

The people behind
the magic.



JOIN OUR TEAM



Class Teacher

Salary: Main Grade plus 1 SEN

Closing Date: Friday 3rd May 2024 at 9.00am

Interview: Monday 13th May 2024

Start Date: September 2024



Together
Learning Trust

Innovating, Communicating, Empowering

At Castle Hill School, we stand as pioneers of innovative and personalised teaching and learning. Our mission is clear: to enable every student to become effective communicators, engage in meaningful learning experiences, and be empowered to positively influence their world.

Embedded within our ethos is a deep-rooted commitment to inclusivity. As an established specialist provision for Special Educational Needs and Disability (SEND), we embrace the diversity of our student body and celebrate the unique strengths and talents of each individual.

Education thrives in partnership, and at Castle Hill, we take pride in our outward-facing approach. We actively engage with our local, national, and international communities, recognising the enriching value of collaboration and exchange.

Our dedication to community cohesion knows no bounds. Joining the Together Learning Trust exemplifies our commitment to fostering inclusivity and furthering our journey towards empowering independence. Within this supportive network of schools, we share a common value: to nurture independence and enrich the lives of all students.

As we embark on this exciting chapter, we eagerly anticipate the opportunities that lie ahead. Together, within our new family of schools, we are poised to continue our legacy of innovation, communication, and empowerment. Welcome to Castle Hill School, where every student's potential is not just realized, but celebrated.



Castle Hill School is second to none. Their care and attention to my child's needs is exemplary."

- PARENT COMMENT - 2019

EXPLORE MORE



www.castlehillschool.org.uk



When schools collaborate, incredible things happen.

Together Learning Trust is a thriving local family of schools. By this autumn we will comprise of three secondary schools, two school sixth forms, five primary schools and a special school, inspiring 5800 young people in Calderdale and Kirklees. We are driven by a shared commitment to providing magical learning experiences for all our children and a belief that all of them can achieve great things.

Exceptional achievement stems from developing world class teaching and learning. Creativity is the core of our values. Our staff are amazing, in both the relationships they forge and the incredible range of opportunities they make possible. We get great results, but we give and expect so much more. We are shaping a generation of future global citizens with the character they need to succeed; with the integrity and commitment to excellence that will enable them to thrive.

Together Learning Trust schools are wonderful places to work. We value and support our team across all our schools, and recognise the ideas, experience and expertise of our staff. Being part of the Trust opens up new opportunities for staff development. The Trust schools work closely together to identify and then implement the best school improvement strategies across its schools. Our aim is to grow great people and talent.

We cherish our staff, support their wellbeing and enable them to flourish. Being part of Together Learning Trust feels special due to the unique nature of the schools and the opportunities it brings for staff, students and communities to collaborate. For everyone involved in our Trust our mission is simple. To **Grow, Excel, and Learn Together**.

What could we do, together?

DAVID LORD, CHIEF EXECUTIVE OFFICER



"I believe that the support that schools can provide each other cannot be underestimated. Being part of the Together Learning Trust enables our schools to continue to flourish and develop within a supportive school focused community, where the expertise of those who have a hands on understanding of our children will lead the way forward."

**- LIZ WOODFIELD, HEADTEACHER,
MELTHAM MOOR PRIMARY SCHOOL**

EXPLORE MORE



www.togetherlearningtrust.co.uk

Together
Learning Trust

THE JOB

Class Teacher

We are looking for a qualified Full Time Permanent Teacher (Main Grade plus 1 SEN) to join our motivated and dynamic team in **September 2024**.

Castle Hill School is an Academy for pupils with Severe and Profound Learning Difficulties, age 3-19. Ofsted judged the school as being 'Outstanding' in its three previous inspections. We provide an energetic and forward thinking educational community with cutting-edge facilities and a nurturing environment. We are committed to learning and we offer a broad and challenging curriculum with a child centred philosophy at its core. We promote effective communication and independence in all we do.

We offer excellent personal development and unique opportunities of working within a totally school led system. The school is also part of a MAT which will provide opportunities to work alongside colleagues in other schools. No special school experience is necessary although you should have an excellent knowledge of early child development and methods for learning. We welcome applications from both ECF teachers and experienced teachers alike.

