



# CANDIDATE BRIEF

**CLASS TEACHER (RESOURCE BASE – COMPLEX NEEDS)**

# WELCOME

We would like to extend a warm welcome to you as you consider embarking on your journey within one of our schools. As a community, The Mead Trust values the contribution every member of our team brings to our schools; this makes them a happy and harmonious place to work and learn.

Our positive reputation reflects our drive to provide *inspirational learning for all* of our children, right from the start. The enriched curriculum we offer provides exciting learning opportunities, which extend beyond the classroom to engage and inspire inquisitive minds. To find out more about what we do and how we do it, we recommend having a look at our website, and this page in particular:


<https://www.themeadtrust.org/our-approach-to/inspirational-learning-for-all/>.

It's our aim to meet the needs of each child individually and we provide the resources and the staff to achieve this. Our dedicated team is committed to providing a wonderfully creative learning environment to fascinate every child.

We are inclusive, passionate and principled. Aspirations for excellence underpin all that we do – seeking a 'golden thread' through the many aspects of our work. We expect every member of our Trust community to be kind, curious and courageous. Our schools work within an ethos of mutual respect, honesty and humility where cross-Trust support and decisive collaboration are key.

The following information should give you a real 'feel' for our ethos, vision and values. Please take time to read this along with the information on websites. You'll find the relevant links on the following pages. If you would like to find out more about us, and the role, please do not hesitate to contact us via the details on the 'How to apply' page at the end of this pack.

With kind wishes



# AN INTRODUCTION

The Mead Primary School opened in Hilperton in September 2001, and 8 years later it became one school on two sites when the small village school of Wingfield joined. The Mead Trust became an Academy Sponsor in 2014 and in September of that year the Trust opened Castle Mead School, a new primary school with a nursery in Trowbridge, and took on the running of River Mead School and nursery in Melksham.

In 2017, The Harbour launched; an inreach / outreach programme that uses therapeutic approaches to enable children with SEMH needs to positively engage with learning in school. In the same year, Castle Mead School expanded to two-form entry, and in 2018 we were delighted to open The Orchard Nursery, a purpose-built provision for 3- and 4- year olds on the site of The Mead in Hilperton.

The journey to securing outstanding leadership and learning across all of our schools is exciting. It is a genuine shared endeavour. Our talented and experienced team works together highly effectively across sites, and draws on each other's strengths to shape inspirational learning for all of our children.

We pride ourselves on our comprehensive induction process, and delivering professional development to all of our staff. We give full training to the right people, as we believe strongly that it's much more about attitude and approach than it is about experience, and we welcome applications from people who are passionate about working with children, no matter what their background is. Our staff come from a huge variety of backgrounds, and we embrace and actively welcome people from all walks of life. We understand the vast knowledge and skill that comes from a range of sectors.





“

Children only get one chance to experience childhood and they have an absolute right to the highest quality of education

”

LYSSY BOLTON  
CEO, THE MEAD TRUST



# RIVER MEAD SCHOOL

**Headteacher:** Mrs Karen Austin

**Ofsted rating:** Good (January 2019)

**Address:** Lowbourne, Melksham SN12 7ED

**Contact:** [office@rivermead.wilts.sch.uk](mailto:office@rivermead.wilts.sch.uk) | 01225 703428 | [www.rivermead.wilts.sch.uk](http://www.rivermead.wilts.sch.uk)

River Mead School is a single entry primary and nursery school with an average number of children on roll of 245. The proportion of disadvantaged pupils eligible for pupil premium funding is well above the national average, as is the proportion of pupils who have special educational needs and/or disabilities. The school has a 20-place Resource Base providing specialist provision for pupils with a range of complex needs; these children spend time with their peers in mainstream when appropriate. There is a wide range of outdoor spaces, gardens and playgrounds including a multi-functional all weather activity pitch.

The staff pride themselves on the pastoral support they offer the children, and creating a 'school family'. There are a number of children who receive support from social services and staff recognise that it is only when children feel safe and secure that they are able to learn at their best. As a result, the school offers a wide range of spaces for nurtured learning.

