

Teacher Courtlands School



Dear prospective candidate,

Thank you for taking the time to look at our Teaching position at Courtlands School.

Courtlands is a friendly and ambitious school which is part of Transforming Futures Trust in Plymouth which caters for primary aged children (4-11) with Moderate Learning Difficulties and Social, Emotional and Mental Health needs. Our innovative curriculum is based on meeting individual's needs rather than schemes of work, and it provides a wide range of curriculum and therapeutic input.

Our children love coming to school and enjoy all that we have to offer, through their therapies to the extra-curricular clubs and activities, but most of all the personal relationships they have with their peers and us. They tell us that they feel very safe and well cared for and proud when they make progress. They behave exceptionally well when calmly and consistently supported to reflect on their own needs and learn to empathise with others and to be proud of their own achievements.

We are looking to recruit an outstanding Teacher to join the team where you can be class based as well as supporting children outside of the classroom. We are looking for people with a real passion for working in an environment with complex but rewarding children in a supportive and compassionate environment. You will complement the work of the wider school by taking responsibility for agreed learning activities under an agreed system of supervision. The successful candidates will demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND) and use effective behaviour regulation strategies consistently in line with the school's policy and procedures.

We can offer you a motivated and skilled staff team and a real opportunity to make a difference to the future of our wonderful children and school. We look after our staff with award winning care for their wellbeing (National Wellbeing in Schools Award 2019). You will receive training in a wide range of areas and mentoring from a line manager and Leadership team whose door is literally open all the time.

For the last 5 years we have been on a journey to become a trauma informed community, responding to the adverse childhood experiences of many of our pupils, including challenging school experiences before being matched with the right setting for them. We believe that *every* interaction, no matter how fleeting, is the opportunity for an intervention to help our pupils grow as people who know how awesome and valued they are, especially at times they are struggling and communicate through unkind or unsafe behaviour. We want staff who see the children's challenges for what they are, who can use PACE with the best of them, and can remain calm under pressure.

Find out more about who we are and what we do on our website: <https://www.courtlands.transformingfutures.org.uk> where you will be able to download an application form and job description from the Vacancies section

Mrs Hannah Smart
Executive Head Teacher



Who We Are

Courtlands School caters for primary aged children who have Moderate Learning Difficulties, Social, Emotional and Mental Health Difficulties (SEMH) and other complex needs including autism, ADHD, speech and language difficulties and those impacted by trauma.

Courtlands is a remarkable school with a real feel of positivity, acceptance and camaraderie. You see targeted therapies many other schools do not offer and a curriculum that is designed to meet the additional needs of our pupils. You see learning organised to meet the developmental needs of the children and we have the confidence to buck the trend, stand out, and to aim for the outstanding.

We have a maximum of 100 children here at any one time ranging in age from 4 to 11 years old. We take pupils from Plymouth, Devon and Cornwall and we welcome prospective visits from interested parents, SENDCos or Local Authority Officers.

We have small classes of no more than ten children with high levels of adult support so that our children can make excellent progress. We look at the whole child and help them to improve both their academic achievement and their personal wellbeing. This means that we help them to socialise, eat and play independently, become more active and have better coordination. We help them to learn to swim, ride a bike and look after themselves in every way. Our children make excellent progress and really enjoy coming here as can be seen through their smiles and obvious love for learning.

The levels of progress made by our pupils is significantly above national expectations for like pupils, our attendance is in the top 1% of special schools nationally and our exclusion levels in the lowest 1% nationally. We are a truly inclusive school who believe that the children have a right to have their needs met and not feel excluded from anything.

Our curriculum has been designed from the 'ground up' to meet the needs of the children. Whilst it is based on the National Curriculum, we have adapted and added to what you could expect in a mainstream school. We use specialist approaches such as TEACCH, Makaton, Attention Autism, Precision Instruction and many more to help our children to access the curriculum. We have a unique outdoor environment and we have won national recognition for its innovative use of the outdoors to teach children the value of relationships and transferable skills. We use outdoor activities such as forest school, mountain biking, and problem solving to enhance our wellbeing curriculum and teach our pupils resilience, teamwork, adaptability and perseverance – all life skills that they will need to be successful in the 21st century jobs market.

