Information Pack
English Teacher
Closing: Monday 16th July 12 noon
Welcome to The Rise School. Thank you for your interest in joining our team!

I have over 20 years experience of working in a variety of secondary mainstream and special educational needs schools. During this time I have come to understand that the ‘whole child’ and his or her happiness is the absolute key to their overall success.

I am passionate about providing the very best educational opportunities in our school community. The Rise is a very special place for autistic children and young people to learn, thrive and be happy, working hand in hand with our families and carers.

Our school values are Be Kind, Be Resilient, Be Proud. They underpin our community and if you visit us you will see examples of these values in action recorded on our ‘Kindness Trees’ and celebrated through our rewards system which encourages our pupils to develop empathy and compassion. Our environment is one in which we all can feel safe and appreciated for our individual contributions.

Our pupils are some of the most vulnerable children in society and we are passionate about wanting them to blossom and experience success whilst developing confidence and strategies to overcome some of the challenges associated with their autism. I believe that we have a responsibility to ensure we equip our pupils with the confidence and skills to live their lives safely and successfully and go on to take their place within the local community and beyond.

I have the highest expectations and am very aspirational for each and every pupil in our care. We see academic success for our pupils as of equal importance to their social and emotional growth. We constantly review our practice and provide staff training to ensure we are providing the best possible teaching and learning experience for our pupils.

Our “state of the art” building offers an enormous range of learning and social opportunities to our pupils. In addition to the basic core curriculum we provide a range of really exciting and beneficial learning opportunities such as Duke of Edinburgh awards, camping trips, yoga, learning opportunities outside the classroom and Mindfulness. As our pupils go into Key Stage 4 (14-16 years) we offer a bespoke curriculum that will provide further opportunities from GCSEs to vocational pathways. I encourage staff to innovate and play to their strengths whilst offering additional opportunities for our pupils to achieve academic success and a personal fulfilment.

Ultimately I am so very proud of the pupils and staff of The Rise School, who together ensure that our school is a very special and exciting place for us all to be.

Sarah Roscoe – Head Teacher
JOB DESCRIPTION

English Teacher

• Salary details: xxxxxxx
• Job Term: Full Time or Part Time
• Appointment Type: Term-time only

The Purpose
To deliver high quality English lessons to support pupils (particularly KS4) to achieve GCSE and functional qualifications.

Key responsibilities
As English Teacher
- To work with the other teachers on the curriculum development of English and assessment across secondary phases with input to primary.
- To work closely with the other teachers to ensure effective running of the department.
- To adhere to the criteria as set out in the school handbook with particular regard to setting and marking of work and reporting procedures.
- To bring to the attention of the line manager any difficulties which arise within the department.
- To attend regular meetings, formal and informal, to discuss department matters and to ensure that the department works as a team.
- To work closely with the other members of the department to plan syllabuses/schemes of work and lesson plans.
- To ensure the production, evaluation and revision of schemes of work to meet the needs of individual pupils.
- To work with other teachers to select suitable text books and teaching materials for English lessons.
- To set work if you are absent in accordance to school guidelines.
- To co-operate with other members of the school in cross-curricular activities.
- To keep up to date with educational developments and changes within the subject area.
- To work closely with other staff to ensure that pupils are entered for public examinations in liaison with the examinations officer.
- To bring to the attention of your department if equipment needs to be ordered.
- To ensure differentiated homework is set across the department as per the school timetable and ensure that it is regularly marked with constructive feedback.
- To actively engage in relevant CPD opportunities.

As Subject Teacher
- Teach great differentiated lessons, ensuring that pupils make at least expected progress towards their ISP and P/National Curriculum level targets as a result of a broad, balanced, functional and relevant curriculum that is personalised in accordance with pupils’ needs.
- Work collaboratively with The Rise team to personalise learning journeys and lesson planning for each pupil to ensure they overcome potential barriers to learning and participation, using strategies and interventions that are evidence-based.
- Ensure the adults supporting during lessons generate high levels of engagement and commitment to learning and offer sharply focussed and timely support and intervention that matches individual needs accurately.
- Promote pupils’ spiritual, moral, social and cultural development to enable them to thrive both within our supportive learning community and in their everyday lives.
- Actively participate in the appropriate curriculum resources/activities/displays etc within the department.
- Demonstrate through practice an understanding and personal commitment to safeguarding and promoting the welfare of children and young people.
- Responsible for ensuring you are effectively communicating (the right information, to the right people, at the right time).

