

Candidate Information Pack

English Teachers



Closing date - 5th December 2021
Start date - 1st January 2022



A Message from the Head Teacher

I am delighted that you are considering this current post at Alderman Knight School as the next step in your educational career.

I feel incredibly privileged to be Head Teacher of Alderman Knight School, a post I have held since September 2006. Alderman Knight is a remarkable school with a very strong school community.

Working together we have achieved outstanding judgements in our last three Ofsted inspections, the last of these being in January 2019.

Alderman Knight is a maintained special school for children and young people with a range of needs, aged 7 to 19. During the last 10 years the school has undergone a complete new build for all phases. The final phase of our school building was opened in September 2021. The school has approximately 220 Pupils & Students and just over 100 staff.

We are including in this information pack the school's Commissioning Brief, as this provides more detail and clearly highlights the aim and purpose of the school and the range of children whose needs can be met within our setting. However, the school website also provides a wealth of information about the school including the Post 16 provision and I would recommend you review this to get a better flavour of the school and what we aim to provide.

Everyone at Alderman Knight works exceptionally hard as we are all committed to ensure the provision offered gives our young people an enriched and extended curriculum, tailored to their individual needs.

Each of our pupils and students are supported to achieve their learning potential as well as develop their self-esteem and confidence. The environment we have created allows them to feel safe and happy to learn, and as a result they flourish.

Alderman Knight School is a very special place to work. If you feel you would like to be part of our team and could bring additional and different expertise as well as passion, enthusiasm and a desire to make a real difference to our community, we would welcome your application.

Best wishes

Clare Steel

Clare Steel
Head Teacher





Closing Date: 5th December 2021

Interview date: 8th December 2021

English Teachers

Start date: 1st January 2022

Salary: MPR/ UPR + 1 SEN point

Contact: Full time and Fixed term until 31st August 2022 in the first instance.

To support the continuing growth of the school, the Governors are looking to appoint two English teachers who will teach across KS3 & KS4. Pupils are grouped according to need as well as age so there are some mixed tutor groups. Pupils are generally working at a level several years below their chronological peers.

As an English teacher at Alderman Knight, you must have an excellent knowledge and understanding of the National Curriculum and a real passion for teaching children with special educational needs. You will also have the ability to differentiate learning experiences to match the needs of the individual and enable all pupils to enjoy their learning and make outstanding progress. You will also be a highly motivated, energetic person with a desire to become involved in all aspects of school life.

We are looking for candidates who can demonstrate a desire to work within SEND, and, most importantly, SEND at Alderman Knight. Although special school experience is not essential, candidates will need to persuade us why they want to work in this area. In our secondary phase pupils follow a mainstream secondary model and are taught for many subjects by specialist teachers in specialist rooms.

For the remainder of this academic year we need additional teaching expertise to teach English at KS3 and KS4 up to and including GCSE level in English and Media Studies. We are looking for candidates who can deliver consistently high-quality lessons and a meaningful and carefully structured curriculum. Alderman Knight has a very strong and committed community with staff playing an extended role in the life of the school and contributing in many ways over and above their daily teaching commitment. All teachers are also form tutors and this pastoral role

is a key role for teachers at AKS.

The job description gives an overview of the main purpose of the role and the key areas of responsibilities. The person specification demonstrates the experience, knowledge and skills that we require for the post. Please also browse our website.

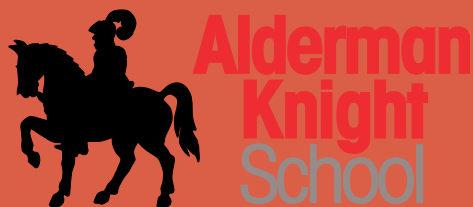
Obviously, a visit to our school and an opportunity to meet our children and staff is the best way to find out more about us and whether this could be the post for you. If you would like a visit to school, we will try our best to accommodate you.

Please contact hr@aldermanknight.gloucs.sch.uk with your request.

If you decide you would like to be considered for this role, please submit an application form through Eteach, along with a covering letter. Your choice of referees should include your present or most recent Head Teacher /employer. Please give referees from a minimum of two different educational settings if possible. If you are selected for interview, we will request references prior to the interview. This could be both verbal and/or written.

