

Woodlands School Recruitment Information Pack



Information about our School

Woodlands School is located in Plymouth, in the South West of England. Known as Britain's Ocean City, Plymouth offers the perfect balance of coast and countryside, with almost ten miles of beautiful coastline, marinas, docklands, and seaside promenades. It's an ideal location for those who enjoy the outdoors while still wanting access to a vibrant urban environment.



Woodlands School is an inspiring place to work. We are a foundation special school serving nearly one hundred children and young people aged 2–19 with complex physical and sensory difficulties. Many of our pupils also have medical needs and additional challenges that can affect their learning. As a regional resource for the South West peninsula, our pupils come from Plymouth, Devon and Cornwall to benefit from our specialist provision.



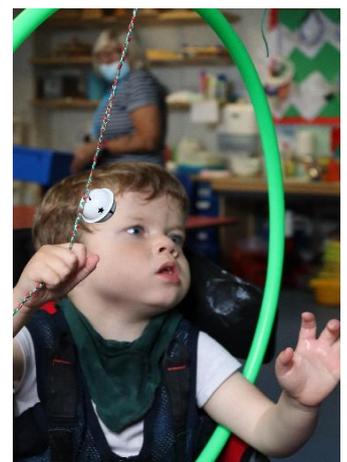
Children's health and wellbeing are supported through close partnership with the Specialist Community Nursing Team, NHS therapists, Children's Disability Social Work Teams, Livewell South West, and neighbouring local authorities. Our staff work collaboratively with therapists and other professionals to ensure the best outcomes for every individual pupil.

We offer a range of early years opportunities for very young children and their families, giving them access to our facilities, specialist support and a welcoming community. Our Family Team plays a key role in guiding families through assessment processes, signposting services, improving communication and providing holistic support beyond the classroom.

Our early years assessment space supports children from age two through structured sessions that build essential skills, including preparation for inclusion or potential mainstream pathways. Across the school, all pupils follow dynamic, individualised learning programmes aligned with their Education, Health and Care Plans (EHCPs).

We also provide a well-established Outreach Service, promoting high-quality practice and supporting pupils with physical difficulties in mainstream schools across Plymouth.

Our commitment to high expectations, an enabling curriculum and a strong emphasis on independence ensures pupils leave Woodlands not only with recognised qualifications but with the confidence and skills needed for a fulfilling life. We take the same approach with our staff, offering a responsive training and development programme that strengthens practice and enhances pupils' experiences. With over a century of experience—providing specialist education since 1919—combined with a modern, state-of-the-art environment, Woodlands is a truly unique and rewarding place to work.



The Role – Class Teacher



The role of a Teacher at Woodlands is varied, challenging, and deeply fulfilling. We have high expectations for our pupils' progress, and our Teachers plan and deliver learning that is carefully individualised and focused on the specific needs of every child. Alongside high-quality teaching, a Teacher at Woodlands plays a key role in delivering a holistic daily programme that includes independence skills, postural management and health management, ensuring pupils are as physically able and ready to learn as possible.

Our pupils present with a wide range of complex sensory needs, so Teachers must be willing to learn and apply strategies that support pupils to make the best use of their vision, hearing and tactile abilities. These considerations are essential to ensuring learning is meaningful, accessible and tailored to each

pupil's unique profile. You will work closely with a range of external professionals who support pupils' physical, sensory and medical needs; strong, positive relationships with these colleagues help secure the best possible outcomes.

A unique aspect of teaching at Woodlands is the leadership responsibility that comes with the role. As a class Teacher, you lead a team of staff on a daily basis, guiding, directing and supporting them to perform at their best for the benefit of our pupils.



Confidence in leading others is important, as is a genuine desire to collaborate and model high-quality practice.

Every pupil at Woodlands has an Education, Health and Care Plan (EHCP) which outlines their needs and the support required to meet them. Because each child's needs are so varied, joining Woodlands offers an exciting opportunity for Teachers who have a passion for leadership and a secure understanding of the impact of well-planned, individualised learning. If you bring these qualities, we will fully support you to develop your skills and grow as part of our unique school community.

We look forward to hearing from you.



Job Description – Class Teacher

Responsible to - Headteacher, through Deputy Headteacher

****This job description is to be performed in accordance with the requirements of the School Teachers' Pay and Conditions Document.***

Job Purpose

To provide professional leadership, middle-management, and development, and to enhance high quality teaching and learning across your key stage/curriculum area.

To ensure a high-quality experience for children of all abilities, in order to maximise achievement so that pupils will, to the very best of their ability:

- Have academic success, achieving a set of qualifications that matches or exceeds that which they would have achieved in any other school.
- Possess a moral framework; to be young people who are as independent as possible, who understand right from wrong and are equipped with the skills to make decisions about their life choices.

