

Woodlands School Recruitment Information Pack



Class Teacher

Information about our School and the Role

Woodlands School is based in Plymouth, in the South West of England. Named Britain's Ocean City, we are close to the sea and moors. With almost ten miles of coastline which is home to a host of marinas, docklands and seaside promenades, Plymouth is a great coastal location. Ideal for those that love the outdoors but also wish to live or be near to an urban area. There are good transport links and great property prices (overall average price of £227,000 for June 2024: terraced properties - £222,000; semi-detached - £259,000; and detached - £401,000).

The population of Plymouth is 264,695 and growing. With investment across all sectors and various transformations underway, it's an exciting time to be here. If you don't already live in Plymouth please check out the Zoopla guide for more information <https://www.zoopla.co.uk/guides/areas/plymouth/>



Woodlands is an inspiring place to work.

At present we have 84 pupils on roll, aged 4 to 19. Some years we will also have nursery aged children depending on the local demand. All of our young people have a range of complex needs, both physical and with their learning. Over the years we have realised that it takes versatile people to support our pupils, as no two days are ever the same. Our specially developed curricula adapt to the changing needs of our young people and this, along with their health and care needs, provides the focus of the day.



Our motto is that we **'create empowered lives'** and we aim to do this for everyone who meets us. We strongly believe that education, coupled with high quality support, leads to people being able to take control of their own lives and destinies. To this end, we are constantly developing to meet the needs of each young person by training our staff as specialists, using research led practice and innovation whilst also offering an exciting, enjoyable learning experience. Every Friday afternoon is

We've been providing specialist education since 1919 and our longevity coupled with a modern, state of the art environment makes us a truly unique place.

The Role – Class Teacher

Every pupil at Woodlands has an Education, Health and Care Plan (EHCP). This describes their Special Education Needs (SEN) and the help they will get to meet them. An EHCP also includes any health and care provision that is needed. Due to the varied Educational, Health and Care needs that each one of our pupils presents, the role of a Teacher at Woodlands is a varied, challenging, and fulfilling position.





As a school we have high expectations for our pupils' progress and strive to plan and deliver learning which is individualised and focussed on the specific needs of every child. Alongside this a Teacher at Woodlands has the opportunity to be a key person in the delivery of a holistic daily programme of independence, postural management, and health management, which ensures that our pupils are as physically able as possible to learn to their maximum ability.

Our Teachers must be able to consider the complex range of sensory needs that our pupils can present with. They should have a willingness to learn about the methods we can use to support our pupils to utilise their vision, hearing, and sense

of touch to the maximum of their abilities. These considerations are key to ensuring that the learning planned meets every child's individual needs. As a Teacher at Woodlands School, you will be expected to forge positive relationships with a range of outside professionals who support our pupils' physical, sensory, and medical needs. When we work as a team we can get the best possible care and education for our pupils.

A unique element of this role at Woodlands School is that, as a class Teacher, you are also the leader of a team. Teachers at Woodlands need to have the ability, and desire, to direct a team of staff on a daily basis and ensure that they are performing to their best in order to secure the maximum possible outcomes for our young people. Confidence in this element of the role is essential as you will work closely with your team every day.



We feel that coming to join the Woodlands team is an exciting opportunity for any Teacher who has a passion for leadership and a secure understanding of the benefits of carefully individualised learning for all pupils. If you have these qualities we will be very happy to support you to learn and develop as a member of our unique school.

If, after reading all the background information, you think you'd like to join the Woodlands team, then we suggest you carefully follow the guidance outlined on Page 7 to complete your application.

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.

Job Description – Class Teacher (continued)

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.

Person Specification – Class Teacher

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 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 across the 2-11 age range. 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

Guidance for Applicants

All applicants must complete the relevant application form; Teachers or Support Staff. We do not accept CV's or letters of application. An application form means we treat everyone fairly and equally.

Make sure you complete all the necessary parts of the application form and give us as much relevant information as you can, as this is what we use to shortlist applicants for interview.

- Read the instructions on the application form carefully before completing it.
- Read the Job Description and Person Specification. If you don't meet the essential criteria for the post, then it is highly unlikely you will be shortlisted.
- Use the Person Specification as your guide. We would suggest you write your supporting statement in the same order as the Person Specification. Tell us about the knowledge, skills and experience you have that is relevant. Give lots of examples from work and outside if it's appropriate.
- Make sure we can read your application if you are handwriting it.
- Use extra sheets if you have lots to tell us, just attach them to your application.
- Remember, if you conceal or misrepresent relevant information at any stage you will be disqualified from appointment or, if appointed, may be dismissed without notice.
- If you are shortlisted for interview you will need to bring the relevant documents with you, full details of what is required can be found on the front of the application form.
- Come and visit the school, a role here may not be for you and you'll only find that out by seeing for yourself.

Check the application closing time and date, late applications will not be considered.
It is your responsibility to ensure it reaches us on time.

WOODLANDS SCHOOL

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