

# GREAT BADDOW

# HIGH SCHOOL



Headteacher: Mr P Farmer BA (Hons)

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## RECRUITMENT PACK

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*This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

## **JOB DESCRIPTION**

<b><i>School:</i></b>	Great Baddow High School
<b><i>Department</i></b>	Resource Base for Deaf Students
<b><i>Job Title:</i></b>	Teacher of the Deaf
<b><i>Responsible to:</i></b>	Head of Department
<b><i>Duties:</i></b>	The School Teachers' Pay and Conditions Document specifies the general professional duties of all teachers. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner.

The successful candidate will be part of a team providing education and support to our deaf students in key stages 3, 4 and 5 who has the ability to deliver the following:

### **Teaching deaf students**

- teaching whole classes
- teaching small groups of students
- team teaching
- working 1:1 or in small groups in mainstream classes with the deaf students
- planning and teaching Resource Base Tutorials
- teaching subject specialism
- providing generic support
- pre- tutoring and post-tutoring mainstream subjects
- teaching and devising individualised programmes of work to meet the needs of individual deaf students
- supporting students to participate in after school revision sessions
- preparing children for and supporting them during internal and public examinations
- communicating with deaf students by using sign language if this is appropriate

### **Specialist assessments and interpretation of results**

- interpreting audiological information and have the ability to explain this to other professionals, parents and students
- testing and monitoring hearing levels
- testing and monitoring hearing aids, cochlear implants and radio aids
- monitoring the acoustic environment of the deaf student and advising on ways of improving it
- assessing the deaf student's ability to communicate with the guidance of the speech and language therapist and deaf sign language instructor
- assessing individual student's needs and setting objectives to ensure that these needs are met
- participating in multi-agency assessments of the needs of deaf students
- contributing towards and completing "EHCP", "Annual Reviews" (in accordance with SEN Code of Practice and statutory requirements)
- liaising with teaching staff, tutors, heads of year and outside agencies to ensure that progress is carefully monitored

### **Provision of advice**

- discussing the implications of hearing loss with the deaf students, parents, mainstream teachers, and any agencies involved with the student

- assisting mainstream teachers to adapt work to meet the needs of deaf students
- advising mainstream teachers of the most appropriate ways of making their classrooms “deaf friendly” environments
- providing “in service training” on the implications of deafness to teachers and student teachers
- sharing information on appropriate communication modes for deaf students
- advising on intervention strategies needed to meet identified needs
- sharing information about other support that may be available
- completing liaison with Primary schools, Further Education, and Higher Education providers

### **Work with students and their families**

- developing good working relationships with students and their parents/guardians
- providing clear impartial information
- assisting parents /guardians to access professional and extended services and provide on-going support to allow this to continue

### **Partnership working**

A teacher of the deaf must have the skills to develop good working relationships with all other professionals who may work with the deaf student and their family. This may include

- audiologists
- paediatricians
- cochlear implant team professionals
- speech and language therapists
- sign Language Interpreters
- MSI/PNI
- mental health care teams
- educational psychologists
- primary school, FE, HE teachers and professionals
- other support services

### **Continuing Professional Development**

- Keeping up to date with mainstream and specialist developments to inform practice
- Keeping up to date with audiological developments
- Keeping up to date with Government strategies in education

Great Baddow High School is well thought of locally. Our motto, which translates to ‘always striving for higher things’, encapsulates our vision for our students and staff.