Further requirements for the position:

A passion and commitment to education for students with complex needs

Enthusiasm and energy

Ability to learn

Adaptability

Excellent communication skills

Ability to inspire and motivate

Ability to form positive and effective relationships

The closing date for the application is **Friday 3rd May**. Interviews will be held on **Monday 13th May**.

There is an opportunity to visit school on **Thursday 25th April** from **3.45pm**. **Please call the school office to book a place: 01484 544558.**

All application forms should be returned to recruitment@TLT.school.

Class Teacher

A teaching and class co-ordinating role delivering agreed and planned sessions for groups or individuals.

RESPONSIBILITIES IN ACCORDANCE WITH THE CURRENT SCHOOL TEACHERS' PAY AND CONDITIONS

1. General

A class teaching and class team co-ordinating role with responsibility for the maintenance implementation and regular evaluation of appropriately devised and planned education programmes for each pupil. Timetable delivery must be firmly based on adequate preparation and evaluation.

The organisation of planning should be such that it maximizes the possibility of 'another teacher' taking over effective delivery of the timetable, even at short notice. Current programmes should be clearly labeled and organized for ease of locating. Materials and equipment for use in 1:1 sessions, individual pupil tasks, and group activities should be organized in such a way that they can be readily identified and easily located. These responsibilities are in line with the **T.T.A. National Special Education Needs Specialists Standards Ref. Dec 99**.

2. Identification, assessment and planning

In order to perform well in this role, teachers should be able to:

- Take account of the strengths and limitations of different forms of assessment
- Make effective use of the more specialized informal and formal assessment techniques, and use the information gained to plan and deliver any special modes of teaching and support
- Administer and keep up to date appropriate assessments and recording in accordance with school policy to ensure that programmes match individual pupils' needs and abilities
- Update pupils' individual progress record and any other form of cumulative recording required
- Administer and maintain individual children's files in the school's format. These should be coherent, accessible and comprehensive
- Monitor the balance in the pupils' curriculum. In the context of school/key stage timetable sessions class-based activities should be complimentary in order to achieve a broad, balanced and relevant curriculum
- Prepare and present assessments, reports, observational data according to pre-set schedules (e.g. Annual Review Report timetable, six monthly evaluation, formal assessment procedures) and at any other time as requested by the Leadership Team
- Devise EHCPs, MAPP and PiP targets that are matched to need and ability
- Devise comprehensive unit plans to specify teaching methods, criteria for success and possibly equipment and relevant evaluations
- Summarize recordings and evaluations in a clearly understandable form on a regular basis

- Identify 'gaps' in assessment information on individual pupils and if unfamiliar with appropriate assessment material seek advice and support
- Interpret and utilize formative and periodic summative assessment for end of year/Key Stage reporting and in devising and evaluating EHCPs
- Periodically evaluate priorities for an individual in terms of their needs and abilities against desirable breadth in curricular provision
- Undertake assessments and prepare information for school target setting.

3. Effective teaching, ensuring maximum access to the curriculum

In order to perform well in this role teachers should be able to:

- Demonstrate understanding of the rationale of the 'whole curriculum' and the part EYFS/National Curriculum/Creative Curriculum and Post 16 plays in whole school learning, continuity and progression
- Demonstrate familiarity with the school aims in relation to learning and how these aims are achieved through curricular provision
- Adapt teaching styles to what and who is being taught
- Plan and co-ordinate teaching sessions, which balance individual, paired and small group settings
- Implement and evaluate a range of approaches
- Create a learning environment with a balance of stimulation and structure where high expectations are evident.
- Re-evaluate failing or under challenging programmes, devise new trial approaches and establish effective and relevant alternatives
- Explore ways of reducing barriers to learning which arise from major physical intellectual, emotional or sensory impairment
- Adapt and modify teaching pupil resource materials to suit pupils' maturity levels and learning styles
- Devise and ensure implementation of effective approaches to pupil self-evaluation.