We have a team of complementary therapeutic workers who provide for the wider needs of our pupils from their emotional needs, through their medical needs to their sensory needs. We use expertise from our school-base occupational therapist and play therapist, and other professionals such as speech and language therapists, CAMHS and paediatricians to design bespoke packages for some of the most disadvantaged children in the area.

We have a reputation for flexibility and making the impossible possible.

Welcome

Thank you for your interest in a role within Transforming Futures Trust. This is an exciting time for the organisation. I hope this brief introduction gives you an understanding of why.

Transforming Futures Trust is made up of three, and soon to be four, academies in the Southwest of England. All our academies provide for children and young people who have special educational needs and/or disabilities (SEND). The trust was first formed some time ago. It is now an innovative, secure organisation that is increasingly working alongside local areas to contribute more to the SEND system across Devon, Cornwall and Plymouth.

Although all our academies meet the needs of children and young people with differing needs, Transforming Futures Trust's core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our academies which supports the wellbeing and development of all children and young people, staff, parents/carers and stakeholders and the wider communities they are a part of.

Transforming Futures Trust works with children for whom mainstream education is not right: those who have SEND, some with challenging behaviour; children with mental health concerns; students who find the traditional setting of a school intimidating. This is why the people who work for us are highly committed to a core principle that all learners, whatever their ability or background, get the best education possible.



Under the strong, collaborative and considered leadership in our academies, staff benefit from being members of tight communities that work together to achieve the best possible outcomes for children and young people. As the trust develops, so does the way we plan to ensure all staff meet their full potential. Professional development and protecting staff wellbeing are priorities for the trust. This means you can rely on the fact we will ensure you will benefit from a smooth induction and suite of training tailored specifically for you.

As a trust we pride ourselves on the impact we have had on many pupils' outcomes. I hope this introduction demonstrates why we think this is a great trust to work for.

We would strongly encourage you to visit our academies

and see first-hand the purposeful environments within them.

Matthew Barnes

Chief Executive Officer



About Us

Transforming Futures Trust works with children for whom mainstream education is not right: young people with behavioural challenges; children with mental health concerns; students who find the traditional setting of a school intimidating. It is not an exaggeration to say that we change these young people's lives. Our extraordinary staff can connect with these children and apply the principles of trauma informed care to enable them to reach their potential.

Our core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our schools which supports the wellbeing and development of all children and young people, Head teachers, School staff, parents/carers, stakeholders and the wider communities they are a part of.

We have proven educational practice and strong leadership which has enabled us to develop new provisions across the South West to meet the needs of children and families which have not been met in existing schools in the area. Since it was established, TFT has developed a highly effective internal capacity to support schools in their work with children and young people, helping them to make the biggest difference to their life chances.

Transforming Futures Trust was formally set up on 1st June 2016 (previously known as ACE Schools Multi Academy Trust) with the aim of growing from a single educational provision in Plymouth into a group of Schools across Devon and Cornwall. Our simple aim is to support the development and improvement of the education for all pupils within the Trust and beyond through school-to school support.



Governance, Responsibility and Leadership

The mission of the Trust is to do our very best for learners. Our schools meet high standards and all of them achieve excellent outcomes. There is one overall leadership team which is responsible for this. It has three parts:

- **The Trust Board** has a new Chair and several new Trustees with a wide range of experience and skills to govern the Trust to a very high standard. They are responsible for making sure our schools are effective.
- **The Executive Team** implements the Trust's strategy and policies. They make sure that all processes run smoothly and efficiently. Our new executive team is making great strides in reducing costs and improving quality.
- **The Senior Leadership Teams** ensure that every student has the best possible experience at school. This includes learning, personal development and skills for their next steps in life. This may be to a mainstream setting, to a next school or further education, or into employment.

These three teams work together to help our students achieve the best possible outcomes for themselves and their communities.

Our Vision

We stand for excellence in education, uncompromising professionalism, and solution-focused support, with our pupils at the heart of everything we do.

