March 2023

Dear Applicant,

We are seeking to appoint enthusiastic and dynamic Classroom Teachers who have the flexibility to teach a range of curriculum subjects across the school. Successful candidates will be self-motivated, creative, fun and inspirational teachers who have a desire to build meaningful and positive relationships with all the young people they encounter. They will need to approach curriculum subjects in a purposeful, age appropriate and exciting way, engaging young people through first hand experiences. They will have high aspirations for our students and will be committed to, and passionate about, preparing them for successful, independent and happy futures in adulthood.

The successful candidates will join our committed, passionate and dedicated staff team and play an integral role in building an exhilarating future for our school community.

We welcome applications from teachers with all levels of experience and from a range of education backgrounds in both mainstream and special sectors.

* Successful candidates will benefit from:
* Joining a strong and committed staff team with a bright future.
* Excellent CPD opportunities.
* Outstanding opportunities for pedagogical development, working with specialist practitioners and experienced leaders.
* The opportunity to make life-defining differences for an amazing group of young people.

To obtain an application pack please contact SPhipps@fairmeadschool.com

If you are interested and would like to know more about working in a special needs school,

 please contact Mrs Berryman on 01935 421295.

**Closing Date:**  Thursday 16th March **Interview Date:** Thursday 23rd March

*NB: Fairmead School is committed to safeguarding the school community. All job applications must contain the disclosure of any spent convictions and cautions. The school will carry out pre-employment vetting procedures, which include the successful outcome of an enhanced DBS.*

Yours sincerely



Tracy Felstead

**Headteacher**

ABOUT FAIRMEAD SCHOOL

Fairmead School is situated on the North Eastern outskirts of Yeovil in the County of Somerset. It has a very wide catchment area taking in students from across South Somerset and into parts of Dorset. The school, which currently has 140+ students on role, caters for students with MLD and ASD, aged between four and nineteen years.

Principles - we seek to provide a friendly, caring environment for all our children to reach their potential through high quality teaching and learning that supports the development of life-long learning skills, self-esteem and celebrates individual success. The school is committed to the philosophy of equal access to educational opportunities through the National Curriculum and to the provision of suitably differentiated programmes of study to meet individual needs. The teaching and learning styles reflect the ethos expected by the Governors and staff in promoting a calm and co-operative atmosphere for work. Codes of conduct and expectations of positive behaviour are based upon the principles outlined in the School Behaviour Policy, which was developed with all members of the school community (including Governors and parents). It promotes mutual respect and consideration of everyone. We therefore have high and consistent expectations of all who belong to, or are connected with the school.

Staff and Governors work in partnership with parents and other professional agencies. The school philosophy is founded upon an appropriately challenging and stimulating curriculum where students realise their potential and achieve to the best of their ability. At Fairmead School student attainment is achieved through individual programmes of study that are enhanced by extra-curricular activities. Fairmead School seeks to create a happy and supporting environment for all students and staff that encourages everyone ‘to be the best we can be.

**Job Description - Classroom Teacher**

School: Fairmead School

Scale: Teachers MPS/UPS plus 1 Special Needs Point

**Main Purpose of the Job**:

• The teaching and learning of all pupils with special educational needs

• All staff have a shared responsibility for pupil progress and attainment; the development of the curriculum, high standards of teaching and learning, raising standards of achievement.

• The development of policies, practice, and the effective use of resources

• Building and fostering positive relationships with all children, manage an effective classroom to enhance group dynamics and develop self-esteem through a broad range of extended school activities.

• Supports the values and ethos of the school.

• Demonstrate and is committed to the equality of opportunity for all pupils.

**Main Duties and Responsibilities**:

**General**

A teacher at Fairmead:

• Must know individual pupils’ abilities and additional learning needs so that they can differentiate appropriately within the groups they teach.

• Will need to make certain all aspects of their teaching provide challenge, creativity and support to maximise the learning opportunities for all pupils.

• Plan for, deliver and evaluate pupils learning and progress.

• Analyse and monitor pupil progress data, determine strategies for improvement and report termly on pupil progress.

• Will undertake responsibility for a classroom tutor group as required.

• Maintain a positive approach to discipline and ensure that acceptable standards of conduct within classroom are maintained at all times.

• Take an active role in assemblies and other whole school activities.

• Abide by the teachers’ pay and conditions regulations.

• Meet all requirements of the Teachers’ Standards – September 2012.

• Liaise with therapists and external agencies as required.

**Subject Knowledge**

A teacher at Fairmead must demonstrate:

• Knowledge and understanding of the National Curriculum (NC) and the programmes of study (PoS) in the subjects they are preparing to teach, including P scales, together with an understanding of the framework of the statutory requirements.

• A breadth and depth of subject knowledge extending beyond PoS and examination syllabi in schools.

• Current awareness and understanding of the knowledge, concepts and skills of the

Subjects they teach and of the place of these subjects in the school curriculum.

