



**CLASS TEACHER
CANDIDATE PACK**



**THE WELLBEING OF OUR YOUNG
PEOPLE IS AT THE HEART OF
EVERYTHING WE DO.**

ABOUT US

Belvue High School is a special school that caters for the needs of secondary aged pupils with learning difficulties and associated communication, behavioural, sensory and physical needs.

The wellbeing of our young people is at the heart of everything we do. We believe that prioritising wellbeing and respectful relationships ensures that our young people can maximise the learning opportunities we offer.

One of our greatest strengths is the multicultural dimension that permeates our school. We are proud of the diverse community we serve and of the standard of education we offer through a rich, dynamic and broad curriculum. Creativity, curiosity and independence are central to the learning process. Belvue School is

a happy, safe community where young people are encouraged to carve out their own pathway towards their goals.

We are an outward thinking community and we encourage collaboration, networking and sharing best practice where we can. We encourage our staff team to be reflective practitioners and offer first class CPD opportunities. We have built a vibrant and highly motivated team of dedicated professionals who work together in the best interests of our young people.

Belvue School is an upbeat and purposeful community of learners where young people are taught to take pride in themselves and develop into individuals who embrace their disability and recognise their many gifts and talents.



OUR APPROACH TO TEACHING AND LEARNING WITHIN A SEND ENVIRONMENT

At Belvue School, we use the acronym ASPIRE to summarise our philosophy of education:



A

ACADEMIC EXCELLENCE

S

SUPPORT, NURTURE AND THERAPEUTIC CARE

P

PERSONALISED PATHWAYS

I

INDEPENDENCE, LIFE AND WORK SKILLS

R

RESPECT FOR ALL

E

ENRICHMENT AND CELEBRATION



“

**EXPOSURE TO LEARNING AND
KNOWLEDGE SHOULD NEVER
BE LIMITED BY DISABILITY**

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OUR APPROACH

Belvue School is home to 220 pupils across Key Stage 3 – 5, but is currently expanding. With the addition of one new class in September 2022, the total number of pupils will rise to 230 across three Key Stages in 22 class groups. This expansion is expected to continue over the next two years to a projected total of 240 commissioned places for young people in the borough. The school is organised across two sites, with Year 7 pupils occupying a self-contained unit on the smaller site that offers a stepping stone from the safety of a primary school to the complexity and demands of a secondary school with a defined curriculum. The smaller site allows the school to provide a secure base with a nurturing environment that promotes wellbeing and a sense of safety during this transition. Post 16 students provide the catering on that site as part of their work-related learning curriculum and this provides a positive link between the main school and its satellite.

Each class has a teacher supported by one or two teaching assistants. Pupil numbers in each group vary between 6 and 12 depending on the complexity of students' needs. The groups are ability set within a Key Stage, with Year 7 pupils ability set within the year group. The school is organised in this way to ensure that teaching staff can maximise opportunities for differentiation.

The curriculum at Belvue is unique and customised for our learners. We believe that our young people deserve to experience a range of learning that provokes curiosity and inspires a sense of wonder at the surrounding world;

that exposure to learning and knowledge should never be limited by disability. Subject leaders endeavour to design a curriculum that is dynamic, creative and responsive to the needs of young people as they progress through the school. We aim for a balance between the most relevant aspects of the national curriculum and our commitment to ensuring that our young people are enthused and excited by what they learn. Preparation for Adulthood Outcomes informs each young person's learning journey.

Teaching and learning across the school is underpinned by the standards of the Teach First programme and there is a constant striving for improvement. The core curriculum of Mathematics, English and Personal and Social Education is normally taught by the class teacher whilst the full range of curriculum subjects is taught by specialist teachers. These include Art, Music, Drama, Science, PE and all the technologies.

Assessment for learning is integral to our approach and is recorded using the Earwig platform. To support pupils in assessing their own learning, they have access to a learning journey for all subjects taught.

In line with national guidance the school adopts a multi-disciplinary approach to learning. Staff work collaboratively with a range of other professionals, including occupational health practitioners, speech and language therapists and a psychologist to support individualised pathways. Individual therapy programmes, including behaviour support, are delivered within lessons wherever possible to enhance the learning process.

At Belvue all young people belong to a Vertical Tutor Group, that meets with the vertical tutor twice a day. We believe that vertical tutoring is underpinned by the relationships within the group which helps to develop young people's emotional literacy and a growing sense of group loyalty promotes moral and social development. As a school we believe that this is not something that can be taught but, rather, something that should be nurtured and enabled in a variety of immersive ways. We believe that emotional and social skills are not taught but ultimately 'caught' from adults through attuned, creative and mindful relationships acted out within a supportive and positive environment where all adults are skilled in managing and recognising their own emotions and moods.

We believe that continued emotional engagement promotes neural plasticity. Relationships and the power of connection are, therefore, central to vertical tutoring - not the teaching of relationships as a topic but the forming of relationships. Neuroscientists have found that, in the presence of a 'good enough' other - for example a teaching assistant, mentor or tutor - new and more sophisticated neural pathways can be formed in a child's developing brain and new patterns of relating and behaving can emerge.

Vertical tutors, therefore, attune to the emotional needs of their tutees to establish meaningful relationships. The ability of the tutor to emotionally mirror and read their tutees helps learners to recognise their own feelings and emotions. At Belvue, we believe that the provision of merely physical and intellectual care will not foster the firing of neurons which occurs when connections in the brain change in response to experiences.

As reflective SEND practitioners, all our staff are experienced in the development of emotional wellbeing and participate in ongoing and extensive training and development programmes. Skills and knowledge are further honed through interactions with our young people who teach us new things every day. Staff at Belvue know that it is a privilege to work with such an extraordinary group of young people.