Responsibilities

- The standard of pupil learning and staff teaching.
- Curriculum provision and mapped continuity between classes.
- Ensuring accuracy in assessments.
- Continued, improving achievement of pupils.
- Working to Teachers' Standards.

Duties

The following duties may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the post, commensurate with the salary and job title.

Standards of Teaching and Learning

- Ensure that teaching, learning and assessment in your key stage/curriculum area is at least good or better.
- Lead/attend and contribute to appropriate meetings and report back to colleagues within your key stage/curriculum area.
- Monitor the provision for, and standards of, attainment in core subjects in your key stage/curriculum area, taking steps to address any weaknesses identified.
- Ensure teachers and support staff in your key stage/curriculum area have appropriately high expectations of pupils through effective target setting.
- Collect data in your key stage/curriculum area for progress monitoring and analysis.
- Through assessment, identify interventions for individual pupils, monitor and maintain an overview.
- Be involved with other staff members with managing behaviour and its impact on learning, setting clear parameters and best practice.
- Have oversight of appropriate enrichment and enhancement activities (individual tuition, trips etc.)
- Be responsible for assuring standards in lessons when cover is required.
- Liaise closely with colleagues across school who share the same curriculum.
- Liaise, as appropriate, with other schools and professional agencies.
- Contribute to and participate in all parents' evenings, reviews and multi-disciplinary meetings.
- Contribute to, and ensure the success of, the School Improvement Plan.
- Be responsible for safeguarding and promoting the safety and welfare of the pupils.

Knowledge, Skills and Expertise

- Make good use of pupil progress data and reporting tools.
- Ensure up-to-date knowledge of developments and key issues in your curriculum area, national priorities, pedagogy, classroom management and research in specialist areas and share them with colleagues.
- Have responsibility for statutory requirements in your key stage/curriculum area.

Personnel

- Oversee the induction and line management of support staff team members, and act as a mentor to new teaching staff.
- Support other staff in their professional development, including coaching and mentoring where appropriate.
- Contribute to the selection of staff for appointment and ensure the professional development of support staff.
- Lead, support, guide and motivate team members in your key stage/curriculum area.
- Establish good relationships, encourage good working practices; lead by example and develop team ethos.

Resources

- Have due regard to Health and Safety risk assessments etc. in all activities.
- With other members of your key stage/curriculum area, decide and prioritise areas for development which require funding, making a direct link to pupil learning outcomes.
- Ensure effective use of all resources to support pupils.
- Ensure staff have good knowledge of pupils' specific Health and Care requirements.

Student Outcomes

- Take a full and active part in the leadership and management of learning.
- Have overview of all key stage outcomes, including examinations/accreditation.
- Reporting achievement through termly target reviews and the Annual Review process.

Performance Management and Development

- Have a strong commitment to your own professional development.
- Participate in the school's arrangements for your performance management and professional development using the national standards for teachers, and the school's arrangements for quality assurance and internal verification.

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 activities, such as school performances.
- Uphold the school's policies and expectations.
- Lead and participate in staff training.
- Lead and participate in team meetings.
- Develop links with governors, partners, and other professional agencies.

Responsible to - Headteacher, through Deputy Headteacher

Attributes	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Qualified Teacher Status 	<ul style="list-style-type: none"> Degree or similar higher qualification. Relevant further education qualifications.
Experience and Job Knowledge	<ul style="list-style-type: none"> Experience of teacher Early Years or Key stage 1 pupils. Experience of teaching pupils who perform below age related expectations. Understanding of pupils who have complex needs. A clear understanding of teaching styles appropriate for pupils working with the pre-key stage standards. 	<ul style="list-style-type: none"> Experience of teaching pupils with physical disabilities. Experience of teaching pupils with Sensory Impairments. Experience of teaching young people who have medical needs. Experience of multi-agency liaison. Understanding of Manual Handling requirements.
Job Related Abilities	<ul style="list-style-type: none"> Ability to manage, motivate and develop staff teams. Good ICT capability. Demonstrable curriculum management skills and experience. Good interpersonal and communication skills. Ability to manage time effectively. Organisational and planning skills. Creativity and problem-solving skills. Reflective practitioner. 	<ul style="list-style-type: none"> Understanding of the management of change. Willingness to take part in extra-curricular activities. Experience of taking a whole school role in coordinating a specific curriculum area. Experience of providing in-service training. Experience of planning and running community/ family groups.
Motivation and Personality	<ul style="list-style-type: none"> Positive attitude. Enthusiasm. Warmth, good listener. Willingness to undergo training. Flexible. 	<ul style="list-style-type: none"> Imaginative, willing to experiment with activities.
Circumstances and Health	<ul style="list-style-type: none"> Good health record. 	<ul style="list-style-type: none"> Car driver

Headteacher: Mrs Andrea Hemmens M. Ed

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