### **PERSON SPECIFICATION**

	Essential	Desirable
Education, Qualifications and Training	<ul style="list-style-type: none"> <li>• Qualified teacher</li> <li>• Additional specialist qualification for working with deaf pupils in accordance with DFE requirements or willingness to undergo and successfully complete further training.</li> <li>• British Sign Language to a minimum of level 2, or a commitment to achieve this.</li> </ul>	<ul style="list-style-type: none"> <li>• British Sign Language to level 3</li> <li>• Additional recognised Special Educational Needs qualification</li> <li>• Qualified Teacher of the Deaf</li> </ul>
Experience and Knowledge	<ul style="list-style-type: none"> <li>• An understanding of the barriers to learning caused by deafness and the different approaches to overcoming them in the</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching in mainstream schools across more than one phase</li> <li>• Experience of acting in a support and</li> </ul>

	<p>classroom.</p> <ul style="list-style-type: none"> <li>• Experience of working effectively with professionals from other agencies and able to work co-operatively as a member of a multidisciplinary team</li> <li>• Knowledge and understanding of the Special Educational Needs and Disability Code of Practice</li> <li>• Knowledge of specific strategies/modifications for delivering the school curriculum to deaf pupils.</li> <li>• Knowledge of NDCS quality standards for support services and special provisions for deaf pupils</li> </ul>	<p>advisory capacity to schools</p> <ul style="list-style-type: none"> <li>• IT literate and ability to input data</li> </ul>
Ability and Skills	<ul style="list-style-type: none"> <li>• Spoken English fluency</li> <li>• To deliver training to teachers and other professionals</li> <li>• The ability to help plan and evaluate suitably challenging, personalised learning targets and programmes for deaf students</li> <li>• Skills in providing a range of communication methods to deaf students and their parents/carers, based on their individual requirements.</li> <li>• To support and monitor the effective use of hearing technology</li> <li>• Excellent communication and interpersonal skills including the ability to communicate with adults and deaf children of different ages and abilities.</li> </ul>	
Equal Opportunities	<ul style="list-style-type: none"> <li>• Ability to demonstrate awareness/understanding of equal opportunities and other people's behaviour, physical, social and welfare needs</li> </ul>	
Additional Factors	<ul style="list-style-type: none"> <li>• A commitment to helping deaf pupils achieve their potential for communication, learning and emotional wellbeing.</li> <li>• Ability to prioritise and accommodate change</li> <li>• Enthusiasm for working in a multi-professional team and to be able to foster good relationships with staff and students.</li> <li>• Ability to make and defend decisions in a nonthreatening way</li> <li>• An appreciation of the local needs of schools and communities</li> <li>• Ability to maintain high levels of professional and personal integrity</li> <li>• An appreciation of the rights and aspirations of others</li> <li>• To be flexible and be able to work on own initiative and as part of a team.</li> <li>• To have a commitment to undertaking own professional development.</li> <li>• Ability to meet deadlines</li> <li>• To have good classroom management and organisational skills</li> </ul>	

## **TEACHER**

### ***General responsibilities:***

#### ***Curriculum***

- 1 To prepare, teach and evaluate lessons in accordance with statutory requirements, school aims and objectives, school policies and department schemes of work.
- 2 To use a range of teaching and learning strategies and resources so that individual pupils have access to the curriculum.
- 3 To contribute to the teaching of cross-curricular themes, skills and dimensions.

#### ***Pupils***

- 1 To support the school policy on behaviour, discipline and pupil welfare in the classroom. To communicate problems of a pastoral nature to the Head of Year.
- 2 To ensure that pupils use equipment safely.
- 3 To ensure pupils' work is displayed and maintain a tidy, safe and stimulating working environment.
- 4 To liaise with the SENCO/SEN team over pupils with special educational needs and to modify teaching accordingly.
- 5 To ensure that targets outlined in a pupil's Individual Education Plan or equivalent are pursued.
- 6 To ensure that information regarding a pupil's needs or progress is passed to the relevant staff on request
- 7 To liaise with and clarify the role of any support teacher/LSA/Communication Support Worker allocated to the class.
- 8 To promote the use of the library.
- 9 To keep a record of pupil attendance at, and punctuality to, lessons and report any notable observations to the Head of Year.
- 10 To ensure that homework is set in accordance with the homework timetable and recorded in Show my Homework.
- 11 To set and maintain high standards of pupil work in the classroom.
- 12 To ensure that pupils abide by the school's Code of Conduct.
- 13 To ensure that pupils abide by the school's uniform code
- 14 To engender an ethos of hard work and achievement and to use the school's reward and sanctions system appropriately.