WHAT'S GREAT ABOUT WORKING AT BELVUE SCHOOL?



A **vertical tutor system** that puts emotional wellbeing at the very heart of our philosophy



Excellent **CPD opportunities** for all staff at all levels of their careers



A **stable staff team** with exceptionally low turnover



Supportive **employee assistance programme** for all



A **diverse** and multicultural staff team



PPA for all teaching staff exceeds the national expectations



Staff wellbeing and **workload balance** is fundamental to our approach



A brand **new state of the art building** with an abundance of technology and an award winning woodland pavilion



An **extensive support team** of highly skilled and experienced professionals.

CLASS TEACHER

JOB DESCRIPTION

POST TITLE: Class Teacher with responsibility for an area of responsibility across the curriculum (negotiated on appointment).

SCALE: Main pay scale range 1-6. In line with the current School Teachers' Pay and Conditions Document.

REPORT TO: The Headteacher, members of the Senior Leadership Team (SLT) and the governing body.

SUPERVISORY RESPONSIBILITY: The postholder will be responsible for the deployment and supervision of the work of the class TA.

MAIN PURPOSE OF JOB:

- Committed to and deliver the school's educational philosophy of ASPIRE.
- Responsible for the learning and achievement of all pupils in the class(es) ensuring equality of opportunity for all.
- Responsible and accountable for achieving the highest possible standards in work and conduct.
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils.
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2012).
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.
- Demonstrate a high level of knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with moderate to severe special educational needs; ASD; EAL; disabilities; and be able to use and evaluate a variety of teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- To teach and support early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document.

DUTIES AND RESPONSIBILITIES:

All teachers are required to carry out the duties of a schoolteacher as set out in the current **School Teachers Pay and Conditions Document**. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the **teacher standards** as part of the appraisal process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject(s) that you teach.
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- Be accountable for the attainment, progress and outcomes of pupils you teach.
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate learning activities appropriately to build on these.

Behaviour and Safety

- Responsible for a Vertical Tutor group and the emotional, social and academic well-being of that group.
- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils.
- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.
- A positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.
- Have high expectations of behaviour, promoting self control and independence of all learners.
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document.

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships.
- Deploy support staff effectively as appropriate.
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate.
- Communicate and co-operate with relevant external bodies.
- Make a positive contribution to the wider life and ethos of the school.

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate.
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues.
- Responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012.

Other

- Have professional regard for the ethos, policies and practices of the school and maintain high standards in your own attendance and punctuality.
- Perform any reasonable duties as requested by the Headteacher.

Note: This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

PERSON SPECIFICATION

QUALIFICATIONS AND TRAINING:

- Qualified teacher status or recognised equivalent.
- An SEND qualification – desirable.

EXPERIENCE

- Experience of working with pupils with SEND – desirable.

SKILLS AND KNOWLEDGE

The ability to effectively:

- Create a stimulating and safe learning environment within the classroom and woodland setting.
- Establish and maintain a purposeful working atmosphere.
- Plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach, other relevant initiatives and the school's own policies.
- Assess and record using a digital platform the progress of pupils' learning to inform next steps and monitor progress.
- Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote the diverse cultural and equality issues in the classroom.
- Teach using a wide variety of strategies to maximise achievement for pupils with complex special educational needs.
- Encourage children in developing self-esteem and respect for others.
- Deploy a wide range of effective behaviour management strategies, successfully.
- Communicate to a range of audiences (verbal, written, using ICT as appropriate).
- Use ICT to advance pupils' learning, and use common ICT tools including google classroom for their own and pupils' benefit.
- Communicate effectively with a range of stake holders including therapists, Local Education Officer, Social Services and parents/carers.

COMMITMENT

Demonstrate a commitment to:

- The schools vision and ethos – ASPIRE equalities.
- High quality, stimulating and creative learning environments.
- Relating positively to and showing respect for all members of the school and wider community.
- Ongoing relevant professional self-development and professional reflection on practice.
- Safeguarding and child protection.
- Motivation to contribute to extra-curricular activities.
- Working as part of a multi-disciplinary team.

PERSONAL QUALITIES

- Ability to work under pressure and prioritise effectively.
- Willingness to seek, receive and grow from professional feedback.
- Ability to relate positively to and show respect for all members of the school and wider community.
- Ability to manage workplace stress in self and support colleagues.
- Ability to be patient and empathetic towards young people who often experience life as a challenge.
- Ability to critically reflect on practice and the commitment to continuously improve own knowledge of learning and emotional well-being.
- Flexible in all aspects of school life.
- Have a sense of humour.





HOW TO APPLY

You can find out more about working at Belvue School at:

- www.belvueschool.com/join-the-team
- www.tes.com

All applications must complete an application form and once completed send email to victoriaom@belvue.ealing.sch.uk please note CV's will not be accepted.

OUR LOCATION

Based in the London borough of Ealing in West London, we are easily accessible from the A40 and a short walk from Northolt underground station.

BY CAR

Belvue School and College are easily accessible by road, being just a 5 minute drive from the A40 (Western Avenue).

BY TRAIN

Northolt underground station is in Zone 5 on the central line, which is a 10 minute walk from the school and a 15 minute walk from the college.

GETTING TO BELVUE SCHOOL

BELVUE SCHOOL

Rowdell Road
Northolt UB5 6AG
Email: admin@belvue.ealing.sch.uk
Tel: 0208 845 5766

BELVUE SCHOOL YEAR 7 AT KEN ACOCK

Carr Road
Northolt UB5 4RE
Email: belvuecollege@belvue.ealing.sch.uk
Tel: 0208 422 0372

