date: TBC

Interview Date: 23rd/24th February 2023

Start Date: September 2023.

Role Summary

We are looking to recruit a teacher of Mathematics to deliver high quality teaching and learning to KS3 and KS4 classes from September 2023. This will include other subjects such as Science, Computing or R/PSHE in discussion and agreement with the successful candidate. Recent knowledge and experience of teaching to GCSE level is essential. SEN experience and/or the ability to offer a other subjects will be an advantage, but our overriding priority is to find the right person to join our team. We would be happy to consider an application from Early Career Teachers and primary/FE trained staff.

What we can offer you

As a new school, there are many exciting benefits to working at ACE Tiverton. Not only are we located in the centre of Devon with excellent transport links, we can also offer you:

- The chance to be part of a new and growing school community and to influence how we evolve over the next few years.
- A brand-new £4.5 million building with state-of-the-art facilities and resources, including laptops for all students and teachers, and Wi-Fi enabled mobile devices for support staff.
- A strong, happy, experienced team of staff
- Access to high quality CPD, including Team Teach physical intervention training.
- The opportunity to be involved in developing a new curriculum from scratch.
- A school day running from 8am-2pm with an early finish of 1:30pm on Fridays.
- Freshly prepared hot meals provided by our own school chef.
- The opportunity to work alongside a multi-disciplinary team to provide support for students.
- Health Shield provide our employees with a range of benefits including funded physiotherapy sessions, counselling sessions, free eye tests, member discounts, great deals and cashback on shopping, travel, and restaurants.

Job Description

Job Title	Teacher	Responsible To	Assistant Headteacher
Pay Scale	Main Pay Scale £28,000-£44,111 SEN allowance £2,404		
Location	ACE Tiverton	Shift Pattern	Full Time Term Time Only
DBS Check	Enhanced		

Job Purpose	Promote and facilitate excellent progress and well-being of individual students in the teaching groups assigned to him/her and to contribute to an outstanding culture of community across the school. Model the high standards of communication, interpersonal skills and peer relationships expected in every interaction with students, staff and families. Fulfil the role of co-ordinator for the students in the learning family including, but not limited to, annual review, risk assessment, EHCP monitoring.
General Duties Teaching and Learning	<ul style="list-style-type: none"> • Teach students in accordance with the professional duties of a teacher. • Perform the duties of Learning Family Leader with care and diligence. • In each case, having regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the students in any class or group assigned to him/her. <ul style="list-style-type: none"> - planning and preparing courses and lessons; - teaching, according to their education needs, the students assigned to him/her, including the setting and marking of work to be carried out by the student in the school and elsewhere; • Manage student learning through effective teaching in accordance with the Schemes of Work and Policies. • Ensure continuity, progression and cohesiveness in all teaching. • Use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of student needs, and ensure equal opportunity for all students. • Work effectively as a member of the ACE Tiverton team to improve the quality of teaching and learning. • Set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement. • Develop and use positive relationships in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem. • Promote and facilitate the general progress and well-being of individual students; and of any class or group of students assigned to him/her. • Provide guidance and advice to students on educational matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports. • Advise, co-operate and lead, in conjunction with the wider team, in the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements. • Maintain good order and discipline among the students and safeguard their health and safety both when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere.

General Duties Monitoring, Assessment, Recording, Reporting, and Accountability	<ul style="list-style-type: none"> • Assess, record and report on the development, progress and attainment of students as per the MER cycle of the school. • Contribute towards the implementation of IEPs/PEPs particularly the planning and recording of appropriate actions and outcomes related to set targets. • Assess students' work systematically and use the results to inform future planning, teaching and curricular development. • Be knowledgeable and remain up to date with statutory assessment and reporting procedures and prepare and present informative, helpful and accurate reports to parent/carers. • Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the school policy. • Make records of and reports on the personal and social needs of students. • Communicate and consult with the parents/carers of students on at least a weekly basis or more frequently. • Provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students. • Participate in arrangements for preparing students for public examinations, in assessing students for the purposes of such examinations and recording and reporting such assessments, and participating in arrangements for students' presentation for and supervision during such examinations.
General Duties Subject Knowledge and Understanding	<ul style="list-style-type: none"> • Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses. • Keep up-to-date with research and developments in pedagogy, school designation and relevant subject areas.
Professional Standard and Development	<ul style="list-style-type: none"> • Be an excellent role model to students through personal presentation and professional conduct. • Arrive in class, before the start of the lesson, and begin and end lessons on time. • Support all the School's policies, e.g. those on Health and Safety, Literacy, Numeracy and ICT. • Establish excellent and effective working relationships with professional colleagues and associate staff. • Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in safeguarding. • Liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare. • Be aware of the role of the Local governing Body of the School and support it in performing its duties. • Consider the needs of all students within lessons, (and implement specialist advice), especially those who are gifted or talented; • Communicate and co-operate with persons or bodies outside the school; • Participate in meetings which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements; • Supervise and as far as practicable teaching any students whose teacher is not available to teach them. No teacher shall be required to provide such cover for more than 38 hours in any Service year.