Please note Alderman Knight 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 will be subject to an Enhanced DBS check.

Copies of our Safeguarding and Safer Recruitment Policies can be found within the Eteach advertisement and on the Vacancies page of our website for you to read.



Job Description

Post title: English Teachers
Responsible to: Head Teacher
Salary: MPG/ UPR + 1 SEN point

Please note:

- The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document

Purpose of Job

To provide high quality teaching and learning experiences that enables all children to thrive. This will be achieved through focused teaching and work across the school and by being a group tutor undertaking pastoral and associated duties and responsibilities in respect to the children within the designated tutor group.

The post holder will therefore be required:

- To teach children with a wide range of special educational needs. (Please note teachers need to have the confidence and competence to teach across the age and ability range.)
- As a class teacher and tutor, to undertake related pastoral and administrative duties and be responsible for the well-being and behaviour management of the class and to liaise regularly with the Key Stage Assistant head teacher
- To work with and advise the senior team and other teachers as appropriate on the preparation, development and delivery of a broad, balanced and relevant curriculum and associated activities tailored to meet the wide-ranging needs of pupils across the school

Responsible to: The Head teacher in the first instance;

The post holder will work closely with the subject leaders for all subjects for which there is a teaching commitment.

Responsibility for other staff:

The post holder will have responsibility for deploying appropriately and directing the work of teaching assistants and any other personnel working within the class.

Main duties and responsibilities as a class teacher and tutor

Teaching and Learning

- To undertake a teaching timetable as required by the Head teacher
- To support curriculum developments across the school and participate in the development of schemes of work, materials and resources as required to meet the needs of the children across the school and within individual teaching groups
- To plan and prepare lessons effectively to ensure they meet the needs of the children within the group
- To deliver lessons in an enthusiastic and imaginative way so as to engage and motivate all pupils
- To teach according to pupils' individual educational needs including the setting and marking of work so facilitating positive pupil development
- To organise the classroom and learning resources to create a positive learning environment
- To assess record and report on the development, progress and attainment of children within the teaching group
- To ensure whole school monitoring and evaluation procedures are supported and the progress of pupils within the teaching group is effectively tracked and appropriate action taken if necessary

General

- To promote the general progress and well-being of individual children and of any class or group of children with which they are working
- To maintain and promote high standards of conduct and behaviour at all times across the school and in line with school policy
- To monitor attendance and take action as appropriate
- To provide or contribute to oral and written assessments, reports and references relating to individual children or groups of children as required including profiles, individual education plans and annual reviews
- To liaise and communicate effectively with all staff within the school, parents/ carers, governors and external agencies as required. This will involve written and verbal communication and meetings in respect of the duties and responsibilities of the post and will ensure effective sharing of information that will support the teaching and learning of all pupils in the school
- To play a part in school assemblies, school events and activities
- To carry out supervision of pupils as detailed by the Head teacher
- To be involved in contributing to whole school monitoring and evaluation of provision

Staff development/ training/ reviews/ meetings

- To take part and contribute to team meetings and staff meetings as required
- To participate in whole school and key stage events
- To be involved in the school's on-going self-evaluation of its effectiveness and monitor and evaluate methods of teaching and programmes of work accordingly
- To participate if required in any scheme of staff development and performance review
- To participate, as appropriate in further training and professional development
- To work with staff across the school on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral programmes
- To be familiar with and take appropriate action relating to information provided through the staff handbook and school policy documents

It is intended that these job details give an overview of the duties and responsibilities of the post holder although clearly they do not as they stand, define all tasks within the role. It does not direct the particular amount of time to be spent in carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use directed time appropriately, and have regard for the Teacher's Conditions of Employment document. In addition the job details are not necessarily a comprehensive definition of the post and the teacher maybe required to undertake such other tasks appropriate to the level of the appointment as required by the Head teacher.

November 2021



Alderman Knight School will use this person specification as the selection criteria for the post, gained from applications, references, and interviews.

