



PHILIP SOUTHCOTE SCHOOL

# SEN TEACHER (0.5)

Application Pack

Bourne Education Trust





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# WELCOME MESSAGE

I want to extend a warm and heartfelt welcome to all potential applicants who are considering joining the Philip Southcote community. I am extremely proud to serve as the Headteacher of this School, and I am thrilled that you are considering becoming a part of our dedicated team.

As educators, we believe in the power of knowledge, the importance of character development, and the significance of nurturing the unique talents and potential of each student. We are dedicated to creating a learning environment that is inclusive, supportive, and enriching, where both students and staff can grow and excel.

We take great pride in our commitment to delivering a balanced curriculum that not only imparts knowledge and skills but also prepares our students for the challenges and opportunities they will encounter in adulthood. Working at Philip Southcote offers the intrinsic reward of helping students overcome learning and personal challenges within a very special community, it is unique!



We embrace innovation, diversity, and continuous improvement, and we look for individuals who share our vision and values. We encourage all prospective applicants to come for a tour of the school.

**Lee Jerwood, Headteacher**





# PHILIP SOUTHCOTE OVERVIEW

Philip Southcote is a Special Educational Needs and Disabilities School for students aged 11 to 19. We are extremely proud of our educational offer which has the overarching goal of preparing our students for adulthood. Philip Southcote is a place where students establish a sense of belonging and feel safe throughout their educational journey with us. Spread across five sites within Surrey, each provision is staffed and resourced to meet the individual needs of all Philip Southcote students.

**Main School:** A 3-Form entry site for students aged 11 to 16 years.

**Sixth Form:** A purpose built unit for students aged 16 to 19 years, within walking distance from main school.

**Southcote Satellite Centres:** These are based within local mainstreams secondary schools. Chertsey High School, Epsom and Ewell High School and Kings International College, Camberley. Our centres are for students aged 11 to 16 years.

**DPP:** The school benefits from a provision to support students who are Deaf or have a hearing impairment. Our Communication Support Workers have a high level of BSL expertise and are trained in supporting Deaf students to develop their communication skills, develop a positive Deaf identity, and achieve a qualification in BSL. They also ensure students have full access to the whole curriculum.

# OUR VISION & **VALUES**

We want ALL students to develop the confidence, skills and values needed to live as happily and independently as possible; contribution to society as respectful citizens with a strong sense of belong to their community.

At Philip Southcote School we are committed to;

- Empowering young people to become responsible adults; respecting themselves, others and the wider community
- Providing a safe, trusting and respectful learning environment where the Southcote Community promotes life-long learning

**Trust      Respect      Responsibility**  
**Kindness      Courage      Excellence**



## CURRICULUM

We deliver a curriculum that has a balance between preparing students for life after school, whether that is further education or a move into the world of work, and academic excellence.

The curriculum has a range of academic subjects with formal qualifications and life skill subjects that are designed to prepare all students for the future.

It includes aspects to support students to grow into well-rounded young adults with the confidence, skills and values needed to live as happily and independently as possible, contributing to society as respectful citizens with a strong sense of belonging to their community.

## THERAPIES

Our unique school is full of diversity and we are extremely proud of the therapeutic provision on offer to our community.

Our Deaf student Provision and Physical Development Team offer highly personalised support and interventions, and are complemented by our NHS partners: Speech & Language Therapy, Occupational Therapy, Physiotherapy and the Physical and Sensory Support Service.

We provide as many opportunities as possible for our students to take part in stimulating and challenging activities with many students enjoying the Duke of Edinburgh Award Scheme, school sporting matches, swimming lessons, and dance and singing workshops.





# BOURNE EDUCATION TRUST

## OVERVIEW

Bourne Education Trust ('BET') is a successful multi-academy trust made up of twenty three schools (plus four further associate schools), across primary, secondary and specialist school phases in Surrey, Hampshire and the London Borough of Richmond upon Thames.

Specialising in supporting schools to improve their performance, BET continues to grow a community of like-minded academies with the highest aspiration and dedication to achieving the best outcomes for their learners.

At BET, we are responsible for the education of approximately 13,000 pupils and employ a dedicated team of just over 1,500 staff members. Our organisational structure is designed to facilitate collaboration and innovation, with schools grouped into phases and clusters to further allow specialised and cross-phase work.

The size of our schools range from a one-form entry primary to an eight-form entry secondary school with a sixth form, however schools are equally important and carry the same influence in terms of decision-making in line with our commitment to inclusivity and fairness.

