



Temporary Teacher - MS1 to US3 + SEN1

Application Pack

Hednesford Valley High School
Stanley Road
Hednesford
Cannock
Staffordshire. WS12 4JS

Information about the school

Hednesford Valley High is a good generic secondary special school with a split site provision. There are currently 180 students on roll.

Students in Year 7-11 are based at the Hednesford Valley High, Stanley Road Site, and students in Years 12-14 are based in E block at Cannock Chase High.

The school caters for a wide range of students, many with more than one area of SEN.

All staff are totally committed to providing excellent teaching and learning to empower students to become independent citizens of the world.

"This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment".

All the positions are subject to an Enhanced Disclosure check under the Rehabilitation of Offenders Act 1974. Further details regarding this check are available from schools or by visiting www.gov.uk/disclosure-barring-service-check

The latest Ofsted Inspection dated 6th March 2019 - the school was judged to be Good.

"The curriculum for key stage 4 pupils has been designed to provide a broad curriculum experience with a combination of vocational and academic subjects which effectively prepare pupils for their next steps in education. This continues into the sixth form, where the curriculum is centred around work experience, work-based activities and careers advice."



Class Teacher Job Description

Salary: MPS – UPS + 1 SEN

The post holder is immediately responsible to:

Subject Co-ordinator/SLT

Teachers make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents/carers in the best interests of their students.

1 General Professional Duties and Responsibilities

- To carry out under the reasonable direction of the Head Teacher the professional duties of a teacher which are set out in the current 'School Teachers' Pay and Conditions Document' (DfE).
- To continue to meet the required standards for Qualified Teacher Status.
- To know and carry out all School policies and procedures.
- It is the responsibility of each employee to carry out their duties in line with LA policies on equality, harassment, racial equality, and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. Each employee should act as an exemplar on these issues and must, where appropriate, identify and monitor training for themselves and any employees they are responsible for, in line with School policies.
- Such other duties as may be appropriate to achieve the objectives of the post to assist Hednesford Valley High School in the fulfilment of its objectives commensurate with the post holder's salary grade, abilities and aptitudes.
- The post holder must at all times carry out his/her responsibilities with due regard to the LA and Schools policy, organisation and arrangements for Health and Safety at work.
- All staff within Hednesford Valley High School will be expected to accept reasonable flexibility in working arrangements and the allocation of duties to reflect the changing roles and responsibilities of Children and Young People's Services. Any changes arising will take account of salary and status. They will also be subject to discussion with individual or sections affected and with appropriate trades unions.
- "Hednesford Valley High School is committed to safeguarding and promoting the welfare of students and young people and expects all staff and volunteers to share this commitment."
- To develop an Area of SEN and to give advice on this area to other colleagues in and out of this school.

2 Knowledge and Understanding

- Have a detailed knowledge of the appropriate National Curriculum and current assessment across all Key Stages.
- Know and can teach the relevant examination syllabuses, including vocational courses.
- Understand progression across all Key Stages.
- Know and can teach the development of key skills in the appropriate subject(s).
- Understand how students' learning is affected by their physical, intellectual, emotional and social development.
- Select, and make good use of, ICT skills for subject and management support.
- Be familiar with the School's current systems and structures as outlined in policy documents including the Health and Safety, Safeguarding and Child Protection Policies.
- Know and understand how national, local and school comparative data can be used to set clear targets for students' achievements and to raise standards.

3 Planning, Teaching and Classroom Management

- Identify clear teaching objectives and content to deliver the National Curriculum, and appropriate 14-19 courses with regard to the School's aims, policies and schemes of work.
- Set tasks for the class, group and individuals, including homework, which are both appropriate and challenging in order to ensure high levels of student interest and attainment.
- Set appropriate and demanding expectations for students' learning, motivation and presentation of work.
- Identify students who have additional special educational needs, are gifted and talented or who are not yet fluent in English and know where to get help in order to give positive and targeted support.
- Provide clear structures for lessons, and for sequences of lessons, in the short, medium and long term, which maintain pace, motivation and challenge for students.
- Make effective use of assessment information on students' attainment and progress and in planning future lessons.
- Monitor and intervene when teaching to ensure sound learning, good discipline and maintaining a safe environment in which students feel confident to make progress.
- Use a variety of teaching and learning styles to keep all students engaged and on-task.
- Be familiar with the Code of Practice for SEND, implement and keep records on Individual Education Plans (IEPs), Annual Reviews and, where appropriate, Individual Behaviour Plans (IBP), Reactive Management Plans (RMP), Care Plans and Risk Assessments.
- To work effectively with Teaching Assistants and other professionals.
- To ensure the effective, efficient deployment of classroom support staff.
- Critically evaluate own teaching and use this to improve professional effectiveness.

4 Monitoring, Assessment, Recording, Reporting and Accountability

- Assess and record each student's progress systematically with reference to the School's policy and practice and use the results to inform planning.
- Mark and monitor classwork and homework, providing constructive feedback and setting targets for future progress in line with the School Marking Policy.

- Understand and know how to use different kinds of assessment appropriately for different purposes, including those for Statutory Testing and examination courses.
- Provide reports on individual progress to the SLT and parents/carers as required.
- To assist in the identification of exam entries within subjects being taught.