Person Specification

	Qualities
Experience, Qualifications and training	<p>Essential</p> <ul style="list-style-type: none"> • Qualified Teacher Status and meets all teachers standards • Successful teaching experience of pupils with SEND • Proven track record of outstanding teaching • Ability to teach in more than one subject area and phase <p>(Please note all teachers also teach Personal and Social Development and Communication and Interaction sessions to their tutor groups.)</p> <p>Desirable</p> <ul style="list-style-type: none"> • Additional relevant and recent training/ qualifications to support the teaching of children with a range of SEND • Relevant experience, qualification and/ or training that would enable the candidate to teach across the school
Knowledge, skills and abilities	<p>Essential</p> <ul style="list-style-type: none"> • Aware of current national initiatives impacting on role within school and able to incorporate new methodology into practice • A good knowledge of relevant policies/ codes of practice and awareness of relevant legislation • Ability to plan and deliver outstanding lessons and competent in assessing, recording and reporting • Ability to build effective working relationships • Works constructively as part of a team, listens effectively and is sensitive to the views of others • Able to effectively manage, deploy and direct the work of support staff as appropriate to promote learning • Able to articulate personal values in relation to education and sustain a point of view against differences of opinion • Able to establish an ethos conducive to promoting good relationships and high achievement whilst maintaining high standards of behaviour • Communicates effectively both verbally and in writing to a wide range of audiences, especially parents and carers, and takes into account the views of others • Has the ability to self-evaluate own learning needs and actively seek learning opportunities • Uses ICT and other technological equipment effectively to support and promote children's independence, communication and learning

	Qualities
Disposition, attitude and motivation	Essential <ul style="list-style-type: none"> • A clear passion for working in a school for children and young people with additional needs • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Demonstrate personal and professional integrity and be an exceptional role model to others • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • Inspire, challenge, motivate and empower individuals and teams to achieve highly • Communicate effectively with all members of the school community and ensure positive relationships are developed • Ability to work under pressure while retaining high quality outcomes • Prioritise, plan and organise themselves and others effectively • Demonstrate a capacity for sustained hard work with energy and vigor, whilst retaining a good work/life balance • Demonstrate resilience, optimism and enjoyment in your work • Be aware of own strengths and areas for development and listen to, reflect constructively and act upon, as appropriate, feedback from others • A sense of humour and a positive can-do attitude



Vision Statement:

The vision of the school is to be a dynamic, vibrant, centre of excellence that is an integral part of the local community and county's provision for pupils with special educational needs and wholly committed to ensuring they grow up to lead safe, happy, healthy and successful lives.

Mission Statement

'Learning and achieving together'

Aim of the School:

'To provide a supportive learning community that enables all children to thrive'

To achieve this, the school will ensure:

- Pupils are provided with an enriched and extended curriculum, tailored to individual needs. This will help them develop positive feelings of self-worth and confidence and will enable them to make a successful transition to adulthood and be active and responsible citizens.
- Parents, carers and families are encouraged and enabled to engage in their children's learning. They will be consulted and involved in decision-making processes and this will enable the school to ensure provision both for their children and themselves, is accurately matched to need.
- Staff will have their individual needs recognised and will be helped to build on their strengths and enabled to develop their skills further through appropriate professional development opportunities.
- It works together with its local community of schools to extend the opportunities for all pupils to develop their individual strengths and potential.



COMMISSIONING BRIEF FOR ALDERMAN KNIGHT COMMUNITY SPECIAL SCHOOL 2021/22

1.

AIM AND PURPOSE:

Alderman Knight is an educational provision for some children and young people whose needs cannot be met in mainstream. The aim is to ensure there is a continuum of provision that provides these young people with an enriched and extended curriculum, tailored to individual needs and supports them to achieve their potential within a supportive environment where they feel safe and happy to learn. This will help them develop positive feelings of self-worth and confidence and will enable them to make a successful transition to adulthood and be active and responsible citizens.

In addition to providing education, the provision will provide a holistic approach that will develop resilience and help address additional needs that might impact on their ability to learn. This may include complex needs including learning, communication and interaction including social, emotional and mental health needs. The school is commissioned to provide a range of support strategies and approaches as needed by individual pupils in order to help pupils start to address any issues which affect their learning.

2.