It is a very friendly school with a committed staff where everyone embraces the 'River Mead family' ethic, and where the mutual respect for all who work in the school is very evident.

**"The team at River Mead is very warm, welcoming and supportive."**

*River Mead staff member, Staff Wellbeing Survey, October 2022*

# OUR TRUST LEADERSHIP

The Strategic Leadership Team work closely together to focus on school and Trust-wide improvement and development. Heads also meet regularly in order to undertake peer support and challenge.

The CEO and Executive Leader work together closely in order to support and challenge effectiveness across our Trust. This includes coordinating the work of Trust subject teams, which meet regularly to develop provision and practice. The team also coordinates high quality professional development, including appraisal, for Trust staff and facilitates school to school support for all schools within the Teaching School Alliance.





# OUR VISION

## **Holding children at the heart**

In schools where all children are happy and safe, we provide inspirational learning that:

- Motivates all children to reach their full potential and equips them to become resilient life-long independent learners
- Prepares children to live responsibly and peacefully in the spirit of understanding, tolerance, equality and friendship

## **Striving for excellence**

For our schools to be held in the highest esteem by children, staff, parents/carers, governors and the wider community and to be places where:

- Excellence is the expectation
- All individuals are valued
- Everyone's achievements are maximised and celebrated

## **Purposeful collaboration**

To support all staff to collaborate decisively and learn together within our family of schools, working together ethically and with a generosity of spirit on behalf of each other and all our children.

# Our Charter for Living and Learning



## OUR GOLDEN RULE Treat people as we would like to be treated

Our purpose is to encourage, support and develop every child so that they reach their full potential



We prepare children to live responsibly and peacefully in the spirit of understanding, tolerance, equality and friendship

## Ready • Respectful • Safe



### We have a right to

- Feel safe and happy
- Belong
- Enjoy school

### We have a responsibility to

- Think kind thoughts and speak kindly
- Be gentle
- Be polite
- Be helpful
- Co-operate and collaborate
- Resolve problems peacefully
- Understand and celebrate difference



### We have a right to learn

### We have a responsibility to

- Take control of our learning
- Identify and solve problems
- Be creative and express our ideas
- Help, support and encourage others



### We have a right to

- A vibrant and exciting environment where we can flourish
- An environment that can be enjoyed by all

### We have a responsibility to

- Look after our school
- Take care of our resources
- Reduce, re-use and re-cycle

Friendship • Respect • Equality • Determination • Inspiration • Courage • Excellence





# OUR PURPOSE AND VALUES

## **Our teachers will:**

- Create a vibrant learning environment
- Have a secure subject knowledge
- Employ effective teaching strategies and ensure learning is relevant, creative, challenging, participative and enjoyable
- Plan and assess effectively
- Set high expectations and pace lessons appropriately
- Provide a rich, stimulating and balanced curriculum
- Encourage children to solve problems, take risks and be creative
- Employ positive reinforcement and celebrate achievement
- Work in partnership with parents
- Contribute, take responsibility and develop initiatives
- Consistently hold high professional expectations of themselves and one another

## **Our schools are places where:**

- There is a positive ethos, confidence and optimism
- There is a culture of inclusion, enabling the participation and involvement of all
- There is an environment of opportunity –engendering a sense of pride, ownership, responsibility and identity
- There are caring relationships where children and adults are valued as individuals
- Diversity is celebrated and respected, and we challenge stereotypes
- We value open and effective communication and consultation
- We value fairness, honesty and integrity
- We believe practice can always be improved, and maintain an open dialogue about how children learn best
- We value the learning and development of pupils, staff and volunteers
- We learn from each other, making every effort to disseminate goods ideas and best practice
- We continually reflect, evaluate and challenge our existing beliefs

## **Our children will be:**

- Happy and secure
- High achieving learners – making excellent progress in relation to prior attainment
- Enthusiastic and highly motivated to learn
- Demonstrate positive attitudes and behaviours characterised by high self-esteem, independence and responsibility
- Able to develop key skills
- Well-rounded citizens of the 21<sup>st</sup> Century