5 Other Professional Requirements

- To communicate effectively with the parent/carer of students as appropriate.
- Understand professional responsibilities, having a working knowledge and understanding of current legislation.
- Undertake rota duties as required.
- Assist with the supervision of students during the school day including out of lesson times, before and after school, break and lunch times.
- Set appropriate cover work in the event of a known absence.
- Establish positive working relationships with colleagues, governors, parents/carers, LA, outside agencies and the community where appropriate.
- To support colleagues as appropriate in challenging situations.
- Set a good example through own presentation, personal and professional conduct.
- Undertake, if required, the duties of a Form Tutor as follows:
 - ✚ To carry out the general pastoral welfare of the Form according to School policy, including:
 - Oversight of discipline, behaviour and conduct;
 - Maintaining the Behaviour Management Strategy and Procedures;
 - Maintaining high standards regarding uniform.
 - ✚ To carry out registration procedures and be vigilant regarding student absence.
 - ✚ To ensure that student reports are completed at the appropriate time, according to School policy.
 - ✚ To ensure that the classroom environment is stimulating and aesthetically appealing.
 - ✚ To take part in activity days where appropriate.
- Contribute to the corporate life of the School through meetings, assemblies, shared projects and School functions.
- To attend school in-service training and be aware of the need to take responsibility for own professional development and keep up to date with relevant research and development in pedagogy, especially SEND.
- In line with national guidelines participate in arrangements made for the appraisal of your own performance and that of other members of staff in the context of the school's Performance Management policies.
- To contribute to the development of effective subject links with partner schools and the community attendance where necessary at liaison events in partner schools and effective promotion at Open Day/Evenings and other events in partner schools and the wider community.
- To undertake any duties and responsibilities commensurate with the post, as designated by the Head Teacher.
- To take part, as may be required, in the review, development and management of activities relating to teaching, schemes of work, curriculum, organisation and pastoral functions of the school.

Note

This job description is not necessarily a comprehensive definition of the post. The particular duties and responsibilities listed above may be subject to reasonable change from time to time following consultation between the Head Teacher and post holder.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applications or continued employment for any employee who develops a disabling condition.

**Person Specification
Class Teacher**

Criteria	Essential	Desirable
A. General		
1. Qualified Teacher Status	✓	
2. Relevant degree in subject	✓	
3. Proven record of consistently effective teaching at Ofsted level 'Good' or above	✓	
B. Set high expectations which inspire, motivate and challenge students		
1. Be able to establish a safe and stimulating environment for students, rooted in mutual respect.	✓	
2. Be able to give appropriate challenge in their learning to students of all backgrounds, abilities and dispositions	✓	
3. Be able to demonstrate consistently the positive attitudes, values and behaviour which are expected of students	✓	
C. Promote good progress and outcomes by students		
1. Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these	✓	
2. Be able to guide students to reflect on the progress they have made and their emerging needs.	✓	
3. Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.	✓	
D. Demonstrate good subject and curriculum knowledge		
1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain student's interest in the subject, and address misunderstandings.	✓	
2. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.	✓	
E. Plan and teach well-structured lessons		
1. Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.	✓	
2. Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.	✓	
F. Make accurate and productive use of assessment		
1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	✓	
2. Make use of formative and summative assessment to secure students' progress.	✓	
3. Use relevant data to monitor progress, set targets, and plan subsequent lessons.	✓	
4. Give students regular feedback, both orally and through accurate marking and encourage students to respond to the feedback.	✓	

G. Manage behaviour effectively to ensure a good and safe learning environment		
1. Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.	✓	
2. Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.	✓	
H. Fulfil wide professional responsibilities		
1. Make a positive contribution to the wider life and ethos of the school.	✓	
2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	✓	
3. Deploy support staff effectively.	✓	
4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	✓	
5. Communicate effectively with parents with regard to students' achievements and well-being.	✓	
I. Personal and Professional Conduct		
1. Maintain high standards of ethics and behaviour, within and outside school.	✓	
2. Maintain high standards in their own attendance and punctuality.	✓	

KEY DATES AND INFORMATION

Vacancy Closing Date: 29th November 2021

Interviews: 10th December 2021

Start Date: 1st January 2022

Hednesford Valley High School,
Stanley Road,
Cannock
Staffordshire
WS12 4JS
Tel: 01543 423714
Email: office@hvh.staffs.sch.uk

Application process

Application is by completion of a Teacher Application form which is available on the school website: www.hvh.staffs.sch.uk/vacancies

Applications should be returned by email to Louise Fox, Support Services Manager - l.fox@hvh.staffs.sch.uk

For shortlisted candidates, references will be sought ahead of the interview process. Please provide details of two people who can provide you with a professional reference, one must be from your current employer. Email addresses must be professional emails and not personal emails. If you work in a school the reference must be from your Headteacher. Please also advise them that you have given their name and that they may be approached to provide a timely reference.

The School is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

This position is subject to a criminal records check from the Disclosure and Barring Service (formerly CRB) which will require you to disclose details of all unspent and unfiltered spend reprimands, formal warnings, cautions and convictions in your application form.

The following policies are available on the school website <https://www.hvh.staffs.sch.uk/Policies/>

- Safeguarding Children & Adults Policy
- Safeguarding Policy
- Safer Recruitment Policy
- Link to [Privacy Notice for job applicants](#)

Thank you for your interest in this vacancy