OUTCOMES:

The school will be child and young person centred and outcome focused. It is commissioned to achieve the following outcomes for pupils in receipt of the service:

- Young people are engaged in education, have a positive attitude to learning and confidence in their academic achievements.
- Young people develop their emotional resilience.
- Young people achieve stretching academic and vocational attainment targets to improve future life chances.
- Young people have clear planned progression routes at 16 designed to meet their preparing for adulthood EHCP outcomes which will lead to employment, community activity and independence.
- Young people are kept safe and are able to make safe lifestyle choices.

The school will have a key role to play in narrowing the gap and improving outcomes for vulnerable groups of children.

3.

DETAILS OF THE SERVICE:

3.1

Capacity

The service, at any one time, will provide education and support placements to a maximum capacity of 220 pupils:

- 195 Pre 16 pupils (aged 7 to 16 years)
- 25 Post 16 students (aged 16 to 19 years)

Commissioned places are as follows:

- Number: 220
- Age range: 7 to 19 years
- Gender: Co-educational

Worcestershire arrangements:

- Up to 35 places will be available for Worcestershire pupils
- Top up for these will be payable directly to the school from Worcestershire

Client Group and Criteria

1. Pre 16 pupils aged 7 – 16 years

	<p>The service is for children and young people whose primary special needs have been identified as:</p> <ul style="list-style-type: none"> • Communication and Interaction and • Cognition and Learning <p>Children and young people may also have associated complex learning needs and disabilities (i.e. they may have conditions that overlap and interlock, e.g. mental health, behavioural, physical, medical, sensory, communication & interaction)</p> <p>The school does not make provision for children and young people whose primary Special Educational Need is Social, Emotional and Mental Health presenting with challenging behaviour. The school does not make provision for children and young people whose primary Special Education Need require a highly adapted sensory curriculum.</p> <p>This provision is for children and young people whose academic attainments are generally well below expected levels in most areas of the curriculum or who demonstrate significant differences between their academic ability across the curriculum. This will be evidenced by standardised tests which are generally below the 50th percentile but above the 5th percentile or by significant variation in standardised testing across the cognitive range.</p> <p>2. Post students aged 16 – 19 years</p> <p>The Post 16 provision at Alderman Knight School will provide for young people aged 16 to 19 with EHCPs and statements of special educational needs which identify they must:</p> <ul style="list-style-type: none"> • Have complex communication and interaction special educational needs usually associated with an autistic spectrum disorder including Asperger’s syndrome, and complex needs including anxieties, emotional, social and mental health needs, and: • Have the cognitive potential to attain a range of accreditations at Level 2/ GCSE equivalent Grades A* -D, and • Require a specialist setting to access a further education curriculum <p>3.2 The Local Authority will determine assess children and young people on a case by case basis against the criteria as given. It is recognised that children and young people often have needs that crossover different areas and their needs can change over time. Therefore these areas give an overview of the range of needs that could be catered for within this specialist setting.</p>
<p>4.</p> <p>4.2</p>	<p>DESCRIPTION OF THE SERVICE:</p> <p>Placements: All placements into the school will be made through the Local Authority.</p> <p>Admissions procedure: It is expected that all placements will have met the indicators for admissions at Special Schools as follows;</p> <ol style="list-style-type: none"> 1. The child or young person has an EHCP. 2. The child/young person requires a highly differentiated curriculum and/or learning environment which would not be available in mainstream settings. The child or young person’s needs will have already been supported through a high level of additional resources through the Gloucestershire graduated pathway.

