



HARBOUR
VALE
SCHOOL

CLASSROOM TEACHER

START DATE: SEPTEMBER 2024



SCHOOLS ACHIEVING SUCCESS TOGETHER

Harbour Vale School

Simons Road, SHERBORNE, Dorset DT9 4DN

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Website: www.harbourvale.dorset.sch.uk



Dear Applicant

Thank you for taking an interest in the post of Class Teacher at Harbour Vale School.

We are a pupil referral unit, and we educate students who have been permanently excluded or are at risk of permanent exclusion from mainstream education at Key Stages 3 or 4.

We also offer SEMH places at KS4, short term turnaround placements and medical places at both KS3 & 4.

We have a capacity of 38 students, and this is growing each year. The need for specialist and PRU places in Dorset is increasing and with our new school buildings it is possible for Harbour Vale to grow and flourish to support children within our locality.

As a school we joined the Sherborne Area Schools Trust (SAST) in November 2019 and officially became Harbour Vale School. It is fantastic being part of a trust who puts children at the centre of everything they do. Having a sense of belonging and working together with so many experienced colleagues, with great CPD opportunities, collaborative working, learning and support mechanisms centrally. Reinforces the benefits of being part of a Multi-Academy Trust.

In recent years, Harbour Vale School had a huge makeover. We commissioned a new build that included a new reception and classroom, as well as internal renovation work, leaving us with a school that is welcoming, friendly and fit for purpose.

We have robust processes of student induction that includes baseline and diagnostic testing upon entry, which allows staff to plan personalised learning from the moment the students arrive with us and supports positive re-integrations.

Our school values and ethos is centred on students to believe in themselves, feel proud of their achievements and successes, and we aim to support learners becoming more respectful, responsible and resilient learners.

Harbour Vale School has intervention programmes and personalised timetables for each student and we work collaboratively to promote positive outcomes and celebrate every small win.

We are looking to appoint a Class Teacher who can start as soon as possible.

If you are passionate about Inclusive Education, have knowledge or experience of SEMH, mental health and student well-being and are up for a challenge, we look forward to receiving your application.

Yours sincerely

Kelly Knight
Headteacher

THE ADVERT & APPLICATION PROCESS

We look forward to receiving your application by **9am, Monday 15th July 2024**

The interviews will be held on **Friday 19th July 2024**

Salary: Main Pay Range Teachers Pay – M1-M6 plus SEN1 Allowance (£2,031)

Contract: Permanent, full time

We are seeking to appoint an ambitious, creative and inspiring Teacher with energy, enthusiasm and a love of teaching to join our team. This is a wonderful opportunity to join our dynamic team with a real passion for teaching.

The successful candidate will:

- Have a passion for all aspects of teaching
- Have excellent communication skills
- Have the ability to celebrate and promote high quality teaching and learning
- Have the ability to embrace and contribute to the vision of the school
- Be able to build relationships quickly
- Have a positive approach
- Have a real interest in educational issues, approaches, and alternatives from around the world
- Be proactive and confident
- Use resources, intellect, creativity, and innovation to be successful
- Have the ability to support, challenge and inspire our students, encouraging them to achieve the best they can through the promotion of outstanding teaching and learning
- Have the ability to be a team player who will go the extra mile to support students and who will enjoy the opportunities of this role

You are asked to provide the following:

- A completed application form
- A letter of application of no more than 2 sides of A4 detailing your experience and expertise

Applications will be reviewed as they are submitted and an appointment may be made before the closing date, therefore an early application is encouraged.

Completed applications should be returned by email to: recruitment@sast.org.uk.

You are warmly encouraged to visit our School prior to application, please do not hesitate to contact Naomi Molyneux, Office Manager on office@harbourvale.dorset.sch.uk.

SAST will conduct online searches of shortlisted candidates. In line with KCSIE guidance, this will be part of safer recruitment checks, and the search will purely be based on whether an individual is suitable to work with children. As care must be taken to avoid unconscious bias and any risk of discrimination, a person who will not be on the appointment panel will conduct the searches and will only share information if and when findings are relevant and of concern.

Safeguarding responsibilities associated with this role may include engagement in regulatory activity, such as administering first aid or supporting an upset child. It will have contact with young people on a day-to-day basis. SAST is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and the post is subject to safeguarding checks,

including an enhanced DBS check and Children's Barred List check. The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

Sherborne Area Schools' Trust (SAST) recognises the benefit of having a diverse workforce and is committed to building a workforce which reflects diversity from the communities it serves. SAST values the contributions from all staff from a wide range of different backgrounds and actively seeks to promote an environment that is free from discrimination and harassment and at the same time supports fair promotion and cultural acceptance. Under the provision of the Equality Act 2010 SAST welcomes applications from everyone and operates a recruitment process which is fair and does not discriminate against or disadvantage anyone because of their age, disability, gender reassignment status, marriage or civil partnership status, pregnancy or maternity, race or nationality, religion or belief, sex or sexual orientation.

