



## CANDIDATE INFORMATION BROCHURE



To inspire young people to make their best better



September 2017

Dear Candidate

Thank you for taking the time to apply for the Head of Learning role at Pioneer School.

Pioneer School was formed in 2003, following the amalgamation of two other special schools and in June 2012 became part of Academies Enterprise Trust, the largest nationwide, multi academy sponsor in the country.

Academies Enterprise Trust firmly believes that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.

Pioneer School has an exciting future and this appointment represents a great opportunity to secure positive outcomes for our learners.

If you share our vision and values then we would be very excited to hear from you.

Yours Sincerely

The Talent Team

## Pioneer School

Pioneer School, an AET Academy, is a special academy based in Basildon, Essex.

We are a mixed, day special academy designated for children aged 3 – 19 who have been assessed as having a severe and complex learning difficulty, but aspire to support young people to the age of 25. With the exception of those pupils occasionally admitted in the Foundation Stage on an assessment basis all pupils have a statement of special educational need or an Education, Health and Care (EHC) plan. The students on roll fall principally into the categories of severe and complex or profound and multiple needs. A smaller number of students have moderate learning difficulties and a significant number have an additional diagnosis of autism.

We experience variable patterns of referrals and admissions and whilst it is usual for children to be admitted at the Foundation stage and Key Stage 1 children are occasionally admitted at other ages. Admissions also take place throughout the school year. There are currently 131 pupils on roll.

Although our catchment area extends beyond the geographical boundaries of Basildon the vast majority of pupils live in the local area.

In January 2009 we moved to new purpose built premises, which were further extended in September 2011 to provide even more specialist spaces. We now have facilities that are second to none within the UK and we are regularly visited or consulted on matters of special school design.

Our vision is to continue developing and improving the quality of provision available to our students and governors, parents and staff are enthusiastic and committed to the proposed plans. We believe that our proposals will enhance the education and quality of life for the children and young people currently in the school and lead to better outcomes for them in adult life.

Our most recent successful Ofsted inspection ([Ofsted report](#)) recognised that we are a good school with many outstanding features, one of which was our capacity to continue to improve. This is shown by our decision to convert to academy status and our ambitious plans to further extend our provision.

### Key Priorities

- Achieving 'Outstanding' at the next Ofsted inspection
- Increase capacity – new build

## **Job description**

<b>Title of Post:</b>	Head of Learning – FE
<b>Responsible for:</b>	Key phase staff and Key Lead area
<b>Responsible to:</b>	Head teacher & Deputy Head teacher
<b>Accountable to:</b>	Head teacher

The Teachers' Pay and Conditions Document specifies the general professional duties of a teacher. In addition, certain particular duties, as outlined below, are reasonably required to be exercised and completed in a satisfactory manner.

### **Particular duties and responsibilities:**

- ◇ undertake the teaching of the pupils in your phase and the associated pastoral and administrative duties in respect of these pupils as necessary.
- ◇ plan and prepare lessons and schemes of work, as required and in accordance with school policy, ensuring a variety of learning opportunities for the development of key skills;
- ◇ maintain individual records of pupil's experiences and achievements in the lessons taught by you and use data to inform future planning;
- ◇ prepare, implement and monitor Individual Learning Plans for pupils in accordance with school policy;
- ◇ lead class teams, as required, to ensure collaborative working for the benefit of the pupils;
- ◇ work collaboratively with colleagues, parents/carers, educational psychologists, therapists, social services and other outside agencies who may be involved with pupils for whom you have a responsibility;
- ◇ to have a thorough awareness of and regard for the confidential nature of many aspects of school information relating to individual pupils;
- ◇ co-operate with colleagues to ensure the achievement of the aims of the school;
- ◇ promoting positive pupil behaviour in line with school policies;
- ◇ take part as required in meetings in relation to the curriculum and organisation of the school;
- ◇ participate in arrangements for professional development as outlined in the school development plan or identified through the appraisal process and take responsibility for own development;
- ◇ ensure the activities in which pupils are engaged are conducted in a disciplined, safe and healthy environment and in line with school policy.
- ◇ In addition special responsibilities are assigned as follows;

### **Head of Phase:**

- Deputising, if requested, for the Assistant Head in their absence;
- Sharing responsibility with the SMT for the day to day running of the school, with particular reference to your phase of the school;

- Sharing responsibility with the head teacher and deputy for whole school curriculum development, including the development, monitoring and review of the curriculum in your phase of the school;
- Ensuring that each learner in your phase of the school experiences relevant curriculum content delivered in an appropriate way;
- Preparing for, attending and chairing Annual Reviews and Planning Meetings for pupils in the your phase of the school and writing reports as required;
- Communicating consulting and ensuring collaborative processes exist with the parents/carers and all professionals associated with pupils in your phase of the school;
- Leading and co-ordinating regular meetings of staff in your phase of the school;
- Leading an Improvement Team and other staff working parties as appropriate;
- Leading on at least one Key Lead area identified within the School Development Plan;
- Collect data on performance, progress and entitlement across your phase of the school and use it to monitor the effectiveness of individual plans, giving consideration to progress with key skills and range of relevant contexts;
- Ensuring that there is a balance of coverage of the key skills throughout your phase of the school and that key skills are the major measure of learning for pupils.

