



APPLICATION PACK

ROLE: Teacher of Visual Impairment

START DATE: Required January 2020

SALARY: MPS/UPS + SEN 1 (£2042) up to SEN 2 (£4034)

0.8 FTE may be considered for the right candidate.

Applications are welcomed from experienced and Qualified Teachers of the Visually Impaired (QTVI) or good teachers with experience/interest in Special Educational Needs, looking to develop their career in working with children with visual impairment. Full training will be given and you must be willing to undertake mandatory specialist training for this post, by completing a 2 year distance learning course.

OPEN AFTERNOON: Friday 21st June 2019

Moor End Academy
Dryclough Road
Crosland Moor
Huddersfield
HD4 5JA

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Fax: 01484 222233
Email: office@edu.moorend.org
Principal: Mr Kash Rafiq

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'A word from the Principal'



Dear Applicant,

Firstly, thank you for your interest in working at Moor End Academy. If you are impressed by our work, understand our vision and want to be a part of our journey to world class, then we are keen to hear from you.

Moor End are partners in the highly regarded South Pennine Academies family, and we firmly believe in educating young people to be successful through strong leadership, high performing staff and through engaging communities. Our vision is to become a world class centre of educational excellence; an academy that provides the very best learning experiences as well as fostering a culture of aspiration, so that every student makes good progress and reaches their full potential regardless of their starting points. We passionately believe that, as educators, we have the power and responsibility to inspire our students to be the best they can be - to enable our learners to pursue their dreams and become the leaders of tomorrow.

To me, it's essential that all members of our school community put in the time and energy to bring the ethos to life. It's important to me that everyone who steps through our doors: staff, students and parents-are excited to be here! This attitude enables us to meet our goal of becoming a world class center of educational excellence in a positive, fun, and nurturing environment.

We want to expand our family of committed and skilled people, who will impact positively on the futures of our next generation. If you wish to discuss any of the opportunities we have on offer, please contact us at jharrison@edu.moorend.org or call 01484 222230.

Please enjoy reading further, and we look forward to hearing from you.

Yours sincerely,



Mr Kash Rafiq
Principal



Moor End is a converter academy that opened on 17th August 2011. We converted as an outstanding school. Prior to this we were a community school. Our CEO, Jane Acklam is a National Leader of Education. Under these designations we play a leading role in the training and professional development of teachers and contribute towards the raising of standards across the school system through school to school support. Moor End is an award winning academy and has continued to be recognised by Ofsted as 'outstanding'.

At Moor End we have the secondary resourced provision for students within Kirklees with visual impairment, with a capacity for 12 fixed-term places and 2 transitional places. Students within the provision attend mainstream lessons and are fully integrated in to academy life. In addition to these places, the team also supports over 80 students, across secondary schools in Kirklees, in an outreach capacity. The team consists of highly skilled teachers, technicians and educational teaching assistants who support the students' access to the curriculum. Students in the provision also access a personalised additional curriculum, which supports their independence, including - amongst others - mobility, braille and touch-typing.

We have a number of experienced and skilled educational teaching assistants who support students and classes that require enhanced input to access the curriculum. English and maths have their own dedicated teaching assistant whilst the other teaching assistants are managed, supported, trained and allocated through the special educational needs department.

We are an 11-16 mixed comprehensive academy with 1000 students on roll. In 2015, Woodside Pre School opened in the grounds of Moor End Academy. Woodside Pre School serves 2-4 year olds and has a 36 place setting. In January 2016, it was rated as 'Good' by Ofsted, with the inspection report stating 'Children of all abilities make good progress from their different starting points. They are eager to take part and are well prepared for the next steps in their learning.'

Beaumont Primary Academy opened its doors for the first time in September 2016 and the staff and students moved into their fantastic new building which is on our Dryclough site on September 2018. For more information please see www.beaumontprimary.org.uk.

The academy draws the majority of its admissions from the local area. We are held in high regard locally and regionally. The academy's mission is for all young people at Moor End to ensure we can confidently say, "we gave every student his or her GCSE passport to success." We passionately believe, as educators, we have the power and responsibility to inspire our students to be the best they can be to enable our learners to pursue their dreams and become the leaders of tomorrow.

We serve a highly deprived area of Huddersfield. Over 70% of our students come from ethnic minority backgrounds and we usually have around 10% of our cohort who are either new arrivals to the country, asylum seekers/refugees or other foreign nationals. 49.4% of our students have a first language that is not English. 38% of our students start education at Moor End Academy as lower attaining students, yet when they leave us, over two thirds make better than national average progress. The majority of our learners stay in education post 16 at the further education colleges within Huddersfield.



