



Early Years SEND Teacher

Tees Valley Education Trust

Job Ref: PPA133



TEES VALLEY
EDUCATION
www.teesvalleyeducation.co.uk

Early Years SEND Teacher

Status: Permanent

Required: September 2021

Salary: £25,714 – £41,604 (MPS1 - UPS3 and SEN allowance £2,270)

Hours: Full Time

Reporting to: Head of Academy



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Pennyman Primary Academy is seeking to appoint a committed and passionate SEND teacher as part of Tees Valley Education Trust. This teaching position will be to work with Early Years children in the first instance. For the right candidate, there is the potential of contributing to trust outreach and SEND support work as a Specialist Leader in Education. You will be contributing to and participating in the team working ethos of the provision whilst maintaining its core values by:

- planning and delivering the teaching programme for all pupils within the class in relation to the EYFS and National Curriculum, providing clear structures for learning activities and for sequences which both motivate and challenge;
- setting clear academic and therapeutic targets, working closely with other professionals;
- setting appropriate and demanding expectations;
- making effective use of a variety of SEND assessment information on pupils' progress;
- maintaining good order and discipline in accordance with the academy's procedures and individual pupil needs; and
- contributing to the whole academy's planning activities and operating at all times within the academy stated policies and practices.

There will be the opportunity as the trust grows for promotion and leadership opportunities. We are looking for people who have Qualified Teacher Status as well as a Degree or relevant qualification and experience. The successful candidate must have a demonstrable understanding of and impact upon Assessment for Learning (AfL) as well as knowledge of the current national frameworks and developments in SEND. It is essential that the successful candidate has experience of working with children with complex SEND.

Tees Valley Education Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS check.

Applications are invited from prospective candidates who are able to demonstrate that they are able to meet the essential criteria set out in the person specification and who have the vision, values and tenacity to join an outstanding team and help continue the journey towards excellence.

Visits for discussion with the Head of Academy and to see SEND provision at TVED are strongly encouraged and can be arranged by calling the Pennyman Primary office staff, to organise an appointment.

Application packs can be downloaded or printed directly from the Trust website www.teesvalleyeducation.co.uk or requested from the academy. Only applications on Trust's official application form will be accepted.

If you are submitting your completed application, form by e-mail via recruitment@tved.org.uk, please be aware that the academy cannot be responsible for any formatting anomalies when printing. Hand written or electronic printed copies should be posted or hand delivered to the following address for the attention of

Mrs Louise Stogdale.
Pennyman Primary Academy
Fulbeck Road
Netherfields
Middlesbrough
TS3 0QS

If you have any queries about the application process or the position please feel free to contact Geovanna Waters, Academy Business Manager on 01642 314750.

Closing Date: Tuesday 4th May 2021 at 9.00am

Shortlisting: Tuesday 4th May 2021

Interviews: Monday 10th May 2021

Please note that if shortlisted, as part of the interview process, you will be required to deliver a short activity to a group of children. You will be asked to demonstrate the intent, implementation and impact of the activity.

JOB DESCRIPTION

To teach children with a range of special educational needs including planning, preparing lessons, assessing, recording and reporting on the development, progress and attainment of pupils assigned to you. To contribute and participate in the team working ethos of the academy and maintains the positive ethos and core values of the academy, both inside and outside of the classroom.

PLANNING, TEACHING AND CLASS MANAGEMENT

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- Planning and delivering the teaching program for all pupils within the class in relation to their specific needs and through differentiation of tasks.
- Providing clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge for pupils with varying needs.
- Setting tasks which challenge pupils and ensure high levels of interest.
- Setting clear academic and therapeutic targets, building on prior attainment.
- Making effective use of assessment information on pupils' attainment and progress in planning future lessons.
- Maintaining good order and discipline in accordance with the academy's procedures and encouraging good practice with regard to punctuality, behavior, standards of work and homework.
- Using a variety of teaching pedagogy and approaches to:
 - keep all pupils engaged;
 - match approach to content, structure information, present a set of key ideas and use appropriate vocabulary; and
 - use effective questioning, listen carefully to pupils, give attention to errors and misconceptions.
- Select appropriate learning resources and develop study skills through library, ICT and other sources.
- Evaluate own teaching critically to improve effectiveness.
- Ensure the effective and efficient deployment of classroom support.
- Encourage pupils to develop independence, concentration and perseverance.
- Provide a stimulating, organised classroom environment, where resources can be accessed appropriately by all pupils.