This role is UK- based and your right to work will need to be established as part of the appointment process.

(Internal ID Number: RAF430)



JOB DESCRIPTION

Main job purpose

To be responsible for the teaching of students at KS3 and KS4 as directed by the Headteacher, being accountable for quality student learning and the expected standards of student attainment and achievement within designated subject/curriculum areas through a systematic focus on high quality and innovative teaching.

Specific responsibilities related to the post

Line Management

Meet regularly with the line manager to ensure clarity of understanding of a range of issues.

Quality of Teaching

Plan and deliver high quality lessons in accordance with school, subject, and national curriculum/examination board requirements ensuring:

- lessons are planned, prepared, resourced and delivered with a focus on high quality, imaginative and innovative teaching;
- planning and delivery which takes into account the needs of the individual students and includes appropriate differentiation and liaising with Teaching Assistants where appropriate;
- participation in subject team collaborative planning sessions, preparing lesson plans and schemes of work as agreed with the line manager;
- opportunities to further develop teaching skills;
- strategies and the use of new technologies are embraced.

Quality of Learning

In delivering high quality lessons, systematically monitor, analyse and develop the quality of learning in the classroom by:

- ensuring that lessons are focused on student learning, that students know what they will learn, how they can improve their learning and are given ample opportunity to demonstrate what they have learned;
- regularly marking, assessing and providing formative comments upon students' work as required within the school assessment policy;
- recording and monitoring student progress, holding accurate records and following school reporting and assessment tracking procedures as required;
- contributing to the pastoral work of the school as a Tutor;
- monitoring tutees' attendance and acting upon concerns as necessary;
- tutoring groups/individual students as required;
- consistently applying the school's Behaviour Policy to maximise student participation and engagement in lessons.

Student Achievement

To be accountable for the standards of students' achievement of groups taught and individual students within the groups by:

- using baseline data and assessment records to evaluate the quality of achievement of individuals and/or teaching groups;
- maintaining on-going records of student progress and achievement;
- monitoring the achievement of students within the tutor group, setting agreed targets as required;
- meeting with individual line manager to agree challenging targets for individual students and teaching groups;

- providing evidence of student achievement and attainment as required;
- liaising with parents (by letter, phone, at consultation evenings, option evenings etc.) to inform them of concerns, issues, praise, progress and achievements.

Resource Management

Manage the resourcing of lessons by:

- researching, developing and sharing resources, ensuring adequate and strategic provision of learning materials to enhance teaching;
- working with colleagues in planning time to develop resources and advise line manager on resource requirements.

The key responsibilities and duties set out the area of work in which duties will generally be focused and gives an example of the type of duties that the post holder could be asked to carry out. **PLEASE NOTE** that this is for guidance only. Post holders are expected to be flexible and may be required to operate in different areas of work/carry out different duties as may be reasonably assigned by the Head of School.

Other duties

1. To have due regard for safeguarding and to follow child protection policies and procedures adopted by Sherborne Area Schools' Trust (SAST).
2. Understand the importance of inclusion, equality and diversity and to promote equal opportunities for all.
3. Uphold and promote the values and ethos of the academy.
4. Take a proactive approach to health and safety to minimise and mitigate potential hazards and actively contribute to the security of the school.
5. Participate in workplace learning and development opportunities and work to continually improve own and team performance.



PERSON SPECIFICATION

Classroom Teacher

Inter-personal attributes

- Able to build relationships quickly, with humility and empathy, whilst showing respect to others - students, parents and colleagues - to get the best out of them
- Positive, optimistic, caring, kind and approachable
- Willing to be immersed in the life of a busy and successful school

Communication and Interaction

- Communicate clearly and accurately both orally and in writing
- Able to listen and respond appropriately
- Flexible to adapt your style in different situations
- Strong and confident ICT skills for teaching and management
- Contribute as a great team player

Planning and Organising

- Manage daily responsibilities and priorities
- Work efficiently and effectively to meet deadlines and deliver successfully
- Design, produce and share high quality learning schemes and resources

Knowledge

- Good honours degree and/or relevant high level expertise
- A real interest in educational issues, approaches and alternatives from around the world
- Strongly support the ethos and culture of the school

Leadership Skills

- Proactive and confident, yet humble and considered
- You can inspire and motivate others
- Make informed decisions on a daily basis
- Ensure high professional standards including student progress of all groups of students

Problem Solving

- Enjoy facing new challenges
- Find, propose and lead solutions
- Use resources, intellect, creativity and innovation to be successful

Resilience

- Hungry for a challenge
- Have patience and endless energy to persevere through the challenging moments
- Tenacious and versatile
- Maintain a positive mindset

Self-evaluation

- You are aware of strengths and weaknesses
- Strong desire to learn from others so that you can be even better
- Able to share and support others

We are interested in all these attributes for colleagues joining the Harbour Vale family but appreciate that some will be areas that you have a desire to develop and grow with our support once you are here. A sense of realism and humour are really important.