#### **Notes:**

- You will have access to confidential information on staff and pupils within the school. Failure to maintain confidentiality may lead to disciplinary action which could ultimately lead to dismissal.
- You will be expected to take an active role in promoting e-safety and for ensuring you keep yourself informed of the school's policy in this respect.
- You will be expected to produce work of a high standard and promote high quality at all times.
- You will be expected to keep yourself updated on all matters relating to School policy and you must familiarise yourself with matters relating to health and safety as they affect you personally and/or the School.
- You will be expected to participate in a staff performance management scheme.
- You will be appointed to the school and as such may be required to teach in any area/key stage.

**Other clauses:**

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers Pay and Conditions document (TPCD).
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Head teacher.
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Post holder may deal with sensitive material and should maintain confidentiality in all academy related matters.

**Safeguarding**

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

### Person specification

	Detail	Essential Requirements	Desirable Requirements
<b>Qualifications</b>	Qualifications required for the role	Qualified Teacher Status	Experience of post 16 education
		A degree or equivalent	
		Experience relating to the education of pupils with special needs	
		Experience of working effectively in partnership with other agencies	
		Recent and relevant in-service training	
<b>Knowledge/ Experience</b>	Specific knowledge/ experience required	A sound knowledge and understanding of teaching and learning and approaches for pupils with special educational needs	Experience in working with assistant staff, enabling them to actively contribute to the learning process for pupils
		A commitment to quality of learning for all pupils	Experience in supporting staff and developing high performing teams at both department and whole school level
		Able to motivate, inspire and have high expectations of all pupils and the ability to respond to their individual needs	
		A sound knowledge and understanding of the use of ICT to	

		support teaching and learning	
		A commitment to inclusion of pupils with SEN	
<b>Skills</b>	Line Management Responsibilities	Post 16 Classroom Staff	
	Forward & Strategic Planning	A clear view of planning, assessment, monitoring and evaluation, including the development of key skills	
		An ability to devise and implement individual learning plans to meet the specific needs of each pupil	
		An ability to integrate detailed planning for individuals with long, medium and short term curriculum planning	
		An ability to play a role, as part of the SLT, in strategic planning for the continuing development of the school	
		An ability to contribute constructive and considered suggestions for school improvement and to lead on aspects of school improvement	
	Budget (size and responsibilities)	£750 for educational and curriculum resources	
	Abilities	Ability to work effectively as part of a multi-disciplinary team, liaising effectively with other professionals to meet the needs to individual pupils	
		An ability to manage and work with support staff, enabling them to actively contribute to the learning	



		process for pupils	
		An ability to support staff and develop high performing teams at both departmental and whole school level	
		A commitment to the inclusion of pupils with SEN	
		An ability to promote the spiritual, moral, social, British and cultural development of all pupils	
		An ability to apply good practice and a commitment to working collaboratively with other sectors and organisations	
		An ability to plan and manage systems for monitoring, evaluating and reviewing pupil progress	
		An ability to plan and manage systems for monitoring, evaluating and reviewing staff performance	
<b>Personal Characteristics</b>	Behaviours	An ability to communicate effectively, both orally and in writing, with a range of audiences, in particular pupils, staff, parents/carers and external agencies involved in the life of the school	
		A commitment to high achievement and a pupil centred approach	
		Good organisational ability	
		An ability to remain calm under pressure and work to deadlines	
		An ability to empathise with others	
		A commitment to valuing all individuals	

		A commitment to continuous professional development	
		Adaptability to changing circumstances and new ideas	
		Effective time management	
		Ability to critically evaluate own performance	
		Awareness of, and commitment to, equalities issues	
<b>Special Requirements</b>		Successful candidate will be subject to an enhanced Disclosure & Barring Service Check	
		Right to work in the UK	
		Understand and implement the Trust's Safeguarding and Child Protection policies & procedures	
		Understand and comply with procedures and legislation relating to confidentiality and Data Protection	
		Understand the importance of Health & Safety	




## **Academies Enterprise Trust**

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 66 schools (Primary, Secondary and Special) across England.