	<p>There must be clear evidence that despite appropriate interventions, the child/young person has persistent, complex, long term learning needs as evidenced by standardised assessments and attainments which are well below expected levels in most areas of the curriculum. This will be evidenced by standardised tests, which for Alderman Knight School will be generally between the 5th and 50th percentile.</p> <p>3. The child or young person has complex and significant needs in one or more of:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning <p>as evidenced in reports from Educational Psychologists, Advisory Teachers, Speech and Language Therapists, school or college reports from other practitioners or agencies involved with the child/young person.</p> <p>4. The Resource Allocation System (RAS) score, administered by the Local Authority, needs to have indicated that a specialist provision is required to meet the outcomes on the plan</p> <p>5. The young person/parent has expressed a preference for a special school placement which is agreed by the local authority's multi agency Special Educational Needs and/or Disability (SEND) resource panel</p> <p>Or</p> <p>The parent/young person expresses preference for mainstream school but evidence indicates that no reasonable steps could be taken by the school or local authority to overcome the 'incompatibility with the efficient education of other pupils. (Education Act 2006 and January 2015 SEND Code of Practice: 0-25 years)</p> <p>6. Additional indicators may include a predicted high level of dependency through life and long term multi agency interventions from both health and social care</p>
5.	<p>CURRICULUM AND ACCREDITATION OF LEARNING:</p> <p>The school will provide access to a good quality and balanced curriculum. All learning will be of high-quality and provide a suitable curriculum designed to meet the needs of the individual child or young person. All potential opportunities for accreditation will be identified and stretching but achievable attainment targets for young people will be set.</p> <p>Pre 16 pupils will also be provided with opportunities to experience work placements and take part in vocational courses through college if required and appropriate.</p> <p>Post 16 students will undertake a range of different work placements as part of their curriculum to develop employability skills and support transition to adulthood and promote independent living. These students will also have access to vocational and higher level academic courses at local provider colleges if required.</p>
6.	<p>ANNUAL REVIEWS OF EHCPs AND REINTEGRATION:</p> <p>Pupils' continuing needs will be monitored through the subsequent process of the Annual Review of the EHCP. Where appropriate, this process will support reintegration into mainstream schools with transitional support.</p> <p>In any case where a change in provision is being considered, the school will call a review meeting. The school in conjunction with the LA should plan an appropriate package to support the pupil to effectively manage their transition to their next provision.</p>