Central to our mission is the belief that every child, regardless of their background, deserves access to a high-quality education and as an employer we know that our people are the key to our success – so for this reason you will find a culture of excellence across our schools, inspiring confidence and belief in our communities.

For more information, please visit [www.bourne.education](http://www.bourne.education)

## BET VALUES

BET's values are summarised by our strapline: 'Transforming schools; changing lives'.

We absolutely believe that all children regardless of context or background deserve a great education, hence our involvement in schools and communities that have not always experienced this. Whilst we want our schools to retain their own identity, all BET schools share environments that are extremely warm and welcoming, professional, relentlessly positive, highly aspirational and characterised by happy and safe students with excellent relationships between them and the staff. In all classrooms and beyond students enjoy creative and effective teaching and learning that fosters belief and confidence.

# BET PHILOSOPHY

Our philosophy is to have schools working as effectively as possible and serving their community. We err towards independence but never forget we are one organisation working together. Our schools welcome the support of the Trust and its collective ethos but relish their remit as local schools and the responsibility that brings. We are highly focussed on our work on equality, diversity and inclusion ('EDI') and environment, social and governance ('ESG') to ensure our organisation is highly sustainable and a driver for social justice. This permeates through our Trust-wide think tank, our CPD offer and our quality assurance approach.

# BET BEHAVIOURS

4 shared behaviours - we are reflective, aspirational, optimistic and inclusive.

## REFLECTIVE

- Being outward facing and continually scanning the horizon
- Making decisions carefully, drawing on evidence, risk analysis and research
- Deploying school resources so they are sustainable and have long-term impact to safeguard the future for our young people
- Learning without borders by working with and learning from different phases, specialisms and sectors

## ASPIRATIONAL

- Creating a culture of high performance and professionalism where morale, health and wellbeing are high
- Holding one another to account and having the courage to challenge and to question
- Creating great places to work where people feel supported, empowered and encouraged to achieve their ambitions
- Creating community confidence and pride in our schools and Trust

## OPTIMISTIC

- Being resilient, energetic, proactive and positive whilst taking responsibility for solving issues
- Believing that everyone has potential, is valued and can contribute Clearly identifying and sharing why we do what we do
- Focusing on the team's outcome and not just the individual

## INCLUSIVE

- Acting as a positive force for equality; creating communities where everyone can be their authentic self and have a sense of belonging
- Committing to social justice and sustainable leadership whilst acting with humility and integrity
- Learning about our biases and blind spots and challenging expectations and stereotypes
- Showing high levels of emotional intelligence, being highly visible and communicating precisely, accessibly, and confidently



# JOB DESCRIPTION



<b>Location:</b>	Southcote Centre, Kings International College, Camberley
<b>Contract:</b>	Permanent / Part Time (0.5)
<b>Salary:</b>	Fringe MPS (£33,075-£45,037) + £2,679 (SEN)
<b>Responsible to:</b>	Head of Centre and ultimately Headteacher
<b>Benefits:</b>	Workplace pension TPS; occupational sick pay; recognition policies; access to in-house, external and bespoke CPD, including nationally recognised qualifications where appropriate; HR and wellbeing support; family friendly policies; staff benefits scheme including 24/7 online GP service, Cycle to Work scheme and free online fitness classes

## ROLE PURPOSE

Responsible for the learning and achievement of all pupils in the class, ensuring equity of opportunity for all, achieving the highest possible standards in work and conduct. All teachers are required to carry out the professional duties and responsibilities of a schoolteacher as defined by 'Teachers' Standards' and set out in the current 'School Teachers Pay and Conditions Document'.

## MAIN DUTIES AND RESPONSIBILITIES:

### Teaching and Learning:

- Deliver the curriculum as relevant to the age and ability of the individuals and classes you teach, preparing and developing teaching materials, programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of all pupils within your class/es, planning effectively to ensure that pupils have the opportunity to meet their potential
- Be aware of pupils' capabilities, planning effectively to meet the needs of pupils with Special Educational Needs and work in collaboration with the SENCo to make an appropriate contribution to and participate in the preparation, implementation, monitoring and review of SEN Support Arrangements
- Use an appropriate range of observations, assessment, monitoring and recording strategies as a basis for setting challenging learning for pupils with diverse abilities and experiences, monitoring pupil progress and attainment