# TEACHING PRINCIPLES AND PRACTICE

**Effective teaching and learning within The Mead Trust is characterised by:**

**1. Valuing Children and Childhood** Every child is a unique. Their ability to be resilient, capable, confident and self-assured should not be underestimated. Independence, risk taking, leadership, self-regulation and co-construction are valued. Children are entitled to the freedom to play, to take responsibility for their learning and behaviours, to identify and solve problems and the excitement of being outdoors. Children's rights are respected and protected (UNICEF, 2012)

**2. An Enabling Environment** Children are entitled to an irresistible, warm, welcoming, and well organised environment (both indoors and outdoors) that provides for independence, choice, a wealth of sensory experiences; reflecting the children's interests and celebrating their achievements.

**3. Professional Growth** Outstanding teaching and leadership is developed through: sharing best practice, researching and critiquing evidence based approaches, supporting clear pathways of career progression, engaging in practitioner enquiry and actively encouraging creative thinking, risk taking and innovation

**4. Understanding Learning** Learning is an active experience designed to provoke rich dialogue, active listening and sustained shared thinking between all participants through experimentation and discovery. Knowledge of the concepts of 'threshold' and 'mastery' are used to inform teaching and learning sequences.

**5. Planning for Excellence** Planning is responsive to the children's interests and fascinations and is targeted to identify gaps in skills and understanding and to provide repeated opportunities to practise what most challenges us. Learning sequences have a clear structure, using a 'teaching backwards' approach ensuring high quality outcomes in all subjects

**6. Courageous Leadership** All leaders have a clear vision, underpinned by a sense of moral purpose which is understood, owned and implemented by the whole community in the pursuit of shaping inspirational learning and continually improving outcomes. Choices about organisation, structure, resources and priorities are made bravely. The qualities of leadership are recognised, valued and nurtured across the whole school community.

**7. Purposeful Assessment** Assessment is continuous, specific, relevant and provides clear pathways to future success in learning through a forensic understanding of the children's progress. Teachers recognise how on-going assessment links to the summative assessment cycle in schools and the wider assessment and accountability system.

**8. Community Engagement** Community engagement is based upon reciprocal relationships that value opinions, interpretations and utilise the skills and expertise of others. Collegiality between staff, parents /carers and children is highly valued and well supported. The community is used both as a source of information and a resource for investigation and learning.

**9. Responsive Teaching** By implementing successful evidence-based strategies and frameworks adults model and exemplify excellence at every level. Expert subject knowledge enables teachers to identify and define the selection of skills to be taught and to design experiences to ensure that the learning journey makes sense and ignites deeper level thinking for all children.

**10. Relational Teaching** Children develop in the context of relationships and the emotional environment around them. All adults are expected to model and teach children how to show love, care, tolerance, respect, openness and honesty with each other.

**11. An Inspirational Curriculum** Teachers plan for a curriculum that inspires, motivates and engages all children in memorable experiences. Connections are made between subject areas to ensure learning contexts are authentic and meaningful and provide opportunities for application of skills, investigation and purposeful play. Careful consideration is given to the intent, implementation and impact of all learning sequences.

**12. Culture of Opportunity** Adults create a culture where difference is acknowledged and celebrated. Individual achievements are recognised and all members of the school community are encouraged to have a voice. Where there are barriers adults pride themselves on embracing different approaches and opportunities to ensure that children understand that barriers don't have to limit their lives and that there is an equitable experience for all.