ABOUT HARBOUR VALE SCHOOL

We are a short stay alternative provision for students who have been permanently excluded or at risk of permanent exclusion from mainstream education, (dual registered) students who have specific medical needs and students who need SEND assessments from Year 7-11, located in Sherborne, North Dorset. We pride ourselves on having a child-centred approach and embrace the school ethos of:



Promoting responsible, respectful and resilient learners.

We provide students with the right support and interventions that allow our students to be successful, build self-confidence, become more resilient, with a broad and balanced curriculum, alongside a range of activities and opportunities that support them to re-integrate and engage back in mainstream education or a specialist school settings, or move on to college or an apprenticeship.

We provide students with the right support and interventions that allow them to be proud of their achievements and celebrate even the small wins.

Ethos and Values

- **Respect** - People and property and for you to have the right to be respected and be treated fairly
- **Resilience** - Everyone has the right to feel safe & ensure the safety of others. We should help each other, be kind and work in a team
- **Responsible** - Students have the right to learn & the responsibility to make the most of the opportunities given

Everyone will be treated as individuals with different goals, targets and needs



INFORMATION ABOUT WORKING FOR SAST



SAST is a multi-school trust, formed in June 2017, with 18 schools across Dorset and South Somerset. We have more than 5,700 students and over 850 members of staff. There is real strength in coming together with a collective responsibility for all the children's development and progress between 0-19 years. SAST has large town primary schools with over 300 children, smaller village primary schools and nursery provision. SAST also has 5 secondary schools, some with a Sixth Form provision. There is a mix of formerly maintained and Church of England schools - both voluntary controlled and voluntary-aided in the Diocese of Salisbury. We believe in preserving Schools in their local community.

Our Schools:

A key principle of the SAST is that member schools maintain their own character, such as church and community status. All schools in the multi-school trust are equal partners and are committed to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care.

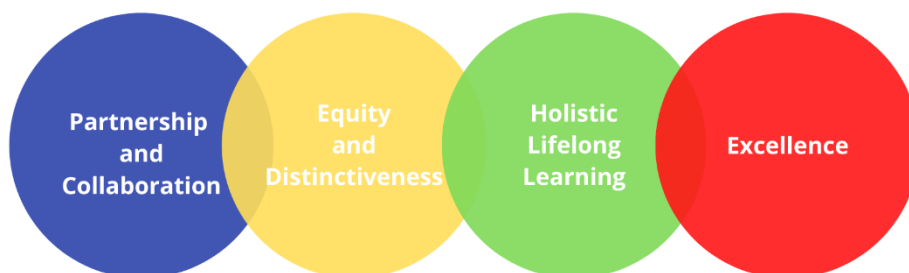
At the heart of SAST is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. The schools have extensive links beyond the immediate area and are keen to extend these further.

SAST works by providing opportunities to share and improve - to develop further our provision as well as supporting the quality of leadership and management. This includes sharing best practice, being creative in maintaining a broad and diverse curriculum, ensuring the care and support is in place for children and families and enabling further staff and teacher development. We also work together on meeting the challenges of funding and the opportunities for financial efficiency, determining for ourselves which services and providers we will use to provide outstanding provision for our children. There is real strength in coming together with a collective responsibility for all of the children's development and progress between 0-19 years.

Our Vision:

Delivering educational excellence through aspiration and collaboration.

Our Values:



Partnership and Collaboration

Our schools support each other, by sharing expertise and resources, to ensure improvement.

Equity and Distinctiveness

We celebrate the individuality of each school and all in it. We are proud to be at the heart of our local communities.

Holistic Lifelong Learning

We promote the personal development of every child and a love of lifelong learning for our students and staff.

Excellence

We provide a high-quality education to enable all students and staff to aspire, thrive and succeed.

Organisation - How we work:

All our schools are successful. Of course, we recognise that we need to continually improve and evolve. The priority is to enable every school to continue to provide an excellent education for all our students while protecting their role at the heart of the community, along with our unique qualities and strengths.

There is a balance as to the responsibilities delegated to schools and those that are the responsibility of SAST. The focus is to continually evaluate, improve and develop through strong, effective and accountable leadership at all levels. The aim is to establish clear, simple and effective accountability including slim and streamlined governance.

Partnerships:

Partnership and collaboration is a core feature of all our schools – a genuine desire to be outward-facing, to use the best ideas from across the world. The schools have always worked closely together across Dorset and Somerset.

SAST Benefits:

As part of SAST, we can offer you a range of benefits including:

- High- quality CPD opportunities
- A strong and highly experienced network of Trust senior leaders
- Access to the Local Government Pension Scheme
- Employee Assistance Programme
- On-site nursery provision at some of our schools
- Cycle to work scheme