- Make accurate and productive use of assessments to secure pupil progress and report to parents on the development, progress and attainment of pupils
- Establish and maintain engaging and effective relationships with parents, Governors and the wider community
- Use relevant data effectively to monitor progress, set targets and plan lessons
- Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding that pupils have acquired
- Promote and facilitate extra curricular activities, after school clubs, targeted boosters and residential trips where appropriate
- Provide pupils with regular feedback, both in real time and through accurate marking, encouraging pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude towards their own work and study
- Effectively and consistently apply school policies and guidelines
- Support initiatives directed by the Headteacher and the Senior Leadership Team
- Plan for, organise and direct the work of relevant Support Staff within the classroom. This will sometimes include direct line management of Learning Support Assistants/Teaching Assistants
- Participate in arrangements for examinations and assessments within the remit of the 'School Teachers' pay and conditions document'

#### **Behaviour and Safety:**

- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns by following the relevant policies and procedures
- Establish a safe, purposeful and stimulating environment for pupils, ensuring high expectations of discipline which pupils respect, acting to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school
- Manage classes effectively, using approaches which are appropriate to the pupils' needs in order to inspire, motivate and challenge pupils
- Be a positive role model, and demonstrate consistently the positive attitudes, values and behaviour expected of pupils'
- Establish and maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

#### **Teamwork, Collaboration and Professional Development:**

- Actively participate in meetings and professional development opportunities
- Engage and make positive contributions as a member of the wider school team, planning collaboratively, sharing information, ideas and expertise, raising standards by sharing effective practice

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupil progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012
- Have professional regard for the ethos, policies and procedures of the school in which you teach
- Undertake a due share of duties according to the published rota
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Effectively collaborate across the Trust network and clusters, sharing best practice and facilitating benchmarking across schools where appropriate

#### **Key Skills Required:**

- Ability to demonstrate an awareness, understanding and commitment to the protection and safeguarding of children (E)
- Qualified Teacher Status or equivalent (E)
- Ability to evidence effective continuous professional development (E)
- Experience of teaching in relevant Key Stage and/or subject area (D)
- Ability to evidence effective communication with a wide audience / range of stakeholders (E)
- Proven track record in establishing effective relationships with parents, governors and the community (E)
- Ability to evidence excellent IT skills on a wide range of programmes and software (E)
- Ability to demonstrate an understanding of wider educational issues, knowledge of the appropriate key stage curriculum and national strategies (E)



## **APPLICATION PROCESS**

Thank you for your interest in this role. We look forward to receiving your application. Interested candidates should be aware that the closing date for applications is Sunday 19th January 2025. Prompt applications are encouraged, as we reserve the right to shortlist and interview ahead of the closing date. To apply for this position, you must complete a Bourne Education Trust online application form. Candidates applying through Eteach may use the 'apply now' functions. Please note in all cases CVs without a fully completed application form will not be considered. You will be contacted via email if you have been shortlisted for an interview. If you have any further questions or would like to arrange a call with Lee Jerwood, Headteacher, please contact Emma Broughton, HR Manager, on 01932 562326 or [HR@philip-southcote.surrey.sch.uk](mailto:HR@philip-southcote.surrey.sch.uk).

**SAFEGUARDING:** BET is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The appointment will be made subject to an Enhanced Disclosure and Barring Service approval ('DBS') as part of our rigorous approach to safeguarding our children.

**EQUAL OPPORTUNITIES:** BET is committed to equality of opportunity for all colleagues, students and other stakeholders. Applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

**HEALTH AND SAFETY:** The board of trustees, local governing committees (LGC) and all leaders across Bourne Education Trust recognise and accept their responsibilities to provide a safe and healthy working environment for all employees, students and visitors. We expect all colleagues to take reasonable care of their own health and safety and that of others who may be affected by their actions at work. All BET employees must co-operate with us to access proper training and to make sure they understand and follow the Trust's health and safety policies and procedures, and to help everyone meet their legal requirements. All colleagues must take responsibility for reporting concerns relating to health and safety matters through appropriate channels.



Philip Southcote School  
Addlestone Moor, Weybridge, Surrey, KT15 2QH

Sixth Form, Philip Southcote School  
The Meads, Chertsey Road, Surrey, KT15 2EP

Southcote Centre, Chertsey  
Chertsey High School, Chertsey Road, Surrey, KT15 2EP

Southcote Centre, Epsom and Ewell  
Epsom and Ewell High School, Ruxley Lane, West Ewell, Epsom, KT19 9JW

Southcote Centre, Kings International  
Kings International College, Watchetts Drive, Camberley, Surrey, GU14 2PQ

Tel: 01932 562326  
Email: [HR@philip-southcote.surrey.sch.uk](mailto:HR@philip-southcote.surrey.sch.uk)