# KEY INFORMATION ABOUT THIS ROLE

**Main place of work:** River Mead School, Lowbourn, Melksham SN12 7ED

**Salary:** MPS / UPS depending on experience

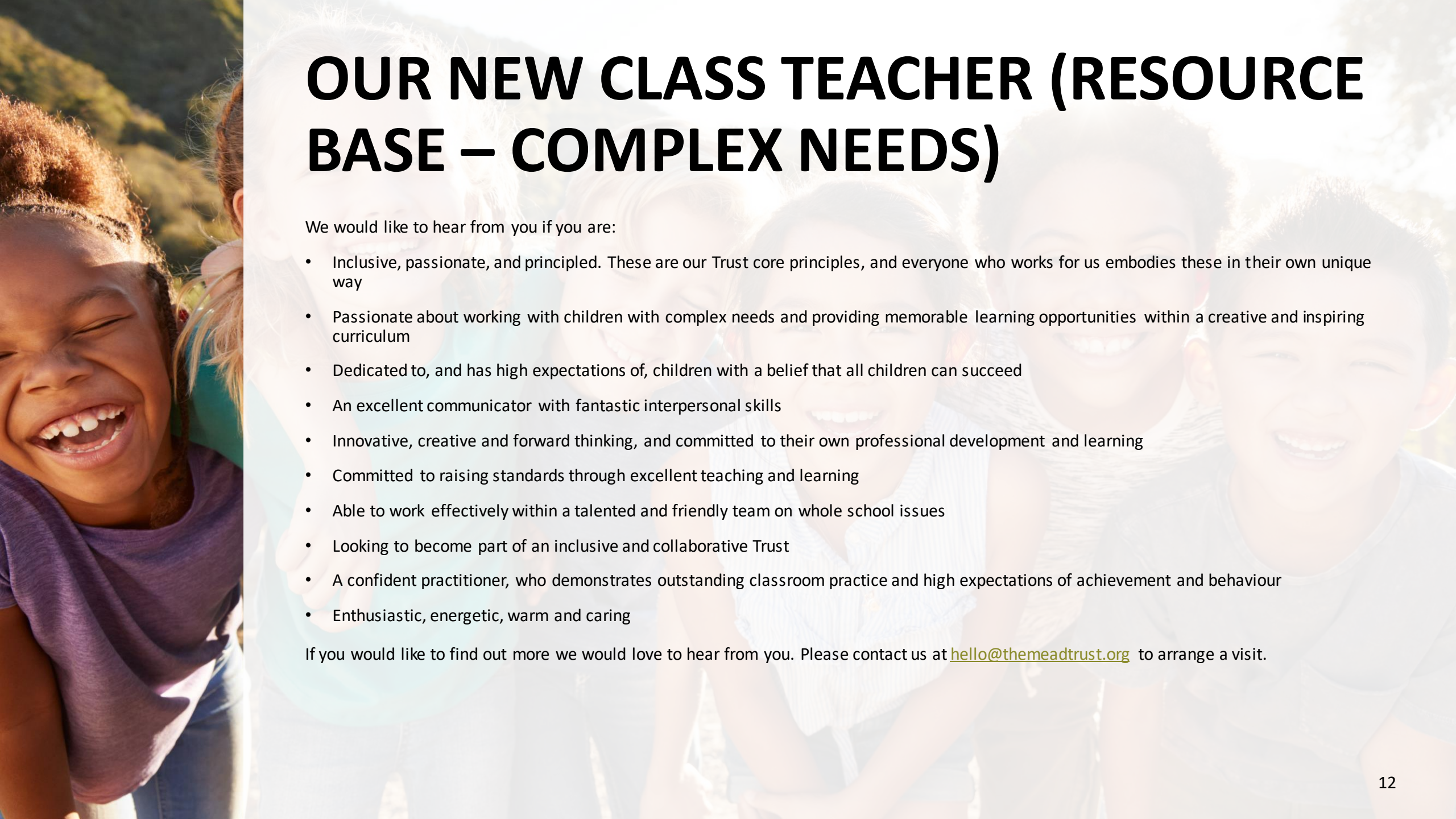
**Contract:** We will consider a temporary post for the summer term or a permanent position for the right candidate

**Hours:** Full time

**Closing date:** Applications will be considered on receipt, and early applications are encouraged. Applications will not be considered after 9.00am on 30 January 2023

