

## English Teacher

Thank you for your interest in the vacancy for the above position.

Valence School is a Kent County Council Foundation residential and day Special School for students from age 4 to 19 with physical disabilities, complex medical needs and associated learning difficulties. We are part of the Kent Special Educational Needs Trust (KSENT). We have a large, dedicated staff team of over 200 people providing specialist teaching, social care, therapies and nursing care to an exceptionally high standard.

Valence School is a supportive environment and a rewarding place to work, and whether working directly with our students or in a school support role, every member of staff participates in enabling students to learn and aspire to achieve meaningful independence. Students flourish in a supportive but challenging environment, making good educational progress and achieving a range of accreditation as they get older.

If you would like to arrange a tour of the school, please contact the HR team on 01959 567841. Please also see our website videos to see our school in action in our curriculum pathways: [Formal](#), [Semi-Formal](#) and [Pre-Formal](#) and in our [residential provision](#).

Please find attached the following forms:

- Application Form & Equality Monitoring Form - to [complete online](#)
- Copy of the Advertisement
- Job Description and Person Specification
- Valence Vision & Ethos

We are recruiting for this post on a rolling basis, therefore you are encouraged to apply as soon as possible.

*We reserve the right to close this vacancy, interview and appoint earlier if we receive sufficient applications for this role.*

Valence School is committed to safeguarding and promoting the welfare of every student and we expect all staff to share this commitment. References will be taken up before interview and online checks undertaken for shortlisted candidates. Successful applicants will need an enhanced DBS check (this post is subject to the Rehabilitation of Offenders Act). Please note that smoking (including e-cigarettes) is prohibited within the school premises and grounds.

**Our Child Protection Policy can be found on our [website](#)**

Should you require any additional information please do not hesitate to contact us.

Yours sincerely  
*Sarah Lowndes*  
HR Manager

## ENGLISH TEACHER

Full Time 1.0 FTE - Permanent

MPR/UPR (depending on experience) + SEN allowance

**Are you a creative and passionate teacher with high expectations?**

**If so, we have a wonderful opportunity for you to have a central role in our English department.**

You will make a tangible difference to the lives of students at our school, teaching across two of the three learning pathways within the secondary school. Alongside teaching English you will be a valued part of the whole school community, who work together closely to ensure we meet our students' individual needs.

Students at Valence behave impeccably and are highly motivated; we are looking for an English teacher who can help our students communicate with the world around them and achieve their full potential.

This post is suitable both for early career and more experienced teachers, with secondary or primary school experience. Experience of teaching GCSE English Literature and Language, or equivalent qualifications, is desirable.

Visits to the school would be warmly welcomed.

Valence School is a KCC Foundation residential and day Special School for children and young people with physical disabilities, complex medical needs and associated learning and communication difficulties. We are part of the Kent Special Educational Needs Trust (KsENT).

Previous experience of SEND would be an advantage but not necessary.

For application details please visit [www.valenceschool.com](http://www.valenceschool.com) > work for us  
or for further information please contact HR team at  
[vacancies@valence.kent.sch.uk](mailto:vacancies@valence.kent.sch.uk)

We are recruiting on a rolling basis you are encouraged to submit your application as soon as possible.

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Valence School is committed to safeguarding and promoting the welfare of every student and we expect all our staff and volunteers to share this commitment. We value diversity and promote equality for all. References will be taken up before interview and online checks undertaken for shortlisted candidates. The successful applicant will require an enhanced DBS check (this post is subject to the Rehabilitation of Offenders Act).

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# Valence School Job Description:

## TEACHER of ENGLISH

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**Responsible to:** Assistant Principal (Curriculum)

### Main purpose

To teach English to secondary age and post-16 pupils across two learning pathways.

To support with the teaching and planning of English (including literacy and phonics) across the whole school.

*The post is subject to the conditions of the service set out in the Current School Teachers' Pay and Conditions Document. The post holder is required to integrate the principles of The Children Act (1989) into everyday work and practices.*

### Duties and responsibilities

1. Plan and teach highly effective English lessons to students in the Formal and Semi-Formal pathways.
2. Ensure medium and long term plans are written in a timely fashion and meet the needs of all students.
3. Mark student work carefully, providing appropriate suggestions for how to improve writing.
4. Manage Student Support Assistants working in the classroom, directing their work and ensuring that they are kept informed about teaching methods, targets for individual pupils and other relevant information.
5. Liaise with students' parents, attending parents' evenings and other parent consultation opportunities when required.
6. Work closely with the Assistant Principal to identify the needs of pupils in the secondary school, develop appropriate teaching and learning strategies and create resources that are appropriate to individualised learning needs.
7. Prepare students for external assessments and examinations as required (including Entry Level and GCSE).
8. Maintain appropriate records to ensure students' achievements and progress are documented and available to plan future work and targets.
9. Write reports for annual reviews, other reviews and end of year reporting to parents.
10. Participate in developing Individual Education Plans for students and to co-ordinate these when required.
11. Liaise with therapists and care staff, exchanging and sharing information as necessary and planning and implementing programmes for pupils as devised by the multi-disciplinary team.