Health & Safety	<ul style="list-style-type: none"> Understand and comply with Health and Safety Regulations and Requirements. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
Continuing Professional Development <i>Personal</i>	<ul style="list-style-type: none"> Take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the Service curriculum. Undertake any necessary professional development as identified in the Service Improvement Plan or in Appraisal, taking full advantage of any relevant training and development available, e.g. including appropriate national training schemes. Maintain a professional portfolio of evidence to support the appraisal process. Effectively manage own time when dealing with the wide range of day-to-day and long term demands of the post.
Continuing Professional Development <i>Staff</i>	<ul style="list-style-type: none"> Consider the expectations and needs of other members of staff, and in particular ensure that student teachers are appropriately encouraged, monitored, supported.
Principal Accountabilities	<ul style="list-style-type: none"> Demonstrate effectiveness in each of the QTS or Threshold standards, as appropriate. Ensure that students feel safe and valued in all interactions and subject related activities.
Additional Information	<ul style="list-style-type: none"> As a teacher you will carry out the professional duties required as provided under the relevant section of the Service Teachers Pay and Conditions Document. Should circumstances arise which require this job description to be reviewed and amended, any changes will be discussed with you in the first instance. In addition to the duties specified within the section "Particular Responsibilities" you may be asked to undertake any other duties which may be regarded as within the nature of the duties and responsibilities/grade of the post.

Person Specification

	Essential	Desirable
Experience and Job Knowledge	<ul style="list-style-type: none"> Experience of teaching up to GCSE Knowledge of how to inspire students to raise their own self expectation and performance 	<ul style="list-style-type: none"> Recent experience of teaching Evidence of Continual Professional Development Experience of working with disengaged students

	<ul style="list-style-type: none"> • Experience of using ICT to support the learning within the classroom • Experience of using diverse range of effective Teaching and Learning strategies • Experience of producing and maintaining accurate records, and produce clear and accurate reports • Experience of working under pressure and meeting deadlines 	<ul style="list-style-type: none"> • Experience of teaching students with ASC and/or SEMH • Completion of the SENCO Award or other relevant SEND qualification including Access Assessments
Job Related Abilities	<ul style="list-style-type: none"> • Good communication skills • Good attendance record • Willingness to organise and participate in enrichment activities • Understanding of how progress and attainment can be analysed on an individual and group basis • Commitment to the wider role of the Teacher within the Service community • Ability to work closely within a Team • Ability to maintain confidentiality within the Service • Ability to work within Corporate Policies and an awareness of Equal Opportunities 	<ul style="list-style-type: none"> • Ability/willingness to teach a second subject
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Nationally Qualified based degree 	<ul style="list-style-type: none"> • Evidence of further professional study • Full Driving Licence
Physical Requirements	<ul style="list-style-type: none"> • Ability to visit home and other school settings and attend meetings throughout the county 	

About Transforming Futures Trust

Transforming Futures. Changing Lives.

Transforming Futures Trust works with children for whom mainstream education is not right: young people with behavioural challenges; children with mental health concerns; students who find the traditional setting of a school intimidating. It is not an exaggeration to say that we change these young people's lives. Our extraordinary staff can connect with these

children and apply the principles of trauma informed care to enable them to reach their potential.

Transforming Futures Trust's core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our schools which supports the wellbeing and development of all children and young people, Headteachers, School staff, parents/carers and stakeholders and the wider communities they are a part of. We have proven educational practice and strong leadership which has enabled us to develop new provisions across the southwest to meet the needs of children and families which have not been met in existing schools in the area. Since it was established, TFT has developed a highly effective internal capacity to support schools in their work with children and young people, helping them to make the biggest difference to their life chances.

Transforming Futures Trust was formally set up on 1st June 2016 (previously known as ACE Schools Multi Academy Trust) with the aim of growing from a single educational provision in Plymouth into a group of Schools across Devon and Cornwall. Our simple aim is to support the development and improvement of the education for all pupils within the Trust and beyond through school-to-school support.

In addition to **ACE Tiverton School**, there are two other schools in the Trust:

ACE Schools



An alternative provision for children from 4-18 with sites across Plymouth, Cornwall, and Devon.

Courtlands School



Based in Plymouth, Courtlands supports 100 primary aged children who have Moderate Learning Difficulties, Social, Emotional and Mental Health Difficulties (SEMH), and other complex needs.