4. Development of Communication, Literacy and Numeracy skills and ICT capability

In order to perform well in this role teachers should be able to:

- Demonstrate understanding of the fundamental importance of communication and take this in consideration when planning teaching activities
- Understand the physical, linguistic and psychological aspects of communication in order to determine a pupil's level of receptive and expressive language skills and plan a structured programme of development
- Demonstrate through programme plans, EHCP, MAPP targets, an understanding of a pragmatic approach to communication
- Demonstrate understanding of augmentative/alternative communication and the role ICT has to play
- Know and apply the effective pedagogy relating to the teaching of Literacy, Numeracy and ICT and relate these to the needs of pupils with severe, and/or complex learning difficulties
- Demonstrate understanding of school policies with regard to the teaching of Literacy and Numeracy
- Demonstrate an understanding of the role ICT can play in assisting learning

- Make effective use of first-hand experience and context beyond the school to help pupils understand the importance of Literacy and Numeracy skills and ICT capability in everyday living.

5. Promotion of social and emotional development, positive behaviour and preparation for adulthood

In order to perform well in this role teachers should be able to:

- Demonstrate positive, consistent and non-confrontational approaches to disruptive behaviour and implement, where necessary, the range of management techniques outlined in the school's policy
- Maintain class discipline
- Set clear standards of staff/pupil interaction compatible with school policy and guidelines
- Be familiar with school's procedure on positive behaviour management intervention and physical intervention
- React effectively to a crisis and change the activity/person to maximise the best for the most pupils
- Work with parents/carers, Social Services, Health and other agencies to agreed approaches to pupils' personal development
- Foster perseverance and concentration by structuring tasks and learning so that pupils are clear about what is expected of them
- Demonstrate knowledge of strategies which take into consideration primary and secondary factors influencing behaviour
- Promote pupils' knowledge and skills in personal, social, health and sex and relationship education to help them meet challenges arising from disability, personal behaviour, interpersonal relationships, leisure pursuits and family life
- Encourage the development of independent living skills preparing pupils for further training opportunities (where appropriate) and assist them in the development of skills appropriate to adult life.

6. Classroom organization

In order to perform well in this role teachers should be able to:

- Organise and manage material and staff resources to ensure effective teaching to all class pupils
- Devise clear and comprehensive information on timetables eg equipment timetable, positioning timetables and staff rotas
- Establish individual and class timetables that are complimentary in terms of balance, breadth and relevance
- Co-ordinate the organization of class materials, equipment and staffing to allow implementation of each session
- Co-ordinate class team efforts to ensure that materials and equipment are maintained in good order and condition
- Audit class resources as necessary/requested
- Co-ordinate upkeep of appropriate records/information on class resources (eg class budgets) and utilize these effectively and efficiently.

7. Team management

In order to perform well in this role teachers should be able to:

- Establish and maintain co-ordinated effort by the class team by ensuring:
 - Clarity of roles
 - Access to, and familiarity with, all relevant information
 - Acknowledgement of class team members' views and contributions
- Plan, organise and supervise the work of class staff (to include all Nursery Nurses, Education Teaching Assistants, Cover Supervisors, HLTAs, students and volunteers)
- Ensure familiarity of class team with individual pupils' programmes and materials and equipment which are relevant to their needs
- Ensure familiarity with, access to and use of the recording procedures by the class team
- Actively engage class team in evaluation of recording results, draw out and co-ordinate contributions effectively
- Directly contribute to and co-ordinate the contributions of others (class staff and pupils) to all work
- Hold regular meetings (with agenda and minutes) where there is opportunity for the team to contribute to the agenda
- Identify and report on behaviour requiring discussion at class meetings and base meetings
- Identify and act upon class difficulties with behavioural problems
- Conduct meetings on behavioural issues if necessary
- Identify and 'act upon' inappropriate staff conduct towards pupils.
- Adhere to school policy on session time and ensure that class staff do likewise
- Implement agreed decisions including conveying information to class team members not in attendance at particular meetings.

8. Team participation

In order to perform well in this role teachers should be able to:

- Place a copy of the medium term planning, class timetable, MAPP targets on the server at the start of each term
- Place a copy of the short term planning on the server at the beginning of each week
- Contribute to corporate management of resource timetabling
- Undertake sufficient preparation to contribute to/respond to all relevant school documents, policies etc
- Encourage and support efficient and purposeful use of directed time by constructive participation with due regard to the protocol and procedure of staff/working party meetings
- Be thoroughly conversant with notified schedules for the presentation of reports, reviews and assessment materials
- Meet notified deadlines for the above in order to ensure adequate time for presentation to the Headteacher or Deputy Headteacher prior to sending to parents
- Appraise situations requiring the advice/support of the whole teaching staff e.g. behavioural issues
- Present sufficient quality and quantity of information for effective discussion at specified meetings (eg review of behaviour strategies);
- Co-ordinate the implementation of agreed behavioural programmes within the class team and disseminate information to ensure consistency across the school

- Appraise situations requiring advice/support of Senior Leadership Team eg identification of team members' 'difficulties'
- Evaluate class staffing effectiveness and convey this as required to the Headteacher
- Clearly log incidents and accidents assessed as significant
- Follow school's procedures regarding emergencies
- Notify the Headteacher in circumstances potentially within the remit of 'Child Protection'
- Co-operate positively with agreed schemes for Performance Management.