**Subject Application**

A teacher at Fairmead must:

• Ensure through subject development planning that schemes of work are produced and

Periodically reviewed and that subject area priorities and targets are identified to enable the necessary action to be taken to evaluate progress.

• Produce coherent subject planning which take account of the NC, PoS and of the school’s curriculum policies.

• Ensure continuity and progression within, between classes, and in subjects

• Set appropriately challenging learning expectations for pupils.

• Employ a range of teaching strategies appropriate to the age, ability and attainment level of pupils.

• Present learning tasks creativity, clearly and in a stimulating manner.

• contribute to the development of pupils language and communication skills.

• Demonstrate ability to select and use appropriate resources, including ICT.

• Take a lead within the school in their specialist subject.

**Class Management**

A teacher at Fairmead must:

• Create and maintain a creative, stimulating and supportive environment for the pupils

• Present learning tasks and curriculum content in a clear, challenging and stimulating

manner with appropriate learning targets that inform pupil’s progress and attainment.

• Be prepared to use skills of negotiation and de-escalation where necessary.

• Decide when teaching the whole class, groups, pairs or individuals is appropriate for particular learning tasks.

• Devise and use appropriate rewards and sanctions to maintain an effective learning environment in keeping with the school behaviour policy.

• Maintain pupil’s interest and motivation.

• Establish clear expectations of pupil behaviour in keeping with the school behaviour policy.

• Use a range of teaching techniques appropriate to the children learning needs.

• Manage effectively and economically their own and pupils time.

• Develop pupil skills in individual and collaborative skills necessary for effective learning.

• Work and lead effectively a team of Learning Support Assistants (LSAs), including them in plans so that LSAs are clear on their role within the classroom.

• Mark registers, ensuring absences and lateness are accountable for and taking appropriate action.

**Assessment and Recording of Pupils’ Progress**

A teacher at Fairmead must:

• Identify the current level of attainment of individual pupils using the new age-related expectations including P scales.

• Determine pupil progress against the standard expected of a pupil of that age

• Assess and record systematically the progress of individual pupils using the school’s assessment system.

• Set ambitious targets for pupils and regularly monitor progress

• Effectively use assessment data to inform teaching and learning so to raise standards.

• Provide oral and written evaluative feedback to pupils and parents on the processes and outcomes of their learning by contributing to school reports, EHCP, transitional reviews, or other reports as required by the head teacher and/or governing body.

• Produce subject reports for the Headteacher / Governing Body on pupil progress, subject development, assessment and monitoring progress and pupil examination predictions for the Pupil Centred Review.

• Have an understanding and implement the principles of Assessment for Learning in all aspects of teaching and learning.

• Set and assess homework where appropriate.

**Further Professional Development**

A teacher at Fairmead must have:

• An understanding of the school as a provision and its place within the community

• Knowledge and contribute to the school self-evaluation process (SEF) and school development plan (SIDP) and how this relates to priorities for development within the school and CPD.

• A readiness to develop their teaching and learning through effective Performance Management and take part in CPD opportunities.

• To attend such meetings as necessary.

• A working knowledge of their pastoral, contractual, legal and administrative

 responsibilities as teachers.

• An ability to develop effective working relationships with professional colleagues and parents, and to develop their communication skills.

• An understanding of individual differences including social, psychological,

 developmental and cultural dimensions.

• The ability to recognise diversity of talent including that of gifted pupils.

• The ability to identify specific Additional Learning Needs (AEN).

• A self-reflective approach to diagnosing and evaluating pupils learning, including recognition of the effects on that learning relating to teachers expectations.

A readiness to promote the moral and spiritual well-being of pupils

**Facts and Figures**

• The school caters for students with a statement of moderate learning difficulties and an additional need, such as ASD, SEMH, Language and Communication Difficulties.

• Teachers are responsible for managing small budgets related to their class and areas of responsibility.

• Contractual hours are as agreed nationally.

**Problem Solving and Creativity**

• A variety of interpersonal techniques will be needed to interact with staff, parents/carers and pupils.

• At all times the teacher will need to operate within County and National procedures and policies and develop positive relationships with support staff as well as multi agency staff.

• The teacher will need to manage conflicting demands and priorities, displaying significant problem solving skills.

• The teacher will need to be flexible in their approach to pupil’s learning in order to meet the complex needs of students at Fairmead.

• The teacher will need to work on his or her own initiative and under the direction of their line manager.

**Staff Responsibility**

A teacher at Fairmead be responsible for:

• Deployment of staff and resources within their classroom

• To maximise the learning of pupils through the deployment of all support staff

**Decision Making**

A teacher at Fairmead will need to make decisions concerning:

• The pupils in their class.

• Their specialist subject.

• Refers queries from parents of personal and confidential matters to headteacher and staff concerned.

• Exercises full discretion within own areas of responsibility.

**Physical effort and working conditions**

• Fairmead is a typical special school environment, although the post holder will also be involved in external school activities.