MONITORING, ASSESSMENT, RECORDING, REPORTING

- Assess how well learning objectives have been achieved and use this to personalise teaching for individuals.
- Provide constructive feedback to children (as appropriate) and their parents/carers and set targets for future progress.
- Assess and record pupil progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses in order to recognise the level at which the pupil is achieving.
- Prepare and present informative reports on the development, progress and attainment of pupils to the principal and/or parents as required.
- Work with other professionals to develop appropriate targets for pupils' therapeutic and social/emotional development.

CURRICULUM DEVELOPMENT

- Share or lead responsibility for a subject or aspect of the academy's work and develop plans which identify clear targets and success criteria for its development and / or maintenance.
- Contribute to the whole academy's planning activities.

OTHER PROFESSIONAL REQUIREMENTS

- Have a working knowledge of teachers' professional duties and legal liabilities.
- Operate at all times within the stated policies and practices of the academy.
- Know subject(s) or specialism(s) to enable effective teaching.
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.

- Contribute positively and effectively to the Every Child Matters agenda.
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and students.
- Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy.
- Take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events with partner academies.
- Contribute to the corporate life of the academy through effective participation in meetings and management systems necessary to coordinate the management of the academy.
- Take responsibility for own professional development and duties in relation to academy policies and practices.
- Liaise effectively with parents, governors and specialists from outside agencies.
- Participate in the performance management system for the appraisal of their own performance, or that of other teachers.
- To set a good example in terms of dress, punctuality and attendance.

JOB DESCRIPTION: UPS teacher

- Work with the DHT to maintain and develop teaching across KS1.
- With the DHT, develop plans which identify clear targets and success criteria for excellence in SEND.
- Contribute to the whole academy's INSET evaluation, monitoring, moderation and planning activities.
- Monitor the impact of agreed actions for teaching development on a half termly basis with the HT and DHT.
- Feedback to phase meetings regularly and SLT meetings as appropriate.
- To support the review of curriculum policy appropriate to early years SEND.
- Contribute to the preparation and implementation of the Trust Academy Improvement Plans with a focus on early years development.

The job holder may be required to undertake additional duties as could be reasonably required in exceptional or emergency situations.

The job holder may be required to work flexibly between the hours of 8am and 6pm.

The job holder may be required to work across the academy group.

The job holder may be required to undertake additional training e.g. first aid, Positive Handling.

The job holder may be required to plan and deliver before and after school clubs.

Important: In the first instance, applications are assessed against the following criteria:

*overall presentation

*use of standard English

*grammatical accuracy

Where applications do not meet the expected standard, they will be discarded before being matched to the person specification.

PERSON SPECIFICATION		
QUALIFICATIONS	AM	E/D
Degree or relevant qualification and experience.	A	E
Qualified Teacher Status.	A	E
Qualifications or experience in pedagogy and child development.	A	D
Experience of skills outside of teaching.	A, I, R	D
Postgraduate qualifications and / or a willingness to undertake them.	A, I	D
Positive handling trained or a willingness to undertake it.	A, I	D
EXPERIENCE		
A secure understanding of working with children with complex learning and medical needs, and associated behaviours.	A, I, R	E
A secure understanding of SEND pedagogy, particularly in the early years.	A, I, R	E
Evidence of good teaching and impact on progress of all SEND learners.	A, I, R	E
Creative skills and talents.	A, I, R	D
KNOWLEDGE, ABILITIES AND SKILLS		
An understanding of the current EYFS, KS1 National Curriculum frameworks and SEND assessment tools such as PIVATS, B Squared.	A, I	E
A broad understanding of the curriculum and creative opportunities for cross curricular learning.	A, I, R	E
A sound understanding of strategies to support all children's learning.	A, I, R	E
The use of a variety of techniques for assessment for learning in order to impact positively on children's progress.	A, I, R	E
An understanding of and working knowledge of the needs of children with SEND.	A, I, R	E
Outstanding organisational skills with the ability to self-direct as well as work successfully within a team.	A, I, R	E
Excellent behaviour management strategies.	I, R	E
A commitment to further professional development.	A, I	E
The ability to work productively and positively with a range of colleagues both internally and externally.	A, I, R	D
Evidence of continued professional development.	A	D
The willingness to undertake Team Teach training and implement it within school.	A	D
Excellent interpersonal skills.	I, R	E
Flexible and adaptable.	A, I, R	E
Ability to inspire and motivate all children to learn and reach their full potential.	A, I, R	E
Tenacity, enthusiasm and drive.	A, I, R	E
Ability to/willingness to contribute to the whole school context (including INSET).	A, I, R	D

