



**APPLICATION PACK**

**Teacher of Mathematics and Science at the Pennington Centre**

**Salary: MPS/UPS**

**Closing date: 22nd January 2020**

**WORK PLACEMENTS**

**MANAGER**

**Introduction**

Thank you for showing an interest in the position of Teacher of Mathematics and Science at (The Pennington Centre) North West AIP Key Stage 3 & 4 provision. The appointment of everyone to The Pennington Centre is a most significant step, given the number of young lives and life chances that professionals will impact upon.

The North West secondary provision provides an alternative provision for young people in Key Stage 3 and 4 primarily from within the 9 secondary schools located within the North West area of Leeds. These schools (along with others) work alongside the North West Area Inclusion Partnership (NW AIP) to improve outcomes for those children and young people who may require additional support. Our provisions aim to meet the needs of all our learners through a multi-agency approach that puts the learner at the heart of everything we do. This is achieved by understanding the reasons for removal from school/exclusion, looking at historical data and providing viable alternatives to mainstream education that help raise aspiration and foster positive outcomes.

Traditionally and for some learner’s schools, are requesting support to determine whether an EHCP is the appropriate pathway. Where this is of concern we may offer an initial assessment place with an exit to a more appropriate provision. The needs of the children within our service can vary however, the following strands provide an outline of the support they may require or that should be in place. An active or closed early help assessment, child looked after or known to social services, known to local authority’s Learning inclusion service or the young person may have had previous involvement with the AIP via coaching or mentoring support. Our aim is to address and support these areas of concern by working collaboratively with external agencies. This enables us to be child centered, identify their barriers to learning and work out how best to support, progress, build resilience and empower young people to achieve and not give up.

Learners will follow the compulsory elements of the national curriculum, with a strong emphasis placed on supportive therapeutic interventions.

**Overall aims include:**

* Raise student aspirations, morale and motivation
* Develop social skills and attitudes required for employment and or future learning
* Establish strong and lasting partnerships between the student, parent/carer and relevant agencies.
* Improve attendance
* “Close the gap” in attainment between socially disadvantaged learners and their peers
* Provide an opportunity for our learners in KS3 & 4 to return to mainstream (where applicable/appropriate) whilst developing the person and improving well-being.
* Celebrate achievements no matter how small

Each curriculum subject is supported by our partnering schools and is delivered by a team of qualified staff who all have the required skills and attributes to inspire children and young people who may require additional support due to their social, emotional or learning need.

These factors together provide a stable foundation on which to move forward.

We have developed the provision to empower, enrich and support those in need of our services. We are a dedicated and committed team who simply ‘do what we can and must’ and firmly believe that it’s a way of life rather than a profession.

We are looking forward to the next phase in the provisions life and hope that you will relish the opportunity to make a significant and special contribution to its future success.

Thank you for considering the post of Teacher at The Pennington Centre.

Should you require any further information or wish to book a visit to the site please contact Sasha Holdsworth to arrange on 0113 8275330

The NWAIP is committed to safeguarding and promoting the welfare of children.

Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure & Barring Service.