• At times there are physical risks associated with intervention in incidents of challenging behaviour, including aggression, which are encountered with pupils who have SEMH or ASD. The school uses the Team Teach approach and full training will be provided.

• Use of Display Screen Equipment within Health and Safety guidelines.

**Contact and Relationships**

• Providing information, advice and guidance Contact with parents / carers and other agency staff to provide support for pupils, such as giving feedback on pupils progress. Such communications can be of a delicate and at times confidential nature depending on a pupil’s individual needs and circumstances.

• Communication with colleagues in school to inform, advise, offer guidance, suggestions and ideas. Particularly with reference to any behaviour / attendance / home issues.

• Contact with a wide range of professionals to provide daily support for pupils within their class.

**Knowledge, skills, experience**

A teacher at Fairmead will have:

• Qualified teacher status.

• The teacher will be working with pupils who are especially difficult to engage in activities, may present more frequent behavioural and social problems and where the attention span presents greater challenges and there is a need for high levels of patience to attain pupils’ individual targets.

• Plan, prepare and assess pupil’s progress

• Demonstrate care, support and empathy towards all pupils

• An Up to date knowledge of current educational theory and legislation.

• A commitment to further training and development opportunities is essential.

• Knowledge of the disability discrimination act (DDA).

• Knowledge of the principles of inclusion.

• Tact and diplomacy.

• Ability to prioritise, organisational skills, presentation skills.

• Ability to communicate and maintain confidentiality.

• Ability to work unsupervised and on own initiative and as part of a team.

• Flexible and able to cope with pressure.

• Self-motivation.

• Ability to work to deadlines.

• A good sense of humour.

**Safeguarding**

A teacher at Fairmead must:

• Keep up to date and be pro-active on all training/guidance in regards to safeguarding children and adults.

• Immediately raise concerns with a DSL on any safeguarding issues.

• Think ahead on environmental and physical areas in order to safeguard children and young people.

• Protect both themselves and others online by privacy settings and professional approach.

**PERSON SPECIFICATION**

**POST TITLE: Classroom Teacher**

|  |  |  |
| --- | --- | --- |
|  | Essential | Desirable |
| **Education and Professional Qualifications** |  |  |
| Qualified Teacher Status |  |  |
| Degree / PGCE or equivalent qualifications |  |  |
| Evidence of continuous professional development, with an SEN focus |  |  |
| Other educational/professional qualifications/middle leadership |  |  |
| Working on / willingness to undertake NPQSL |  |  |
| Non-educational qualifications e.g. sport, Music, First Aid, Team Teach |  |  |
| **Leadership and Management** |  |  |
| To demonstrate appropriate skills to manage colleagues in different situations within a pressurised environment |  |  |
| Experience working with children within the field of Special Education |  |  |
| Experience as a Middle Leader Team member |  |  |
| Experience of leading Learning Support Assistants |  |  |
| Experience of working in positive collaboration with families and other stakeholders within the community |  |  |
| Thorough understanding of child safeguarding and proven experience of promoting child wellbeing |  |  |
| Current knowledge and understanding of Safeguarding and Child Protection issues for staff and pupils |  |  |
| Knowledge and understanding of the new statutory framework for SEN, the National Curriculum and the P Scales framework |  |  |
| Ability to manage and prioritise workload, appropriately delegate tasks and support colleges in undertaking their responsibilities |  |  |
| Evidence of representing a school in a management role |  |  |
| **Teaching and Learning** |  |  |
| An excellent understanding of and experience in using Teacher assessment and data analysis and how this translates into pupil progress and learning |  |  |
| Experience in more than one phase of education |  |  |
| Experience of working in a SEN environment |  |  |
| Knowledge and understanding of social, emotional, mental health issues |  |  |
| Demonstrate an understanding of Thrive and therapeutic support to develop emotional resilience  |  | 🗸 |
| Experience in co-ordinating one or more curriculum areas, including identifying needs, planning monitoring and evaluation of standards either across the whole school or key stage and subject area |  |  |
| Excellent people skills – motivating, nurturing and challenging children and adults to achieve their best |  |  |
| Evidence of contributing to the development of teaching and learning strategies with a staff team  |  |  |
| Knowledge of alternative curricular/vocational opportunities available for pupils and young people |  |  |
| Evidence of outstanding teaching which has proven to be consistently good over time  |  |  |
| **Skills and Strengths** |  |  |
| High standards verbal and written communication skills as well as the effective use of IT and new technologies |  |  |
| High standard of report writing skills |  |  |
| Ability to inspire, motivate and innovate |  |  |
| Ability to make difficult decisions with compassion |  |  |
| Able to build and maintain successful and purposeful relationships |  |  |
| Ability to work creatively and collaboratively |  |  |
| **Personal Attributes** |  |  |
| Integrity, honesty and compassion |  |  |
| Commitment to our students and their learning, well-being and safety |  |  |
| Commitment and champion the rights of all young people in their learning, well-being and safety equality |  |  |
| A good sense of humour |  |  |