As Class Tutor
- To promote the general purpose and well-being of pupils assigned to them.
- To ensure that ISPs are reviewed and updated as per the school calendar.
- To be responsible for the academic, disciplinary and pastoral welfare of pupils in their registration group.
- To be the first point of call for parents.
- To ensure appropriate use of register times as directed by SLT.

Assessment & Reporting
- To support pupils in achieving accreditation, awards and qualifications appropriate to their age, interests and ability.
- To contribute to Pupil Annual Reviews, Individual Support Plans (ISPs), Annual targets and attend relevant meetings.

How to apply
To apply please download and complete our application form and equality monitoring form from our website www.TheRiseSchool.com. Completed applications should be emailed to LindaBurn@TheRiseSchool.com.

The closing date for applications is xxxxxxxxx. Interviews will take place xxxxxxxxx. The school is committed to safeguarding and promoting the safety and welfare of children and young people. All staff and volunteers are expected to share this commitment and all appointments will be subject to appropriate vetting including references and an enhanced DBS.
ADDITIONAL RESPONSIBILITIES

Equalities
Be aware of and support difference and ensure that pupils have equality of access to opportunities to learn and develop.

Health & Safety
Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection; and report all concerns to an appropriate person.

Training & Professional Development
Committed to continued professional development, in teaching, behaviour and curriculum (relevant to The Rise School)
Participate in scheduled Line Management meetings
Engage with personal CPD reading on a weekly basis

PERSON SPECIFICATION

Qualifications
• Qualified Teacher Status (Essential)
• Special Needs Qualification (Desirable)
• Experience as a English Teacher (Essential)

Experience
• Knowledge of the National Curriculum Key Stages appropriate to phase (Essential)

Skills and Attributes
• Evidence of excellent interpersonal and communication skills (both verbal and written) (Essential)
• Evidence of experience, ability and enthusiasm for collaborative working across multi-disciplinary team and with other settings (Essential)
• Excellent organisational skills; able to balance conflicting priorities (Essential)
• Good data analysis skills (assessment for learning) (Essential)
• IT literate (Essential)
• Physically and emotionally resilient in order to work with children and young adults with autism with challenging behavior (Essential)
• Leadership / coaching training (Desirable)
“The School’s work to promote pupils’ personal development and welfare is outstanding”. – Ofsted June 2017
Safer recruitment process
The Rise School is committed to safeguarding and promoting the welfare of children and young people.
In order to meet this responsibility all candidates will be subjected to a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below. Please do not hesitate to contact the school if further detail is required.

Disclosure This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (CRB). Applicants are required, before appointment, to disclose any conviction, caution or binding over including ‘spent convictions’ under the Rehabilitation of Of-fenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred. Short listing Short listing will occur after......................with interviews taking place in the following 2 week period. Interview Candidates will be subject to an in-depth, in-person interview and assessment, along with a telephone interview in some circumstances. At each stage of the process candidates will be asked to address any discrepancies, anomalies or gaps in their application form or arising from information gained at the previous stage of the recruitment process. Reference checking References from the previous and current employers will be taken up for shortlisted candidates, possibly before interview, and where necessary employers may be contacted to gather further information or address any discrepancies, anomalies or gaps in the reference provided. Probation All new staff will be subject to a probation period (which may, in certain circumstances, be extended by up to 10 weeks). 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 Rise School 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 safeguarding and relationships with pupils. Equal Opportunities The Rise School is dedicated to providing equal opportunities and will monitor the recruitment process rigorously to ensure fair access and opportunity for all.