12. Teach other areas of the curriculum as required and to contribute to other curriculum development initiatives within the school.
13. Ensure the safety and supervision of students at all times and to follow agreed procedures in the event of emergencies/accidents.
14. Attend meetings as required
15. Maintain bright, relevant and interesting displays in one or more classrooms and to contribute to displays in other parts of the school, ensuring that pupils' work and achievements are sensitively exhibited with an emphasis on celebrating success.
16. To maintain high standards of safety and observe good practice in relation to health and safety and safeguarding in all issues and report any concerns to line management.
17. To pro-actively observe and comply with all school policies and procedures relating to child protection, equality and diversity, health, safety and security, confidentiality and data protection reporting all concerns to an appropriate person.
18. To undertake any other duties commensurate with the terms and conditions for teachers as determined by the Principal.

It is in the nature of the work of special schools that many tasks and responsibilities are unpredictable and varied. All teachers are, therefore, expected to work in a flexible way and when occasions arise, to undertake tasks not specifically covered in their job description.

*This role involves contact with and responsibility for children and young people and will be engaged in regulated activity. The law requires this position to have an enhanced criminal background check. This is to protect children and vulnerable adults and to safeguard positions of trust. The position is therefore exempt from the Rehabilitation of Offenders Act. If your application is taken further, you will be asked to declare details of any criminal record, even convictions that are 'spent' according to the act. If you are offered the post this information will be checked against the DBS.*





# Valence School Job Description:

## TEACHER of ENGLISH

The following outlines the criteria for this post. Applicants should describe in their application how they meet these criteria.

REQUIREMENT	ESSENTIAL	DESIRABLE
<p>1. Qualifications/ Experience</p>	<ul style="list-style-type: none"> <li>• Qualified teacher recognized by the DFE.</li> <li>• English Degree or evidence of teaching English as a main/ subsidiary subject.</li> <li>• Knowledge of safeguarding and child protection including Keeping Children Safe in Education (Statutory Guidance)</li> </ul>	<ul style="list-style-type: none"> <li>• Basic knowledge of the educational implications of physical disabilities.</li> <li>• Experience and/or appreciation of the SEND Code of Practice and individual education plans.</li> <li>• Experience of working with children and young people who have special educational needs and/or appreciation of their needs and the implications these have for teaching, planning lessons, classroom organisation and pastoral support.</li> <li>• Experience, or awareness, of teaching phonics to pre-readers and early readers.</li> <li>• Experience of teaching a range of English qualifications, including GCSE English Literature and Language.</li> </ul>
<p>2. Skills</p>	<ul style="list-style-type: none"> <li>• Ability to communicate effectively with a wide range of children and young people (including those using alternative communication systems*) and with professionals from several disciplines.</li> <li>• Ability to assess pupils across the whole ability range and to plan individual programmes of work for English language development, including short-, medium- and long-term plans.</li> <li>• Appreciation of and ability to promote the fundamental rights of children and young people, in particular their privacy, dignity, choices, independence and personal fulfilment.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of the value and opportunities associated with residential education and multi-disciplinary working.</li> </ul> <p>*The successful candidate will not be expected to have any knowledge of alternative communication systems before taking up this post and knowledge of signing systems or signing skills is not a requirement for the post.</p>

## The Valence Vision:

To provide all students that attend Valence School with a Learning Pathway that meets their intellectual, physical, social, and emotional needs. By working together with families and a wide range of support agencies, we will ensure that students within each Learning Pathway are valued, supported, and challenged to do their very best in preparation for the next stage of their learning and life in modern Britain.

To achieve our vision, we will work as a whole school team whilst striving to create a distinct identity for each Learning Pathway. Central to everything we do and key to the success of each Learning Pathway will be our Ethos...

## The Valence Ethos:

**Respectful** - Valence students respect the rights, needs and views of others. They seek to create an environment where support for each other is commonplace so that everyone feels that they belong.

**Resilient** - Valence students take risks and view failure as a good thing. They are encouraged not to give up easily and always try their best.

**Independent** - Valence students oversee their own learning. They are provided with a wide range of support to enable independence in everything that is required of them.

**Positive** - Valence students focus on what they 'can do' to develop as an individual and not what they 'cannot do' because of their disability

**Passionate** - Valence students are encouraged to find and develop their own range of interests and to express themselves as they wish in support of their learning.