South Pennine Academies Trust has grown from strength to strength with eight primary and secondary schools that have a shared vision of:

- *Strong and effective leadership;*
- *High performing staff;*
- *Successful students;*
- *Engaged community.*

South Pennine Academies believe in school improvement through a partnership model; this brings expertise and capacity to the school improvement agenda. Whilst Moor End Academy retains its own characteristics and ethos, it benefits immensely from school partnership working. The shared working provides exceptional cross phase, subject to subject and leadership development opportunities to staff across the trust. You can expect the highest quality professional development at not only Moor End Academy, but also trust wide.

For more information visit <http://www.southpennineacademies.org/>

Dryclough Campus

Campus development at our Dryclough site continues to be exciting for staff, students and the local community, with Moor End Academy just one part of a vibrant campus, which includes;

Woodside Pre School - this serves 2–4 year olds and is a 36 place setting. In January 2016, it was rated as 'Good' by Ofsted. For more information please see <http://woodsideps.org.uk/>

Beaumont Primary Academy - the country's first Presumption Free School, opened its doors for the first time in September 2016. This primary provision currently accommodates up to 90 places this year. A new state of the art school building opened its doors in September 2018 with a capacity eventually for up to 630 children. For more information please see www.beaumontprimary.org.uk

Huddersfield Horizon School Centred Initial Teacher Training (SCITT) - "Huddersfield Horizon" teacher training base is situated on the Dryclough campus. For more information please see <https://huddersfieldhorizon.com/>

JOINING MOOR END ACADEMY

- Moor End Academy is committed to developing all staff within their roles and creating opportunities for further career progression.
- **Pension** – Every employee of Moor End Academy has access to the Teachers' Pension Scheme or West Yorkshire Pension Fund.
- **SAS** - The Academy uses School Advisory Service as our cover insurer and included in this is a number of wellbeing benefits for all members of staff. These benefits include a stress counselling service, physiotherapy service, cancer support service and a 24 hour GP Helpline.
- **Wellbeing Benefits** including annual flu vaccinations, fresh fruit for staff, staff exercise classes and much more!



LOCAL INFORMATION



Huddersfield is a large market town in the Metropolitan Borough of Kirklees, in West Yorkshire, England, halfway between Leeds and Manchester. It lies 190 miles north (310 km) of London, and 10.3 miles (16.6 km) south of Bradford, the nearest city.

Moor End Academy is easily reached from Barnsley (18 miles), Penistone (13 miles), Holmfirth (6 miles), Wakefield (15 Miles), Bradford (15 miles), Oldham (17 Miles), Rochdale (22 miles), Hebden Bridge (16 miles), Halifax (10 miles), and Leeds (20 miles). Moor End is just a few miles south of the town centre.



Huddersfield is near the confluence of the River Colne and the River Holme. Located within the historic county boundaries of the West Riding of Yorkshire, according to the 2001 Census it was the 10th largest town in the UK and with a total resident population of 146,234. The town is known for its role in the Industrial Revolution, for being the birthplace of rugby league and birthplace of the British Prime Minister, Harold Wilson.

Within our own catchment is the breathtaking Beaumont Park, which was bequeathed to the town in the 1880s, by the Henry Ralph Beaumont ('Beaumont's of Whitley' estate) and was opened on 13 October 1883, by Prince Leopold, fourth son of Queen Victoria, and his wife Princess Helena of Waldeck and Pymont (The Duke and Duchess of Albany). It is a fine example of a Victorian era public park with water cascades, bandstand and woodland. The academy has a working relationship with the Friends of Beaumont Park.



Huddersfield is a town known for sport, home to the rugby league team, Huddersfield Giants, founded in 1895 and Huddersfield Town F.C.- founded in 1908. Many of the staff are keen supporters. The town is also well known for excellent cycling facilities around the local area and many cycle lanes. Tour de France 2014 came to Huddersfield during the second stage, which was 125 miles long, including perhaps the most famous climb in British cycling - up Holme Moss, near Huddersfield. It also passed through Holmfirth, famous as the location of the long-running BBC comedy Last of the Summer Wine. The town is home to the University of Huddersfield and the sixth form colleges Greenhead College, Kirklees College and Huddersfield

New College Huddersfield is a town of Victorian architecture and beauty. Huddersfield railway station is a Grade I listed building described by John Betjeman as 'the most splendid station facade in England' second only to St Pancras, London. The station is less than 2 miles from the academy.