AM (Assessment Method) - A - Application Form, I - Interview, R – Reference

E – Essential

D - Desirable

SAFEGUARDING CHILDREN

The Trust, and its academies, are committed to Safeguarding and Promoting the Welfare of all children. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.

Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action

Working Together to Safeguard Children DfE 2018

The Trust pays full regard to DfE guidance 'Working Together to Safeguard Children DfE 2018'. Anyone who works for the Trust, who is likely to be perceived by children as a safe and trustworthy adult (including volunteers and staff employed by contractors), is subject to appropriate checks in line with current legislation and best practice.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking checking details with the Disclosure and Barring Service.

EXPLANATORY NOTES

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted.

Safeguarding Children & Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced CRB checks and DBS checks.

Candidates should be aware that all posts in Tees Valley Education involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post.

Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.

If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.

Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may be answered 'not applicable' if your duties have not brought you into contact with children or young people.

Interview Process

After the closing date, short listing will be conducted by a panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

As part of the DBS application and as a form of identification, all candidates invited to interview must bring the following documents:

Route 1 – 3 documents (at least 1 must be from Group 1, the other 2 can be from any group)

Route 2 – 3 documents (1 from Group 2a and 2 from 2a or 2b, plus External ID check)

One document must confirm the applicant's date of birth and another confirm the current address. In addition to the above, if you are successful, you will be required to conduct an external ID check (this is an automated process completed online).

Route 3 – 5 documents (birth certificate and 4 other documents - 1 from 2a and 3 from Group 2a or 2b)

One document must confirm the applicant's current address

Group 1 – Primary Identity Documents	
Current valid passport (UK or overseas)	Biometric Residence Permit (UK)
Current driving licence - photocard & counterpart (where applicable). (UK, Isle of Man, Channel Islands and EU – full or provisional)	Birth certificate – issued at time of birth (UK, Channel Islands – including those issued by UK authorities overseas)
Adoption Certificate (UK & Channel Islands)	
Group 2a – Trusted Government Documents	
Current driving licence - photocard (UK and overseas)	Current driving licence – paper (UK and EU)
Birth certificate – issued any time after birth (UK & Channel Islands)	Marriage/civil partnership certificate (UK & Channel Islands)
Fire Arms Licence (UK & Channel Islands)	HM Forces ID Card (UK)
Group 2b – Financial & Social history documents	
Mortgage statement (UK or EEA)	P45/60 Statement
Bank/Building Society Statement (UK)	Council Tax statement
Credit Card Statement (UK or EEA)	Work Permit/Visa (UK)
Financial Statement, eg Pension, investments (UK)	Sponsorship letter from employer (outside UK)
Benefit statement, eg child allowance, pension (UK)	Utility Bill
EU National ID card	Cards carrying PASS accreditation logo
Letter from Headteacher or Principal	
A document from Central/Local Government/Government Agency/Local Authority giving entitlement (UK & Channel Islands), eg from the Department for Work and Pensions, the Employment Service, HMRC, Job Centre, Social Security, etc.	
ID validation must be attempted in order. If you are unable to validate via Route 1, move to Route 2, if unable to validate Route 2, move to Route 3.	

Failure to meet any of the above routes may mean that you will be sent for fingerprinting by the Police which you should be aware is likely to cause delay to the DBS application process and subsequently the recruitment process.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references for candidates that are shortlisted for interview and may also approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory DBS check
- Verification of professional status such e.g. QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

HOW TO APPLY

Application packs can be printed directly from the trust website or requested from the Pennyman office on 01642 314750. Hand written or electronic printed copies of the Tees Valley Education application form should be posted or hand delivered to the following address for the attention of Mrs Louise Stogdale, Head of Academy.

By post:

Mrs Louise Stogdale
Pennyman Primary Academy
Fulbeck Road
Netherfields
Middlesbrough
TS3 0QS

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