



**Teacher of English and Subject Lead**

**Recruitment Information Pack**



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## Welcome from the Headteacher

Welcome to Bishopton Centre, where we are proud to work collaboratively to ensure every student makes progress, enjoys learning and develops skills for life.

We provide a safe, nurturing learning environment for students to support them to maximise their potential. Each student has a unique pathway, which may involve a well-planned transition back to mainstream, or a differentiated route. We offer a broad and balance curriculum, which has a strong emphasis on English and mathematics and vocational subjects, to enable students to progress to Further Education, apprenticeships or employment.



To be successful we will work closely with the students that come to us and their families/ carers. We will identify what success will look like for the young person and plan a pathway of academic, therapeutic, and social activities.

Students will be taught in a small group of usually 10 or less with a teacher and teaching assistant. Relationships with their teachers will be strong. There is a great deal of emphasis placed on pastoral support and good behaviour will be rewarded. Each student will also have the opportunity to take part in our Outdoor education programme.

We work closely with our colleagues in other services to form a strong team of support around young people and families. This may include Educational Psychologists, Social care, youth support, SEND colleagues to name a few.

We hope that you find the website useful but if you have any further questions, please do not hesitate to contact us,

Gill Warby

## **Application Process**

The closing date for all applications is **Noon on Friday 31st January 2025**

Interviews will be held shortly after the closing date.

**Completed applications must be returned to [NYES.Resourcing@northyorks.gov.uk](mailto:NYES.Resourcing@northyorks.gov.uk)**

Please contact us if you need an application form in a different format.

Please note this post is in regulated activity and exempt from the rehabilitation of Offenders Act 1974 and therefore subject to an enhanced DBS certificate and barred list check. An online search may be conducted for successfully shortlisted applicants.

Unfortunately we do not accept CVs.

An email will be sent to shortlisted candidates with details of the interview process.

### **Queries**

Please contact Chloe Bullen on 01609 536 964 or via [chloe.bullen@northyorks.gov.uk](mailto:chloe.bullen@northyorks.gov.uk)

Chloe has been engaged to support us with recruiting to this exciting opportunity.

## Job Description

Reporting to the Deputy Head Teacher  
Salary – School Teacher Payscale

**In addition to the general professional duties of a class teacher**, in accordance with the Schoolteachers' Pay and Conditions Document, the following duties are attached to the post of Classroom teachers. It may be modified by the Co-Headteachers, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

### **Teaching and learning**

- Leading on the development, implementation and evaluation of an English curriculum for the 11-16 year old age range
- Ability to contribute to other core curriculum subjects for pupils such as careers education, vocational subjects (as appropriate)
- Identify and adopt the most effective teaching approaches for pupils with challenging behaviour and SEND and share approaches with other colleagues.
- Monitor teaching and learning activities to meet the needs of pupils with challenging behaviour and SEND.
- Identify and teach study skills that will develop pupils' ability to work independently.
- Ensure pupils have the learning support materials needed to effectively access learning.
- Ensure a phonics strategy such as Read, Write, Inc. is implemented across the school for early readers.

### **Recording and assessment**

- To ensure that paperwork relating to students with challenging behaviour and SEND meets statutory requirements.
- Conduct baseline assessments, monitor and track progress, including reading ages.
- Work with colleagues to set challenging targets for raising achievement among pupils with SEND.
- Ensure robust tracking systems are in place to collect and interpret specific pupil level assessment data allowing the school to identify value-added by its quality first teaching programme and intervention strategies.

- Set up systems for screening pupils' ability in English at "point of entry" identifying, assessing and reviewing provision for SEND children once identified.
- Update the Head of School and Governors on the effectiveness of English studies for pupils with challenging behaviour and SEND.
- Develop understanding of learning needs and the importance of raising achievement among pupils.
- Attend CPD
- Keep parents informed about their child's progress.