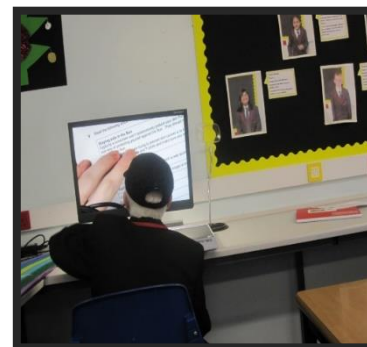
Banks and shopping

Many of the national banks and building societies have branches not only in the town centre but also in many of the outlying village areas. And.... finally shopping! The town hosts a range of shopping experiences including a haven for independent shopping, the Byram Arcade which is the town's oldest Victorian arcade and a great place to visit. It is spread over three floors, in the heart of the town centre and is home to specialist shops selling fashion, vintage, arts, crafts, and gifts, plus several cafés. We also have the Kingsgate Centre, an undercover shopping facility with all the expected high street brands. The full range of supermarkets and a market are also available in the town.

Why join the Specialist Provision at Moor End Academy for students with a Visual Impairment?

Moor End Academy hosts Kirklees Specialist Provision for Visual Impairment (Secondary). The Provision has capacity for 12 fixed-term places and 2 transitional places; for those student who have a severe visual impairment or who are blind. The team also support over 80 students with visual impairments (VI) in mainstream schools across Kirklees.

The Academy's Outstanding Ofsted report of June 2012 stated: *'The high- quality and extensive provision of modified learning resources using enlarged print, Braille and tactile graphics makes an invaluable contribution to the progress made by visually impaired students. These students receive sensitively tailored support for their individual needs which develops their skills and confidence to live more independently'*



Students in the Specialist Provision are educated with a person centred and proactive approach to inclusion and are part of the whole Academy community. Students with VI within the Provision and from across the Authority are taught and supported by a combination of Qualified Teachers of Visual Impairment (QTVIs), specialist VI educational teaching assistants (ETAs), braille and large print technicians, habilitation officers and family support workers.

We provide an accessible and appropriately challenging person centred provision which will mean that some lessons are conducted outside the mainstream classroom whilst affording access to mainstream lessons for the majority of student's timetable. There is a clear focus on preparation for adulthood and comprehensive support for transition to the next phase of education and life. Students have access to adapted extra-curricular and leisure opportunities.



We are always looking to evolve and work in partnership with curriculum areas to share expertise, skills, experience and instill confidence in all staff across the Academy. We have an open access policy for parents and careers and encourage parental engagement for all activities at The Academy; extra-curricular trips, events and external education experiences such as visits to the Theatre, Colleges and Universities



As part of person centered provision all students undertake an additional VI curriculum. This is designed to develop additional learning skills and approaches necessary to access learning as a student with a visual impairment. This can include; habilitation, braille, specialist IT skills, independent living, advocacy and curriculum support in areas of need.

‘The VI Provision is like a home and I feel safe and secure. The staff encourage and motivate you and if we need extra help and support in lessons we receive it’

‘I like being part of VI because of the help I receive. The enlarged equipment is available for me to use and the computers in VI help me do my work’



Moor End Academy’s Educational Teaching Assistants’ are a crucial part of our team providing in class, small group and one to one support across our curriculum areas and age groups. Within the classroom ETAs work alongside teachers and the QTVIs to maximise the access, inclusion and progress of students with VI.

The role also involves supporting students outside the classroom within the VI Provision to consolidate learning, developing skills within the additional curriculum, social skills and activities for preparation for adulthood and independence.

The successful candidate will join a large team of staff working at this Outstanding Academy in our Specialist Provision team who provide support for children and young people with Visual Impairments, their families and designated local mainstream schools.

Moor End Academy is a very exciting school where the Specialist Provision is embedded into Academy life. If you want to be part of a highly rewarding, vibrant, successful and creative team who are not afraid to take risks, then we’d love to hear from you.

THE SELECTION PROCESS

How to Apply

Thank you for taking time to read and digest our information. If you wish to apply for the post of **Teacher of Visual Impairment** at Moor End Academy, then you should:

- Follow the link to complete the online application form;
- Complete the application form fully, ensuring all details are accurate and all declarations are signed. Please ensure you enclose two professional referees with one being your current employer (with email addresses if possible). Do not enclose additional CVs;
- Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of Moor End;
- Submit your application by **9am Monday 24th June 2019**. *Late applications will not be considered.*

Timetable for the selection process

OPEN AFTERNOON

Visits to the Academy and the Specialist Provision are strongly encouraged for all applicants.