Our Values

**Valuing the individual
and our service to them**

**Compassion and
caring for everyone**

**Professional
excellence in all we do**

**Valuing growth and
releasing potential**

Celebrating Success



Feedback

“The relationships we have with the students are really strong” Teaching Assistant

“It's been so nice having him at ACE, with all the support he has been given” Parent

“The changes over the last year have been very positive and much appreciated. I feel supported rather than pressurised” Teacher

“TFT is just brilliant. I couldn't ask for a better school. You work miracles” Parent


“I think the whole term has been a good news story, my students have been amazing demonstrating positive attitudes, resilience, patience, understanding, humour and a great work ethic and I truly believe that we are transforming futures” Teacher

“Having worked for TFT for only a short time and I have been impressed at how the students are supported” Teaching Assistant

“The work we do at TFT is brilliant and I am delighted to have joined the team this September” Teacher

“My son is loving it. He has changed dramatically particularly in his confidence levels. I wish he could have come sooner” Parent

“I feel supported in my role by the SLT, my line manager and the team of staff I work with. The role is extremely challenging, which is why that support is so important” Pastoral Lead



About The Role

Job Title: Teacher

Salary Range: £28,000-£38,810 + SEN Allowance

Contract Type: Permanent

Closing Date: Wednesday 22nd February 2023

Shortlisting Date: Friday 24th February 2023

Full day interview to include tasks: Wednesday 8th March 2023

1 hour interview (subject to SLT deliberations based on day 1): Thursday 9th March with actual time to be confirmed

Job Purpose

The main purpose of the role is to:

- Be responsible for the excellent and success teaching, learning and achievement of all pupils in the class ensuring equality of opportunity for all
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Take responsibility for promoting and safeguarding the welfare of children within the school

Responsibilities

- To carry out the professional duties of a teacher as set out in the most recent School Teachers' Pay and Conditions document
- All teachers have a responsibility for providing and safeguarding the welfare of children they are responsible for or come into contact with
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils
- To lead/support a designated curriculum area as appropriate
- To monitor and support the overall progress and development of pupils
- To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential
- To share and support the school's responsibility to provide and monitor opportunities for personal growth and enjoyment
- To support the ethos, aims and vision of the school
- To carry out duties as assigned by the Headteacher
- 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

Experience and Job Knowledge

Essential

- Understanding that behaviour is communication.
- Commitment to relational learning using playfulness, acceptance, curiosity, and empathy alongside natural and logical consequences rather than punitive approaches.
- Proven experience of teaching primary age pupils with additional needs either in a mainstream or special school setting

- Understanding of the national curriculum, and how to adapt it for pupils working significantly below age-related expectations
- Knowledge or experience of successfully supporting children with moderate learning difficulties and social, emotional, and mental health needs
- Evidence of recent and relevant professional development
- Experience of child protection procedures and commitment to safeguarding pupils
- Proven ability to plan and teach outstanding lessons, ensuring high standards, continuity and progression
- Ability and motivation to constantly improve own practice and knowledge through self-evaluation and learning from others
- A good understanding of child development and learning processes within SEND and how to overcome barriers to learning
- Experience of EHCPs annual reviews, writing and reviewing IEPs, developing personalised interventions for pupils and reviewing progress
- High level of professionalism for contributing to statutory documentation and meetings.
- Proven expertise in working with children who communicate through challenging behaviour and meeting their wider needs through pupil centred planning approaches
- Ability to set and maintain high standards of behaviour and expectations whilst meeting individual needs
- Proven ability to ensure continuous assessment, recording and reporting on the development, progress and attainment of pupils
- Ability to support and maintain effective teamwork
- Ability to create and maintain inclusive links with other agencies and mainstream schools/colleges
- Ability to deal positively with staff, children, and parents in sometimes difficult circumstances
- Ability to lead a curriculum area

Desirable

- Experience in a variety of educational settings including mainstream schools
- Experience of TA appraisal
- Willingness to contribute to, and support professional development across the whole staff

Qualifications

Essential

- Qualified Teacher Status (We're unable to accept ECT's for this vacancy)
- Relevant degree

Desirable

- SEND related qualifications or training, e.g. SENCO qualification or specific training in Mental Health or specific special educational needs and disabilities.