#### ***Assessment***

1. To assess pupils' work in accordance with statutory requirements, and school and department policies.
2. To maintain a record of pupils' attainments. To use assessments to diagnose individual strengths and areas for improvement and to plan subsequent teaching accordingly.
3. To write reports on pupils and attend meetings with parents.
4. To assist the Head of Faculty in setting and marking internal examinations, as necessary.
5. To ensure that external examination requirements are satisfied, as necessary.
6. To recommend individual pupils for particular examination courses, as necessary.

#### ***School Duties***

- 1 To undertake duties before and/or after school and at break on a rota basis.
- 2 When required, to cover lessons in accordance with the 'rarely cover' process.
- 3 To assist in the orderly start and finish of exams by supervising pupils as they move around the school near examination rooms.

#### ***General***

- 1 To take reasonable care of department resources and to account for any equipment used.
- 2 To attend department meetings, CPD sessions and other meetings as appropriate to the individual role/responsibilities of the post, and assist in departmental, faculty and whole school planning and evaluation as appropriate.
- 3 To set cover work of a good quality when on known leave of absence and to seek to when ill; to mark such work and ensure that classes recognise it as valuable and relevant.
- 4 To liaise with the Head of Faculty and/or a performance manager over career and professional development.

- 5 To report anything which could endanger or threaten the health and safety of pupils or staff to the appropriate member/s of staff.

### **FORM TUTOR (if allocated)**

The form tutor has a key role in the personal development of the pupil. S/he should ensure that each pupil is known well, that their progress is checked and followed with interest and that guidance is available when needed.

### **General Responsibilities:**

1. To know the form group well and to establish and maintain the highest possible standards of work, behaviour and appearance.
2. To respond appropriately to any problems that may arise in the tutor group either by dealing with them and/or by referring them to the Head of Year.
3. To counsel pupils and to provide guidance and advice to them on matters such as their present and further education, and option or career choices, as necessary.
4. To liaise with subject teachers in order to encourage and monitor the academic development of the pupils.
5. To communicate with parents where appropriate (in conjunction with the Head of Year), including seeing parents at parents' evenings.
6. To attend assemblies in a supervisory role.
7. To register the attendance and punctuality of the pupils and to ensure the collection of absence notes, sick notes etc. by alerting support staff, and to record absence codes accurately
8. To attend year team meetings as required.
9. To ensure the proper and safe treatment of the form room and form notices
10. To assist pupils in the completion of Personal Statements, as necessary. (Year 11)
11. To complete a form tutor page on the school report.
12. To oversee Class Council meetings ensuring that information is communicated promptly and appropriately and that all pupils have the opportunity to contribute.

### **NOTES**

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

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.

This 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.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.

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.

## PERSON SPECIFICATION

Post:	Science Teacher
Knowledge & Experience:	<p>Qualified Teacher Status (E)</p> <p>Full knowledge of National Curriculum (E)</p> <p>Proven record of good classroom practice (E)</p> <p>Qualification in one of the science specialisms (E)</p> <p>Ability to teach across the age and ability range up to and including GCSE (E)</p> <p>Ability to teach across the age and ability range up to and including A level (D)</p> <p>Ability to teach chemistry across the age and ability range up to and including GCSE (D)</p>
Skills:	<p>Good communication skills (E)</p> <p>Proven organisational skills (E)</p> <p>Ability to motivate, inspire and encourage students (E)</p> <p>Excellent classroom management skills (E)</p> <p>Able to work to deadlines (E)</p> <p>Use of ICT for the tracking of student's achievement (E)</p> <p>Effective time management (E)</p> <p>Attention to detail (E)</p>
Aptitudes:	<p>Commitment to equal opportunities, safeguarding and inclusion (E)</p> <p>Commitment to excellence through evaluation and improvement (E)</p> <p>Enthusiastic, calm and patient (E)</p> <p>'Can do' attitude (E)</p> <p>Belief in our student's potential (E)</p> <p>Commitment to teamwork (E)</p> <p>Flexibility (E)</p>
Key:	