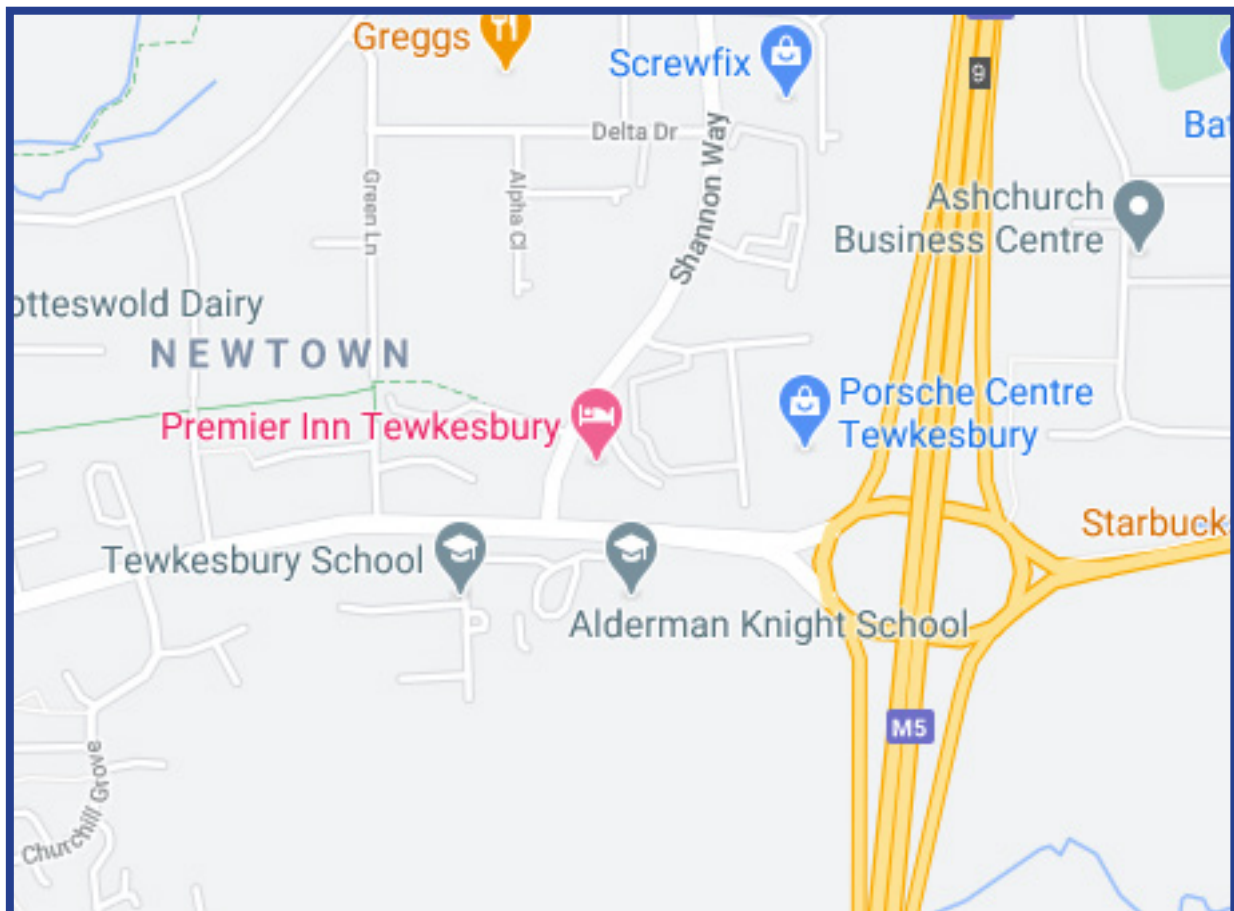
<p>7.</p>	<p>INFORMATION, ADVICE AND GUIDANCE, TRANSITIONS PLANNING AND PROGRESSION for PUPILS AT 16 AND STUDENTS fro 16 to 19 YEARS:</p> <p>The school will deliver good quality information, advice, guidance, and support to pupils and students aged 14 to 19 years. The school will work with them, considering their aspirations and progression options post -16 into employment, further education or training. This should include opportunities for relevant work experiences and aspirational visits to colleges.</p> <p>The school will work with the Local Authority, colleges, training agencies and employers to develop good progression routes at key stage 4 and key stage 5 and support smooth transitions into college, training, apprenticeships and employment and work based placements.</p> <p>7.1 Partnership working with schools and other agencies</p> <p>The school will fully participate in partnership and multi-agency working both at a strategic and operational level.</p> <p>The school will support children, young people and their families through a wider approach to access and secure additional support and services where this is needed to achieve good outcomes and help them to receive a seamless service. The school will have good links with other key services including:</p> <ul style="list-style-type: none"> • Children’s Social Care • The Virtual School • The Education, Outcomes and Intervention Service • EHCP Casework Team • Families First • Early Help • Colleges and work placements/apprentice providers • The Educational Psychology service, • CYPS • School Nurse Service • Targeted youth support, including youth offending teams, substance misuse services and sexual health services. • Other local voluntary sector children and young people’s organisations <p>The service will promote and support the maintenance and continuation of children and young people’s relationships with friendship and peer groups, and local communities, as appropriate to the young person.</p>
<p>8.</p> <p>8.1</p>	<p>PARTICIPATION:</p> <p>Parent / Carer engagement</p> <p>The importance of parental and / or carer engagement and the home learning environment in children and young people’s education will be recognised and supported by the school.</p> <p>The school will meet the legal requirements to report to parents and a clear process will be in place to ensure:</p> <ul style="list-style-type: none"> • Parents/carers are actively encouraged to be involved in the education/support plan discussions and progress reviews. • Parents/carers are made to feel welcome on-site and appropriate opportunities are available for them to visit provision. • Parents are aware of their legal responsibility to ensure regular attendance at the school. • As a minimum, face to face contact with parents/carers should be made 3 times per academic year for instance through parents evenings. • Annual reports should be provided to parents.

8.2	Participation and involvement of children and young people The involvement of children, young people and families in the design, delivery and review of the provision should be encouraged and supported and the school is expected to comply with Gloucestershire County Council's protocols.
9.	MONITORING AND REVIEW: This commissioning brief will be reviewed annually.



Where you can find us

The school is located just off Junction 9 of the M5. Both the main school building and the Post-16 Centre are new, attractive and spacious buildings being built in 2013 and 2017 respectively. Our third phase of our building project, Knight View has been completed ready for the new academic year. The learning and working environments are second to none.



Contact Details

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Eteach - <https://www.eteach.com/job/english-teachers-1192149>