The open afternoon will be on Friday 21st June 2019.

Please contact Laura Foden, Lead Teacher for VI to arrange your visit.

lfoden@edu.moorend.org

01484 222230

- Closing date for applications: **9am Monday 24th June 2019**
- References requested: Following successful shortlisting
- Interview Date: w/b 1st July 2019

If you have not been contacted within the timescales outlined above, we regret that you will not have been offered an interview on this occasion and feedback from paper applications is not provided.

Successful applicants will be required to undertake a Criminal Record Check via the DBS. The academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Moor End Academy

JOB DESCRIPTION

Teacher of Visual Impairment

MPS/UPS + up to SEN 2

Responsible to: Lead Teacher of Visual Impairment at Moor End Academy,
Principal, Mr K Rafiq

ABOUT THE POST

This post is sited in the Specialist Provision within Moor End Academy which provides support for Children and Young People with visual impairments, their families and designated local mainstream schools.

This Specialist Provision is part of a range of provision for children with Sensory Impairment in mainstream schools which includes provision within EYFS, KS1 and KS2 at Dalton JI&N school and provision within KS3 and KS4 at Moor End Academy. These specialist provisions form one of four strands of support for children with: Autistic Spectrum Disorders; Speech, Language and Communication Needs; Sensory Impairments and Physical Impairments.

This role is required to work as part of a team including teachers, support staff and a range of other professionals to support the learning and welfare of all targeted pupils. As a key professional for the specialist provision for visual impairment the post holder will develop and lead strategies which will impact upon the learning and inclusion of children with visual impairment ensuring successful inclusion in their local mainstream school. The postholder will be line managed by the teacher in charge of the provision for visual impairment at Moor End Academy.

This role will involve organising, delivering and evaluating learning for children with visual impairment from across Kirklees through outreach. The post also involves working in partnership with parents/carers and families in order to build confidence and trust. It will also involve working with the SENCOs, class teachers and support staff in a range of mainstream schools.

Professional Responsibilities

To carry out the professional duties of a teacher outlined in the most recent Teacher's Pay and Conditions document, including **Teachers Professional Standards**.

Additionally the post holder will be required to work with named mainstream schools to assist with support and inclusion in partnership with the school and parents, and offer advice and support with regard to pupils with visual impairments.

Pupil Progress

1. Contribution to School SEN Support & Educational Health and Care Plan Reviews.
2. Monitor report and evaluate the effectiveness of the support provided by teachers and support staff in mainstream schools.
3. Responsibility for sharing progress with schools, parents and agencies, through home reports, placement reports and transition plans.

4. Set individual targets (academic and personal/social), review and report on progress for all designated pupils.

General teaching responsibilities

1. To plan, deliver and review specific teaching programmes (including schemes of work) for individuals and groups of pupils.
2. To provide and give advice about creating accessible educational environment for specific children and young people with a range of difficulties.
3. To contribute towards curriculum development and differentiation.
4. To contribute to the planning, delivery and review of the overall curriculum.
5. To share in maintaining good order and discipline.
6. To support pupils and staff in mainstream schools to facilitate inclusion.
7. To prepare reports as necessary for assessing, planning, monitoring, reviewing and evaluating pupils' progress.
8. To attend meetings as required by the Headteacher or strand lead.
9. To advise schools with regard to the SEN Code of Practice.
10. To contribute to the maintenance of an up-to-date database on pupils supported in mainstream and/or placed at the specialist provision.
11. Support of pupils and their parents/carers in enabling pupils to make the most of the educational opportunities offered by the service.
12. To establish and maintain effective and high quality relationships with parents/carers and other professionals
13. To liaise with other agencies when appropriate e.g. Social Care, health agencies, voluntary and community sector organisations.
14. To organise and attend, annual and interim reviews for pupils with statements of SEN/Education Health and care plans
15. To plan, deliver and evaluate INSET

Standard section for all jobs

1. To keep abreast of developments in the areas of curriculum, teaching and learning, inclusion and especially Sensory Impairment.
2. To coordinate and participate in Continuing Professional Development (CPD) and Performance Management as negotiated with the Principal and Senior Teachers
3. To carry out any other duties, appropriate to the level reasonably expected of a teacher paid SEN points, relating to the efficient organisation of the service and school.
4. The teacher's duties must at all times be carried out in compliance with the Academy's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.
5. Take reasonable care of the health and safety of self, other persons and resources whilst at work.
6. Co-operate with management of the school as far as is necessary to enable the responsibilities placed upon the school under the Health and Safety at Work Act to be performed, e.g. operate safe working practices.
7. It is the duty of the teacher not to act in a prejudicial or discriminatory manner towards service users or employees, including those who may be for example from minority ethnic communities, women, disabled or older people, lesbians or gay men. The teacher should also counteract such practice or behaviour by challenging or reporting it.
8. To be responsible for carrying out the appropriate duties set out in the Teachers' Pay and

Conditions Document as directed by the Principal.