- (E) = Essential  
(D) = Desirable

### **Guidance notes for completing application pack**

#### **How to make an application;**

Please complete the application form in black ink or typescript. This application form and process has been designed to provide the range of information necessary for a fair and consistent approach to recruitment. We strongly advise that you carefully read all available information for this job before you start completing the form. Included in this pack are a full job description and a person specification, detailing the skills, qualifications and experience that are required for this job.

You must demonstrate in your application how you are able to fulfil the requirements of the person specification and job description for the post, as this will form the basis on which decisions are made on selection for interview.

#### **Work permit/Evidence of permission to work in the UK (front page)**

Please let us know if you are an overseas national who requires a work permit to work in the UK. You should check your immigration status, if applicable, before answering this question.

Prior to commencing employment with the school, all members of staff will be required to produce documentary evidence of permission to work in the United Kingdom. You could provide, for example, either a British passport, or a passport or national identity card from an EEA country or Switzerland; or, alternatively, a document showing your permanent UK national insurance number and your full UK birth certificate; or a work permit and your passport.

A full list of acceptable documentary evidence is available on request. An original document must be seen on or before your first day of employment.

#### **Employment (sections 2 – 4)**

Please give us full details of your complete work history over the past 10 years, or since school. This can include paid employment, voluntary work and work experience.

#### **Education (sections 5)**

Please give full details of your education, detailing schools/colleges attended and qualifications achieved, including subject, level and grade. Please also include information on any qualifications for which you are currently studying.

#### **Qualifications (section 6)**

Please include details of all professional qualifications, eg qualified teacher status (including DfES number), NNEB, AAT, City & Guilds, BTEC etc. You will be asked to provide evidence of any qualification(s) specifically required for the post.

#### **Any other skills/training (section 7)**

This could include: on the job training; IT training courses; skills training courses; apprenticeships; technical training; health and safety training etc.

#### **Statement in support of your application (section 8)**

Please use this section to explain your reasons for applying for this job. The information you include here should be directly related to the person specification and you should demonstrate clearly how your experience, skills and abilities match those required in the job. You can draw on elements from any aspect of your life, such as education, work, home or community life, as long as you focus on its relevance in comparison to the needs of this job.

#### **References (section 9)**

Please give details of two referees who can comment on your suitability to do this particular job. They can be from college, school or voluntary experience and at least one reference should be from your current or most recent



employer, if applicable. However, references will not be accepted from relatives or from people writing solely in the capacity of friends. In providing the names of referees, you are agreeing that the school may ask their opinions on your character in relation to this application. These opinions, given in trust, will remain strictly confidential. Please note that it is school policy to request references prior to interview if at all possible (unless otherwise requested).

### **Canvassing (section 1)**

Direct or indirect canvassing of county councillors, senior council employees or members of the governing body by you, or on your behalf, is strictly forbidden. Failure to disclose a family relationship to any county councillor, senior council employee or governor may lead to your disqualification.

### **Disclosure of criminal convictions (section 10)**

All applicants will be required to disclose details of both spent and unspent criminal convictions if invited to interview. Those applicants who are appointed to posts within the school will also be required to complete an additional form to enable a check to be made on their criminal record through the Disclosure and Barring Service (DBS) as defined by the Exceptions Order associated with the Employment of ex-Offenders legislation.

Please see the attached copy of the Employment of ex-Offenders policy. The post you are applying for is subject to an enhanced criminal check. The DBS make a charge and this will be paid by the school on behalf of the successful applicant.

Candidates who are asked to complete the DBS form will also be asked to show evidence of identity eg birth certificate/passport/driving licence etc. Any information disclosed will be kept in strict confidence and used only in consideration of your suitability for the job for which you are applying. If you fail to disclose any convictions, then your employment could be subject to dismissal or disciplinary action by the school.