Yours faithfully**,**

*North West Area Inclusion Partnership*

**Job Description**

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| **Teaching responsibilities** |
| * To facilitate and encourage learning which enables students to make progress and achieve high standards; to share and support the centre’s responsibility for the well-being, education and positive behaviour of all its students. * To contribute to the positive ethos of the Centre. * To be responsible for the health and safety of themselves and those around them. * To implement the Centre’s policies and procedures. * To work as part of curriculum and coaching teams to effect the Centre’s mission statement, ensure a strong commitment to Leeds Future in Mind strategy, SEN code of practice, as well as provide effective high quality teaching and learning. * To, within an agreed system of supervision, plan challenging teaching and learning objectives for young people in KS3&4. * To ensure effective teaching of groups up to 8 and for individuals so that teaching and learning objectives are met, momentum and challenge are maintained, and students’ learning targets are achieved or exceeded. * To utilise teaching methods and learning styles which engage students, including stimulating intellectual curiosity, effective questioning and discussion, clear presentation and good use of resources * To assess the needs of pupils and use detailed knowledge and specialist skills to support pupils’ learning. * To set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused delivery of the curriculum and learning experiences and through positive and productive relationships. Lead this process in accordance with Centre policies and procedures. * Understand the demands expected of students in relation to the National Curriculum at KS3 and KS4. * To establish productive working relationships with pupils, acting as a role model and setting high expectations * To identify clear learning objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught in order to develop and implement IEPs. * To promote the inclusion and acceptance of all pupils within the classroom. * To support pupils consistently whilst recognising and responding to their individual needs. * To encourage pupils to interact and work co-operatively with others and engage all pupils in activities. * To promote independence and employ strategies to recognise and reward achievement of self-reliance. * To mark and monitor students’ class and homework providing constructive oral and written feedback, setting targets for students’ progress in relation to progress and achievement. * To organise and manage appropriate learning environment and resources. * Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives. * To provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence. * To record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment. * To work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence. * To support the role of parents in pupils’ learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc. * Administer and assess/mark tests. * Produce lesson plans, worksheet, plans etc. * To use ICT effectively to support learning activities and develop pupils’ competence and independence in its use. * To select and prepare resources necessary to lead learning activities, taking account of pupils’ interests and language and cultural backgrounds. * To advise on appropriate deployment and use of specialist aid/resources/equipment. * To comply with and assist with the development of policies and procedures relating to Safeguarding e.g. child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person. * To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop. * To contribute to the overall ethos/work/aims of the Centre. * To establish constructive relationships and communicate with other agencies / professionals, in liaison with the teacher, to support achievement and progress of pupils. * To take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils. * To manage the teaching assistants. * To liaise between managers/teachers, behavior support staff and teaching assistants. |
| **Additional duties** |
| * Contribute to the life of the provision, and to support its ethos and policies. * Undertake any other duties as reasonably required by The Centre Manager, Head Teacher of the managing school and the NW AIP Project Director |
| **Responsible to** |
| The Centre Manager  Managing school – Ralph Thorseby High School – Mr Will Carr  NW AIP Project Director – Mr Ian St Rose |

Person Specification

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| **Essential Criteria** | | **How Identified** | | **Desirable Criteria** | |
| **SKILLS**  Can use ICT effectively to support learning  Ability to organise, lead and motivate learning  Ability to relate well to children and adults | | Application Form and Selection Process  Application Form and Selection Process  Application Form and Selection Process | | Constantly improve own practice/knowledge through self-evaluation and learning from others | |
| **KNOWLEDGE & UNDERSTANDING**  Understanding of statutory frameworks relating to teaching  Experience working with children of relevant age in a learning environment.  Working knowledge and experience of implementing KS4 curriculum and other relevant learning programmes/strategies  Ability to create a clear vision for an effective Area  Prior involvement in the management of a whole school issue  Ability to prioritise, plan and organize  Ability to lead, and work as part of a team  Ability to deal sensitively with people and resolve conflict  Ability to provide clear professional direction  Ability to work under pressure and to deadlines  Possess energy, vigour and perseverance  Knowledge of national educational agendas and strategies  Experience of managing resources for a purpose  Good understanding of child development and learning processes  Full working knowledge of relevant polices/codes of practice/legislation  Ability to use data effectively to monitor student progress  Ability to work as a member of a team and /or independently | | Application Form and Selection Process  Application Form and Selection Process  Application Form and Selection Process  Application form and Selection Process  Application form and Selection Process  Application form and Selection Process  Application form and Selection Process  Application form and Selection Process  Application form and Selection Process  Application form and Selection Process  Application form and Selection Process  Application form and Selection Process  Application form and Selection Process  Application form and Selection Process  Application form and Selection Process  Application form and Selection Process  Application form and Selection Process | | Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.  Ability to support other centre staff in chosen subject area | |
| **QUALIFICATIONS / TRAINING**  QTLS  PGCE lifelong learning  Equivalent qualification or experience within area of post applied for  Excellent numeracy/literacy skills  Training in relevant learning strategies | | Application Form and Selection Process  Certificates  Application Form and Selection Process  Application Form and Selection Process  Application Form and Selection Process | | Specialist skills/training in the curriculum or learning area | |