**Interview date:** Week commencing 6 February 2023

**Start date:** 17 April 2023

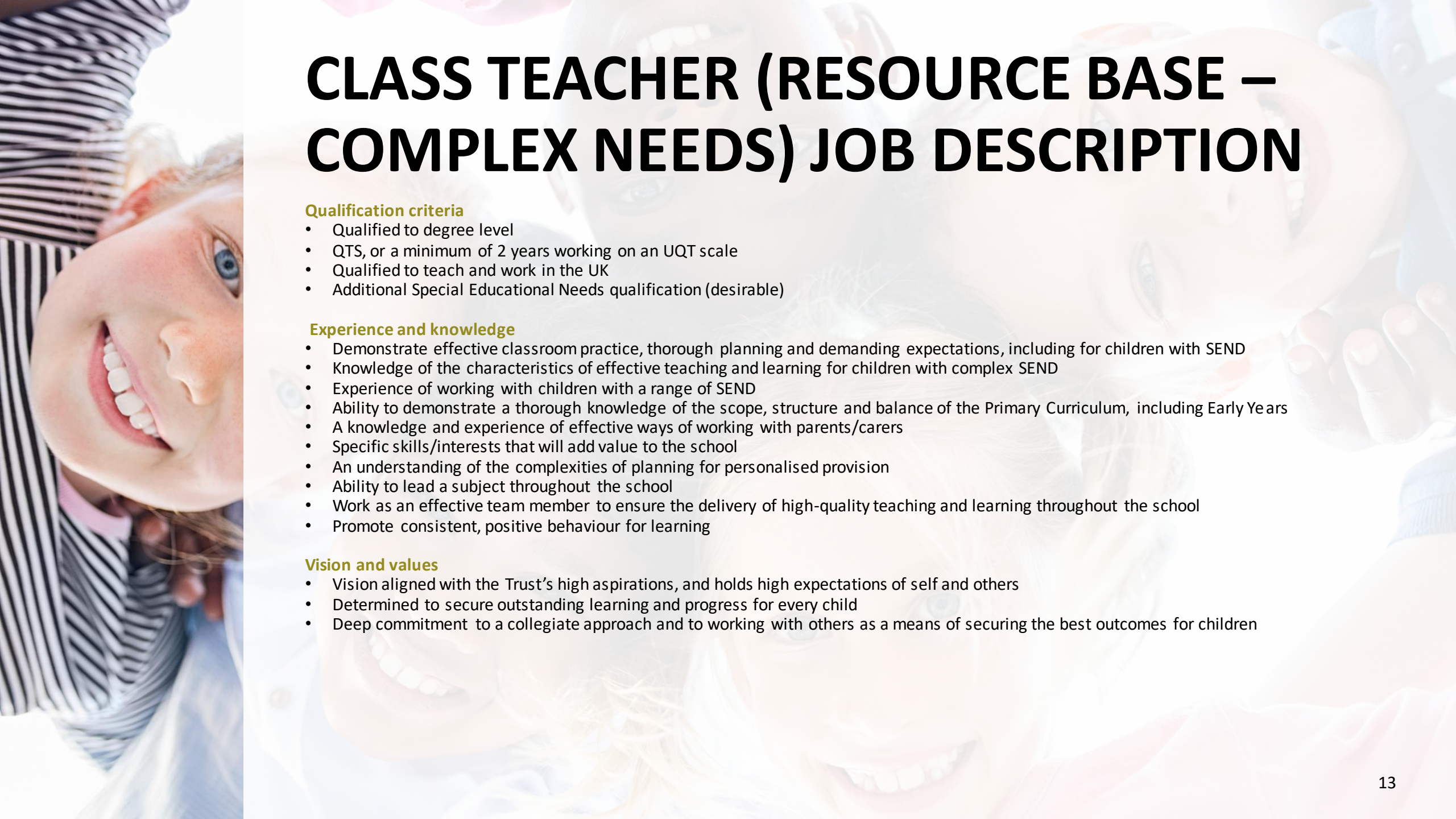


# OUR NEW CLASS TEACHER (RESOURCE BASE – COMPLEX NEEDS)

We would like to hear from you if you are:

- Inclusive, passionate, and principled. These are our Trust core principles, and everyone who works for us embodies these in their own unique way
- Passionate about working with children with complex needs and providing memorable learning opportunities within a creative and inspiring curriculum
- Dedicated to, and has high expectations of, children with a belief that all children can succeed
- An excellent communicator with fantastic interpersonal skills
- Innovative, creative and forward thinking, and committed to their own professional development and learning
- Committed to raising standards through excellent teaching and learning
- Able to work effectively within a talented and friendly team on whole school issues
- Looking to become part of an inclusive and collaborative Trust
- A confident practitioner, who demonstrates outstanding classroom practice and high expectations of achievement and behaviour
- Enthusiastic, energetic, warm and caring

If you would like to find out more we would love to hear from you. Please contact us at [hello@themeadtrust.org](mailto:hello@themeadtrust.org) to arrange a visit.