### **Data Protection (section 10)**

All or parts of the information on this form and all other documents submitted in application will be held securely by the school in line with our data protection policy. The information will only be shared in line with the Privacy Notice.

### **Equal opportunities monitoring**

The governing body are equal opportunities employers and committed to ensuring that applicants are selected for appointment on the basis of their abilities relevant to the job. Your application will therefore be considered strictly on the basis of experience, skills, aptitudes, knowledge, attainments and any other criteria necessary to undertake the duties of the post, as set out in the enclosed person specification.

### **Section on disability**

If you have a disability, please indicate any relevant effects of the disability and any adjustments that may help to overcome any disadvantage the disability may cause (a) if you are invited to interview and (b) you are appointed to the post.

### **Closing date**

The closing date for the job is on the advertisement. Please ensure that your application reaches us on the specified date, as late applications will not normally be accepted.

### **Medical clearance**

If you are appointed, you will be asked to complete a Fitness to Work Declaration and may be asked to attend an appointment with the County's occupational physician at County Hall, Chelmsford.

### **Asylum and Immigration Act 1996**

Under the Asylum and Immigration Act 1996, we are required to ensure that all our employees have leave to enter and remain in the UK and are not subject to a condition precluding them from taking up employment. We would therefore ask you to bring with you, if invited to interview, an original document containing a national insurance number, eg P45, P46 or P60 or an old payslip and one of the following:

British birth certificate or passport

European Economic Area (or ESS) passport or identity document

passport or travel document endorsed to show that the holder is entitled to work in the UK (work permit)

certificate of registration or naturalisation as a British citizen

a letter issued by the Home Office confirming that a person has indefinite leave to enter or remain in the UK.

### **Contact information**

If you need any help or advice in completing the application pack, please contact the HR Officer on 01245 293711.  
Please return the completed application pack to the address on the front of the application form.

**Please note that a CV will only be accepted if accompanying a fully completed application form.**

## Recruitment and Selection Policy Statement

1. The Governing Board is committed to:
  - safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
  - promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
  - promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.
2. The Governing Board recognises the value of and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy, gender re-assignment, disability or health, race (which includes colour, nationality and ethnic origin), religion or belief.
3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.
4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.
5. The following pre-employment checks will be required where applicable to the role and settling:
  - receipt of satisfactory references\*
  - verification of identity
  - a satisfactory DBS disclosure if undertaking Regulated Activity
  - verification that you are not on the DBS Children's barred list and therefore not barred from working with Children
  - verification that you are not prohibited from teaching
  - verification of medical fitness
  - verification of qualifications
  - verification of professional status where required e.g. QTS status
  - the production of evidence of the right to work in the UK
  - verification of successful completion of/exemption from statutory induction period
  - verification that you are not subject to any s128 directions preventing you from holding a management position within a school
  - a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2018 or that you have provided a disqualification waiver from Ofsted

***NB It is illegal for anyone who is barred from working with children to apply for, or undertake Regulated Activity.***

\*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. Where it is agreed to defer, referees will be contacted immediately after interview before an offer of employment is made.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.

7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police).

Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service.

The Governing Board is committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2018 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be managed on a case by case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information eg was it a caution or a conviction.
- How long ago did the incident(s) occur?
- Whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed on the SD2 form or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

When making a recruitment decision The Governing Board will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.

The Disclosure and Barring Service has published a Code of Practice and accompanying explanatory guide. This Governing Board is committed to ensuring that it meets the requirements of the Disclosure and Barring Service in relation to the processing, handling and security of Disclosure information.

8. The school processes personal data collected during the recruitment process in accordance with its data protection policy. Data collected as part of recruitment process is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment procedure. On the conclusion of the procedure, data collected will be held in accordance with the school's retention schedule.

A copy of our Recruitment Procedure is available upon request.