### **Leadership and Management**

- To take a full role within the school community as Lead English Teacher
- To lead on English studies for students with special educational needs and disabilities (SEND) across the school in order to ensure that these students make excellent progress
- To lead, monitor and evaluate the development of learning and teaching strategies in English and reading for students with challenging behaviour and SEND, ensuring all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEND and understand the importance of taking ownership of additional provision and the progress children make in their class/teaching group.
- To lead on raising literacy and Reading standards of student attainment and achievement with challenging behaviour and SEND students in all year groups and ability profiles through whole class teaching and intervention.
- Ensure pupils learning is monitored regularly and impact is assessed and progress can be evidenced.
- Hold staff to account for their responsibility
- Take the lead in constructing the schools provision mapping for English across the curriculum ensuring intervention programmes target the right pupils and staff expertise is deployed appropriately.
- Provide training opportunities for teaching assistants, teachers and other stake holders to learn about English and Reading across the curriculum to ensure high levels of literacy and Oracy.
- Identify resources needed to meet the needs of pupils with low literacy levels.
- Contribute to Senior Leadership Meetings on the effectiveness of the English provision in the school and be prepared to share this information with other stake holders.

- Work with external agencies to organise appointments and meetings relating to English studies.

### **Standards and quality assurance**

- Support the aims and ethos of the school.
- Set a good example in terms of dress, punctuality and attendance.
- Attend and participate in relevant extensions of the school day.
- Uphold the school's behaviour policy and uniform regulations.
- Participate in CPD.
- Deliver CPD.
- Attend team and staff meetings.
- To maintain appropriate relationships with parents of students with SEN and with relevant external organisations

Due to the nature of this setting and the potential challenging behaviours of the young people who attend this school it is expected that all staff will undertake regular Team Teach training and will provide support in challenging circumstances unless medical ailments prevent this. In these cases, the Co-Headteachers should be made aware immediately.



## Person Specification – Teacher of English

Attributes	Essential	Desirable
Experience	<ul style="list-style-type: none"> <li>Experience of leading and teaching English for the 11-16 curriculum.</li> <li>Successful teaching experience with pupils who have a wide range of SEND and SEMH</li> <li>Experience of planning, delivering and evaluating a personalised curriculum.</li> <li>Experience of/willingness to train in behaviour management for e.g. Team Teach / PRICE.</li> <li>Experience of preparing and entering pupils for formal qualifications.</li> <li>Experience of delivering whole school training on literacy intervention strategies and phonics.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching experience in broader curriculum areas, such as careers or a vocational subject</li> <li>Experience of leading from the middle to effect impact on the quality and inclusiveness of education</li> </ul>
Qualifications & Training	<ul style="list-style-type: none"> <li>Evidence of additional recent and continuing professional development.</li> <li>Degree.</li> <li>Qualified Teacher Status/Qualified Teacher Learning and Skills</li> </ul>	<ul style="list-style-type: none"> <li>Higher degree qualification</li> <li>NPQ</li> <li>Experience of departmental and/or wider school leadership.</li> </ul>
Equality	<ul style="list-style-type: none"> <li>A personal commitment to the promotion of equal opportunities, diversity and promoting good race relations.</li> <li>Candidates should indicate an acceptance of and commitment to the principles underlying the Trust's Equal Rights policies and practices.</li> </ul>	<ul style="list-style-type: none"> <li>Trained in Equality of Opportunity</li> </ul>
Disposition; Adjustment/Attitude	<ul style="list-style-type: none"> <li>Ability to relate well to students and adults.</li> <li>Ability to work constructively as part of a team.</li> <li>Ability to remain calm under pressure.</li> </ul>	<ul style="list-style-type: none"> <li>Participation in work with other schools/agencies.</li> </ul>