We believe that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.



Secondary   
Primary   
Special 

## **Ethos Statement**

Every young person deserves the opportunity to have a life that can be described as 'good quality', free from fear and danger, where they can give and receive respect to and from others with a sense of well-being, belonging, worth and achievement.

AET academies will become High Performing Organisations and, therefore, must be the:

- Education provider of choice for students.
- Employer of choice for staff.
- Investment of choice for parents.

## **Values and Beliefs**

Through our actions and behaviours we will strive to develop young people who:

- Respect themselves and the community (people, property and the environment), and seek to have a positive impact on society;
- Are polite, calm, caring, honest, trustworthy and helpful;
- Are responsible, independent and supportive of each other;
- Are tolerant, open minded and not prejudiced;
- Are determined and have a strong work ethic;
- Will be thoughtful and compassionate with the ability to listen and challenge in a considerate fashion;
- Have good communication skills;
- Offer themselves as good role models for future generations of learners and citizens;
- Can demonstrate strong self-belief and confidence and have high aspirations;
- Are team players who can work and support others, and where necessary are able to take on leadership roles.

## Learning and Development

We welcome colleagues who drive their own professional development and who consider themselves lifelong learners. To encourage this we offer a professional learning journey which can be tailored to your individual needs. We provide experiences, social learning and formal programmes that will enable you to develop new skills, and to work, collaborate, learn and develop with colleagues across our large network.

Your journey will be accessible through the knowledge exchange to enable you to be responsible for your own learning and development. You will have access to the market place, resources and online communities to share good practice and be part of the vast learning opportunities across our network .

We are the largest network of academies in England allowing you to develop your skills, knowledge and expertise in a variety of different settings and locations across the country.

Our journey is designed to create a clear career pathway from induction, to statutory/core development, supporting further development, talent management and career progression. We will support you in achieving excellence together and stretch your learning and development to have greatest impact across our network.



## **Google Education**

Google Education is an exciting and innovative way of learning, introducing easy tools to engage students whenever, wherever on any device!

In summer 2012, AET adopted G Suite for Education, the free web-based communication and collaboration suite available to education establishments.

With products including Gmail, Google Calendar, Google Drive, Google Sites and Google Classroom, AET recognised the potential it would bring to classroom learning, knowledge sharing across the academies, improvements in administrative efficiency and providing access from home for all.

This enables all our students and staff to have access to the most up-to-date technology. Our academies have also rolled out many class sets of Google Chromebooks, affordable browser-based laptops that provide quick, simple access to the web!

Google in Education



A New and Open World for Learning

## **Staff Benefits**

### **Career Development**

- Apprenticeships
- Financial Support towards achieving further Qualifications
- Leadership Programmes
- Progression Opportunities
- Teacher Training Programmes

### **Family Friendly**

- Childcare vouchers – If you are using registered or approved childcare, you can choose to take part of your salary in childcare vouchers to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

### **Financial**

- JTRS Apple Product Store–Employees, students and families are eligible to purchase a range of Apple products at preferential terms.
- EAG Essex Auto Group –Employees are eligible to receive preferential terms on the purchase of new vehicles within the EAG range of vehicle bands they offer. EAG also offer vehicle servicing and repairs, and hold an agency with Motability for those who require a vehicle to their specific disability needs.
- Pension

### **Health and Wellbeing**

- Hi-Tec Sport – Hi-Tec offer staff, students, and parents of the Group a discount on all footwear purchased directly from Hi-Tec via its online store.
- Westfield Health – The Group has enjoyed a business partnership with Westfield Health since 2008, which offers an opportunity to obtain cash back for eligible employee's routine health needs. The scheme provides an excellent range of benefits for you and your dependent children.



## **Academies Enterprise Trust, Safe Recruitment Procedure**

Academies Enterprise Trust is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

### **Disclosure and Barring Service**

A Disclosure and Barring Service Certificate will be required for all posts.

### **Shortlisting**

Only those candidates meeting the right criteria will be short listed.

### **Interview**

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

### **Reference Checking**

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

### **Probation**

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 3 months). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy/trust with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.

### **Equal Opportunities**

Academies Enterprise Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds with different skills and abilities. AET takes positive steps to create an employment culture through its Board of Governors, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community and others connected with it. AET is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

### **Data Protection**

Personal data provided on your application, and for equal opportunities monitoring, is required to enable Academies Enterprise Trust to operate and monitor its recruitment and employment procedures. Data is kept secure and accurate, and disclosure is restricted to those people within the organisation who have a need to access it. Personal data supplied by you is destroyed within prescribed time limits, unless you are appointed, in which case the data you have supplied will form the basis for your individual staff record.