# CLASS TEACHER (RESOURCE BASE – COMPLEX NEEDS) JOB DESCRIPTION

## Qualification criteria

- Qualified to degree level
- QTS, or a minimum of 2 years working on an UQT scale
- Qualified to teach and work in the UK
- Additional Special Educational Needs qualification (desirable)

## Experience and knowledge

- Demonstrate effective classroom practice, thorough planning and demanding expectations, including for children with SEND
- Knowledge of the characteristics of effective teaching and learning for children with complex SEND
- Experience of working with children with a range of SEND
- Ability to demonstrate a thorough knowledge of the scope, structure and balance of the Primary Curriculum, including Early Years
- A knowledge and experience of effective ways of working with parents/carers
- Specific skills/interests that will add value to the school
- An understanding of the complexities of planning for personalised provision
- Ability to lead a subject throughout the school
- Work as an effective team member to ensure the delivery of high-quality teaching and learning throughout the school
- Promote consistent, positive behaviour for learning

## Vision and values

- Vision aligned with the Trust's high aspirations, and holds high expectations of self and others
- Determined to secure outstanding learning and progress for every child
- Deep commitment to a collegiate approach and to working with others as a means of securing the best outcomes for children

# CLASS TEACHER (RESOURCE BASE – COMPLEX NEEDS) JOB DESCRIPTION

## Personal characteristics

- Enthusiastic and committed to delivering high quality provision for children with SEN
- Demonstrate high standards of personal organisation
- Be able to follow direction and use initiative
- Highly positive, creative and energetic
- Relishes accountability and takes personal responsibility for own actions
- Excellent critical thinking skills; has an intellectual curiosity and rigour
- Able to build trust and mutual respect between pupils, families and staff
- Strong interpersonal, written and oral communication skills
- Able to use new/emerging technologies to secure impact
- Demonstrate commitment to continuing professional development
- A good health record
- Good and appropriate sense of humour

## Safeguarding

- Values and respects the views and needs of children
- Has up to date knowledge of relevant legislation and guidance in relation to working with, and protection of children
- Displays commitment to protection and safeguarding the welfare of children
- Demonstrates commitment to CPD in relation to safeguarding/child protection

# WHAT WE OFFER

- An ambitious and vibrant place to work, with enthusiastic staff in all of our schools
- A highly organised and very supportive team
- The rare opportunity to work and plan collaboratively with experienced colleagues across the Trust
- High quality professional development opportunities from Day One
- A clear vision with purpose and values that are supported by all our staff
- A National College training account, where you can access thousands of training courses online for free
- Unlimited, free access to the Employee Assistance Programme which gives all our staff confidential support and guidance just when they need it most

# HOW TO APPLY

Candidates wishing to apply for this position must send the following items. (Applications that are missing any of the following will be incomplete and will not be considered):

- A completed application form (download one from [www.themeadtrust.org](http://www.themeadtrust.org))
- A letter detailing any additional information
- A video (not more than 2 minutes) or a written statement (not more than 500 words) explaining the skills you think make an exceptional Class Teacher (Resource Base – Complex Needs), and how you know you've got them

to Lyssy Bolton, CEO, at [nhewlett@rivermead.wilts.sch.uk](mailto:nhewlett@rivermead.wilts.sch.uk) by the closing date.

We look forward to hearing from you.

*This role will involve contact with children and the post holder will be engaged in regulated activity relevant to children and will be subject to an Enhanced Disclosure and Barring Service check before appointment is confirmed. This Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts involving direct contact with children are exempt from the Rehabilitation of Offenders Act 1974. However, amendments to the Exception Order 1975 (2013 & 2020) provide that certain spent convictions and cautions are 'protected'. These are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website.*





**THANK YOU FOR  
YOUR TIME**