

Stormont House School

Information about the Personal & Social Development Leader post

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Who are we?

A three-times outstanding special school whose vision is

Achievement for all in a unique world-class school

that

- intends to be the best in the world at what we do
- moved into a brand-new building in January 2014
- provides good teachers with the opportunity to become excellent
- is respected locally and nationally in the education and creative sectors
- believes our pupils deserve the very best from us

What does the job involve?

Ensuring students achieve as highly as possible in order to progress to further study, find employment and self-expression as active citizens in an ever-changing future.

What will I be directly responsible for?

- Ensuring that student progress and attainment in PSD/PSHCE is the best it can be; developing teaching methodology, interventions and accreditation routes to achieve this.
- The quality of teaching and learning, pupil progress and outcomes in PSD/PSHCE, identifying strengths and areas for development and then acting on them.
- Teaching approximately 8 lessons per week of English
- Having an impact on the educational progress of pupils other than your assigned classes, including leading and coordinating the tutor time and work experience programmes
- Leading, developing and enhancing the teaching practice of other staff
- Being a form tutor (10 pupils) and taking a lead role ensuring each has positive outcomes in their learning and personal development

Who are you?

1. Passionate about the difference schools can make to young people's ability to learn, create, express themselves and become active global citizens
2. A first-class teacher with a track record you can speak to
3. You're likely to have secondary/ FE experience including accredited courses (ideally BTEC or similar), but we are open-minded about this if you have something else to convince us
4. Experienced in leading improvement and learning from mistakes
5. Committed to keeping children safe through learning how to avoid/ minimise online risks
6. A self-starting team player with much to offer while still ready to learn
7. Ready to make the most of a rare opportunity to shape inclusion, curriculum, teaching and learning in our school
8. Clear on your views about the implications for students with learning difficulties of the new National Curriculum and changes to accreditation routes
9. Clearer still on what you have to offer us that can move us closer to our school vision

Who are the pupils?

Our pupils

1. Are fantastic, though not an 'easy ride' in any sense
2. usually come from mainstream primary school at age 11 as a large secondary school just wouldn't work for them
3. usually remain here until age 16 or 17 before going onto mainstream local colleges
4. have a wide range of Learning; Speech, Language & Communication and Emotional Needs
5. have many strengths and talents as well as difficulties, achieving up to GCSE/BTEC levels
6. make great strides with their personal, social and academic development during their time here

What else do you need to know?

- This post is available due to the current postholder moving to FE
- In 2014 we moved into a brand-new 3-storey building that we helped design; exciting!
- In Key Stage 3, there are 1-2 lessons per week of PSHCE/PSD, 3 per week in Key Stage 4 and 2 per week in Year 12. The weekly form tutor programme is also led by this role.
- The department currently consists of teachers with primary, secondary and FE experience. The other teachers teach between 2-5 PSHCE/PSD lessons per week as part of their teaching commitment.
- There are 30 lessons per week. The total teaching commitment is around 25 lessons per week. About 8 of these currently are English lessons and the remainder PSHCE/PSD, taught across KS3, 4 & 5.
- We are piloting assessments using an emotional literacy framework to help us determine how best to target resources and activities to different classes and to evidence progress in this area.
- We offer vocational accreditation rather than rather than GCSE (Edexcel PSD and BTEC Workskills). Your input into developing keeping accreditation routes appropriate will be vital. This is part of our strategy for learners to achieve enough transferable accreditation to progress to higher levels when they leave to go to College/ further training.
- We anticipate that the successful candidate will have experience of vocational accreditation and of contributing to the development of their current department
- We are a lead school in the Hackney Teaching School Alliance; having a bigger impact on teacher training and CPD beyond our school is a priority for the coming year. We are working closely with a primary and a secondary school on the John Hattie Visible Learning Programme, developing evidence-informed approaches to teaching and learning
- Our pupils have usually been in mainstream primary school before coming here at secondary transfer and have a wide range of Learning, Speech, Language & Communication and Emotional Needs.
- Although they make great strides with their personal, social and academic development during their time here, most pupils will still have considerable difficulties with their learning when they are in KS4.
- Salary is competitive: TLR2a plus SEN1 on the Inner London Scale. Possibilities for additional responsibilities and salary progression will arise once in role.
- We take safeguarding children seriously: employment is not confirmed until a reference for your current/ most recent Headteacher and enhanced clearance from the Disclosure and Barring Scheme (DBS) are received.
- If you think your skills and experiences don't fully fit the bill, but the rest excites you, please read on and discuss it with the Headteacher, Kevin McDonnell.

What do I do next?

- Find out more about the life of the school from our website
- Download more information about the job and the school
- Have an informal discussion with [Kevin McDonnell](#), Headteacher (020) 8985 4245
- Arrange to visit the school
- **Apply** if all of the above 'fit'