9. Parents and professionals

In order to perform well in this role teachers should be able to:

- Recognise, seek and respect the contribution that parents/guardians can make to assessment, learning and evaluation
- Arrange regular visits to the child's home
- Arrange mutually convenient times for effective parental consultations and provide relevant documents
- Involve parents in carrying out programmes within the home through the Home School Book
- Maintain clear records of recent parental consultation meetings, including where meetings have been offered but not taken up
- Clearly present parents' views and concerns on relevant records and as requested as information
- Maintain regular routine contact in home school books sent on a daily basis
- Ensure that all parents receive copies of school newsletters and other information sent via classes
- Assess the need to make direct contact with parents on matters of immediate concern.

10. Subject leadership (post ECF)

To provide professional leadership and management for a subject to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

The four key areas of subject leadership are:

- Strategic direction and development of the subject
- Teaching and learning
- Leading and managing staff
- Efficient and effective deployment of staff and resources

Arrangement for Review

This job description will be reviewed jointly by the Principal and the post holder at least once in each academic year according to the school's agreed procedure as specified activity and may be reviewed on other occasions by the agreement of both parties as a voluntary activity.

PERSON SPECIFICATION **Class Teacher**



To be assessed through application, reference and interview.

ATTRIBUTES	RELEVANT CRITERIA	HOW IDENTIFIED	RANK
Educational & Training	Qualified teacher status or (Including ECF) Additional SEN Training or Qualifications Recent Professional Development A clear understanding of Child Development	Interview process	A B A A
Relevant Experience	Work with Special Educational Needs pupils in a school setting Work with pupils or students with severe or profound learning difficulties Work with pupils or students with other disabilities (Physical, visual, auditory, language/communication etc) Work with pupils with autistic spectrum disorders	Interview process	B B B B
Special Knowledge & Skills	The ability to work as part of a multi – agency staff team The ability to work in a close cooperative with other staff in school The ability to lead and develop a class/subject staff team The ability to liaise and work positively with parents and carers The ability to lead a curriculum area Knowledge and understanding or experience of ‘Positive Behaviour Management’ principles and practice. Ability to cope with challenging situations The ability to utilise ICT for teaching, planning recording & situations Knowledge of Makaton sign language Experience and understanding of planning a differential curriculum to meet the individual needs	Interview process	A A A A A A B A B A
Additional Factors	A clear commitment to equal opportunities for all and the inclusion of students with SEN in community activities Enthusiasm, reliability, adaptability & integrity Full driving licence and minibuss driver status Ability to swim and / or undertake other physical activities Additional personal interests and skills Willingness to undertake an enhanced Disclosure and Barring Service check. Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.	Interview process	A A B B B A

Note to applicants: Applicants will be shortlisted from the information provided in the Application Form. ‘A’ Criteria will be considered first, followed by ‘B’ and finally ‘C’ until a suitable shortlist is established. Please ensure you address all aspects of the Relevant Criteria in your application.

A background image showing a large group of children in a classroom, all with their hands raised in the air, suggesting an active learning environment or a Q&A session.

HOW TO APPLY

Say yes to new adventures.

If you'd like a chat about the role or have any questions, we'd be delighted to hear from you. Please contact our School Business Manager Allanna Hoyer via recruitment@castlehillsschool.org.uk

If you're ready to apply, please complete our application form and return it to recruitment@TLT.school by the deadline.

SAFER RECRUITMENT

We are committed to safeguarding children, young people and vulnerable adults. All staff and volunteers are expected to behave in a way that supports this commitment and are subject to an enhanced DBS check. Please be aware that it is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. If you are shortlisted for interview, we will undertake an online public search in line with guidance from the Department for Education and Keeping Children Safe in Education 2023.