9. Carry out your duties with due regard to current and future Moor End Academy policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your contract, induction, ongoing performance development and through Academy communications.
10. As part of your wider duties and responsibilities you are required to promote and actively support the Academy's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

RESPONSIBLE TO: Lead Teacher of Visual Impairment

Moor End Academy
EMPLOYEE SPECIFICATION

POST TITLE: Teacher of Visual Impairment

Scale: MPS/UPS + up to SEN 2

	ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
1.	RELEVANT EXPERIENCE	1.1	Recent experience of teaching KS3 and KS4 pupils with Special Educational Needs.	Application / Selection Process	E
		1.2	Experience of creating, managing and delivering personalised learning programmes / interventions for pupils.	Application / Selection Process	E
		1.3	Experience and knowledge of managing pupils with sensory impairments.	Application / Selection Process	D
		1.4	Excellent classroom practitioner with the ability to motivate and inspire pupils and meet individual needs.	Application / Selection Process	E
		1.5	Experience of assessing pupils with sensory impairments	Application / Selection Process	E
		1.6	Experience of working in partnership with parent(s)/ carer(s) and colleagues in other agencies and provisions	Application / Selection Process	E
		1.7	Experience of monitoring and evaluating the effectiveness of teaching and learning, including personalised learning programmes.	Application/ Selection Process	E

		1.8	Experience of managing support staff/ staff.	Application/ Selection Process	D
2.	EDUCATION AND TRAINING ATTAINMENTS	2.1	Qualified Teacher Status.	Application / Selection Process	E
		2.2	Recent and relevant INSET	Application / Selection Process	E
		2.3	Commitment to continued professional development	Application / Selection Process	E
		2.4	Preparedness to immediately work towards gaining necessary specialist qualifications in Sensory impairments	Application / Selection Process	E
3.	GENERAL AND SPECIAL KNOWLEDGE	3.1	A thorough working knowledge of the SEN Code of Practice.	Application / Selection Process	E
		3.2	Knowledge and understanding of sensory impairments and effective strategies and approaches to support children with sensory impairments	Application / Selection Process	E
		3.3	Ability to promote inclusion and meet the additional needs of all students.	Application / Selection Process	E
		3.4	Ability to chair and /or participate in annual and interim reviews and professional meetings for pupils.	Application / Selection Process	E

		3.5	A well developed understanding of the principles and practices associated with excellence within secondary education.	Application / Selection Process	E
		3.6	Commitment and ability to raise standards for all students.	Application / Selection Process	E
		3.7	A well developed current knowledge of the secondary curriculum.	Application / Selection Process	E
		3.8	A working knowledge of the assessment procedures including the recording, reporting and analysis of children's progress and development.	Application / Selection Process	E
		3.9	A good working knowledge of ICT and its use across the curriculum.	Application / Selection Process	E
4.	SKILLS AND ABILITIES	4.1	Ability to support staff development.	Application / Selection Process	D
		4.2	Ability to work in a solution-focused, flexible manner.	Application / Selection Process	E
		4.3	Ability to develop a positive team spirit, communicate effectively, delegate and negotiate, when necessary, with sensitivity.	Application / Selection Process	E
		4.4	Willingness to lead aspects of INSET.	Application / Selection Process	E

		4.5	Ability to remain calm and supportive at all times.	Application / Selection Process	E
		4.6	Effective communication skills.	Application / Selection Process	E
		4.7	Ability to supervise support staff including Performance Management.	Application / Selection Process	E
		4.8	Ability to participate in policy and school improvement decisions as part of the Specialist Provision Team.	Application / Selection Process	E
		4.9	Ability to review and evaluate the effectiveness of the specialist provision	Application / Selection Process	E
		4.10	The ability to analyse and interpret data.	Application / Selection Process	D
5.	ANY ADDITIONAL FACTORS	5.1	Ability to adapt and be flexible to the needs of the school and specialist provision sector	Application / Selection Process	E
		5.2	Positive approach to the management of change.	Application / Selection Process	E