Personal Qualities and Attributes

- Commitment, passion, and drive for high standards in supporting children with additional needs to succeed
- Resilience to challenging behaviour from pupils and a forgiving 'every day is a new start' attitude
- Understanding that physical intervention is a last resort to keep children safe, and a willingness to undertake it (with training) when all else fails
- Ability to work successfully within a team, supporting colleagues
- Confidence to engage in a robust line management structure including line management of a team.
- Flexible and a positive attitude to change

- Openness to self-reflection, highly developed self-awareness skills and a commitment to personal and professional growth and development

Transforming Futures Trust Values

Values

- Professional excellence in all we do
- Valuing the individual and our service to them
- Valuing growth and releasing potential
- Celebrating Success
- Compassion and caring for everyone

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change and the above list is not exhaustive. The person in the post may also be asked to carry out other duties commensurate with the grade as may be necessary from time to time.

Our Schools

Alongside Courtlands School, Transforming Futures Trust is made up of two more academies based in the South West of England. All our academies provide for children and young people who have special educational needs and/or disabilities (SEND).



ACE Tiverton is a new specialist secondary school, educating students with ASC and linked social, emotional and mental health needs. Our learning family is built upon strong, trusting relationships, a deep sense of belonging and high aspirations for our students in every area of their lives. We challenge everyone in our school team to embrace learning, take risks and be the very best they can be.



ACE Schools, based over three localities, is an alternative provision academy based across Cornwall, Plymouth, and Devon. We support up to 500 pupils each year ranging from Year 1 to Year 11. Pupils that we work with often have complex needs and don't currently attend mainstream or special schools' settings. Our aspiration for all pupils is that we can support them to return to a specialist or mainstream settings and our focus is providing our young people with the skills necessary to make this transition successful.



What we are learning today

Learning objectives and activities for the day.

Learning objectives:

- To learn the names of the days of the week.
- To learn the names of the months of the year.
- To learn the names of the seasons.
- To learn the names of the colors.
- To learn the names of the shapes.
- To learn the names of the numbers.
- To learn the names of the letters.
- To learn the names of the animals.
- To learn the names of the plants.
- To learn the names of the fruits.
- To learn the names of the vegetables.
- To learn the names of the flowers.
- To learn the names of the birds.
- To learn the names of the insects.
- To learn the names of the fish.
- To learn the names of the reptiles.
- To learn the names of the mammals.
- To learn the names of the birds.
- To learn the names of the insects.
- To learn the names of the fish.
- To learn the names of the reptiles.
- To learn the names of the mammals.



1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

SENSORY AREA

Harley

Learning objectives and activities for the day.

Learning objectives:

- To learn the names of the days of the week.
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- To learn the names of the mammals.

Working With Us



Transforming Futures Trust is a great place to work - across our schools we have over 300 talented members of staff, in a variety of teaching and support roles. Our alternative provision and special school academies are nurturing, inclusive communities which combine creative and engaging learning opportunities with a culture of respect.

The Trust attracts people who are up to the challenge of working in our innovative and exciting environment to improve outcomes for children and young people. The rewards are seeing the difference we make every day and being part of a caring and supportive team.

As a large alternative provision that is part of a Trust we can offer you as future employee many exciting benefits:

SCHOOL DAY

The school day for pupils runs from 9.00am – 3.10pm

HEALTH ASSURED

Health Assured provide our employees with support to enable you and your immediate family the best in life. Their 24/7 confidential support service can be used for a variety of issues including;

- Legal information
- Housing concerns
- Family issues
- Financial information

CPD

All members of staff have CPD sessions that take place on a Tuesday and Wednesday from 3.30pm – 4.30pm.

INDUCTION AND QUALIFICATIONS

When you join us, you will be given an induction to our school and provided with Safety Intervention (physical intervention training) as part of this induction. This induction will continue with a comprehensive package which includes, trauma informed practice and in-depth safeguarding training.

DELT SHARED SERVICES

Delt provide management and assistance in IT, HR, Finance and Estates functions for Transforming Futures Trust. Staff within these teams may work for Delt but they support Transforming Futures Trust solely.