	<ul style="list-style-type: none"> <li>• Good co-operative, interpersonal and listening skills.</li> <li>• Flexible and willingness to accept change.</li> </ul>	
Skills, Knowledge, Aptitudes	<ul style="list-style-type: none"> <li>• Awareness of the SEN Code of Practice.</li> <li>• Conversant with National Strategies, National Curriculum.</li> <li>• Understanding of conduct and performance management.</li> <li>• Understanding of current remodelling of levels and GCSE grading</li> <li>• Knowledge of the Ofsted Framework</li> <li>• Practical understanding of effective teaching and evaluation strategies.</li> <li>• Awareness of the characteristics of an effective PRU.</li> <li>• Awareness of strategies to raise pupil achievement and manage behaviour.</li> <li>• Able to motivate students and staff, raising expectations and provide a focus for improvement.</li> <li>• Awareness of KCSIE.</li> <li>• Experience of adapting the National Curriculum to meet the needs of students with a wide range of educational needs and challenging behaviour.</li> </ul>	

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# APPLYING FOR A JOB WITH NORTH YORKSHIRE COUNCIL

## IMPORTANT ADVICE ON COMPLETING THIS APPLICATION

Your application form plays an important part in your selection. Please ensure you address all the essential requirements listed in the specifications. The following advice should help you to complete the application form as effectively as possible.

### Data Protection

The information that you state on this application form will be used by the school and the Council to consider you for a job vacancy. To find out about how we use your personal data for the purposes of recruitment please see our Privacy Notice at [www.northyorks.gov.uk/working-us](http://www.northyorks.gov.uk/working-us).

### Rehabilitation of Offenders

The post you are applying for requires you to have an enhanced Disclosure and Barring Service criminal records check for work with children, with a barred list check if you work in regulated activity. This check for disclosure of criminal history will include spent convictions, pending prosecutions / current court proceeding and police enquiries.

Should you be shortlisted, you will be asked to disclose full details of your criminal history prior to your interview. This includes any information deemed relevant as part of Keeping Children Safe in Education which may arise in an online search undertaken on shortlisted candidates. This information may be discussed with you at your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly. Failure to disclose this information will result in any offer of employment being withdrawn.

Please also see the policy statement on the Recruitment of Ex-offenders below.

### Information in Support of your Application

Every post advertised is supported by a full person specification. The specification lists all the essential skills, experience and qualifications which are necessary for the job and the criteria against which you will be assessed, both through your application form and at interview.

As part of the application process, you may have been asked to demonstrate within this application form how you meet some or all of the criteria or key competencies outlined in the person specification. Rather than simply repeating your career history, look at the skills and experience required by the job and provide evidence that you possess them by giving **specific and detailed examples** which include a focus on outcomes and on your own contribution to the scenario. Try to use different and varied examples wherever possible.

When completing these sections, do not forget the skills and experience you have gained outside full-time work. Outlining your previous work experience or other responsibilities may help you to uncover skills which you have taken for granted and which are clear signs of your ability to do the job.

### Canvassing

You must not try to influence an elected Council Member, any council employee or a member of the school governing body, to act in your favour, as this will disqualify you. If you are related to a Councillor, a Council employee or a governor you must indicate this in the relevant section of the application form.

## Policy Statement on the Recruitment of Ex-offenders (Source [www.gov.uk](http://www.gov.uk))

1. As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), this school complies fully with the DBS [code of practice](#) and undertakes to treat all applicants for positions fairly.
2. This school undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.
3. This school can only ask an individual to provide details of convictions and cautions that it is legally entitled to know about. Where a DBS certificate can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 as amended, and where appropriate Policy Act Regulations as amended) this school can only ask an individual about convictions and cautions that are not protected.
4. This school is committed to the fair treatment of its staff and potential staff, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background.
5. This school has this written policy on the recruitment of ex-offenders, which is made available to all DBS applicants at the start of the recruitment process.
6. This school actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. Candidates are selected for interview based on their skills, qualifications and experience and criminal record information is only requested from short-listed candidates.
7. A disclosure is only requested from the DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that a DBS certificate will be requested in the event of the individual being offered the position.
8. This school ensures that all those who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences.
9. This school also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.
10. At interview, or in a separate discussion, this school ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
11. This school makes every subject of a criminal record check submitted to DBS aware of the existence of the [code of practice](#) and makes a copy available on request.
12. This school undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.