November 2023

Dear Applicant,

Thank you for applying for the post of Classroom Teacher at Fairmead School.

**POST TITLE:** **FULL & PART TIME CLASSROOM TEACHERS MPS/UPS + 1 SEN**

**STARTING JANUARY/FEBRUARY 2024 (SUPPLY ALSO CONSIDERED)**

**ABOUT THE SCHOOL**

Fairmead School transforms the lives of young people aged between 4 and 19 years with additional learning needs (MLD and ASD).

We are seeking to appoint both Full & Part time 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. We would also welcome a teacher with a specialism in ICT. Whilst we will consider both full and part-time hours we can also incorporate supply options, for teachers who not wish to conform to routine working hours.

* 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.

Full details (Job Description, Person Specification and application form) can be obtained from [www.somerset.gov.uk/jobs-and-careers](http://www.somerset.gov.uk/jobs-and-careers), or the school website www.fairmeadschool.com

or by email to [SPhipps@fairmeadschool.com](mailto:SPhipps@fairmeadschool.com).

We welcome school visits, please email [SPhipps@fairmeadschool.com](mailto:SPhipps@fairmeadschool.com) to make an appointment.

**Closing Date:**  Friday 8th December **Interview Date:** Tuesday 12th December

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 an online search for shortlisted candidates and the successful outcome of an enhanced DBS

Yours sincerely



Tracy Felstead

**Headteacher**

**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 sixteen years.

At Fairmead we seek to provide a friendly, caring environment for all our students to reach their potential through high quality teaching and learning that supports the development of life-long learning skills, self-esteem and which celebrates individual success. The school is committed to the philosophy of equal access to educational opportunities through an adapted National Curriculum that focuses on acquiring the most important knowledge and skills for life beyond Fairmead. The teaching and learning styles reflect the ethos expected by the Governors and staff in promoting a calm and co-operative atmosphere for work.

As a staff team and as a school community our *core responsibility* is to prepare all young people for *aspirational, successful and independent futures*. It is upon this solid foundation that we have constructed a curriculum that enables young people to *take responsibility, show empathy and respect, develop confidence*, and empowers them to *realise a strong vision* for their own futures. Fairmead School seeks to create a happy and supporting environment for all students and staff that encourages everyone to recognise and strive to achieve their full potential.

As a community, we promote mutual respect and consideration of everyone and therefore have high and consistent expectations of all who belong to, or are connected with the school. We celebrate difference and encourage young people to explore and embrace their own identity as they prepare for their future adult lives within a diverse community.

**Job Details**

Salary: MPS/UPS + 1SEN point

Responsible for: Class teaching and subject leadership

Scale: Teachers MPS/ UPS plus 1 Special Needs Point

**Job Description**

**Main Purpose:**

* Understand, uphold and promote the values and ethos of the school.
* Build and foster positive relationships with all students.
* Demonstrate full commitment to inclusion and the equality of opportunity for all students.
* Fulfil the professional responsibilities of a teacher, as set out in the School Teachers’ Pay and Condition document.
* Meet the expectations set out in the Teachers’ Standards.

**Teaching:**

* Develop a knowledge and understanding of our school’s curriculum intent and the pillars that underpin it.
* Have a current awareness and understanding of the knowledge, concepts and skills that are key to the subjects they teach in the context of our special educational setting
* Share responsibility for the planning and delivery of our Fairmead curriculum.
* Incorporate EHCP, OT and SALT targets into teaching activities. Review and amend targets when needed.
* Understand and meet the holistic needs of our students through interactions, conversations with staff and wider professionals and through consultation of their paperwork (e.g. ECHPs, SALT, OT plans, online databases)
* Capture and use assessment data effectively to inform teaching and learning and support students in overcoming barriers.
* Develop and manage an effective autism friendly classroom which nurtures a positive and ambitious climate for learning.

**Whole- school organisation, strategy and development:**

* As a subject leader, identify priorities, build expertise and monitor standards. Drive initiatives that enhance your subject’s contribution to the Fairmead Curriculum.
* Contribute to the development, implementation and evaluation of the school’s policies, practices and procedures, to support the school’s vision and values.
* Make a positive contribution to the wider life and ethos of the school.

**Healthy, Safety and Behaviour:**

* Promote the safety and wellbeing of pupils
* Maintain good order among students, managing behaviour effectively to ensure a good and safe learning environment.
* Establish clear expectations of student behaviour in keeping with the school’s behaviour policy.

**Professional Development:**

* Take part in further training and development in order to improve own teaching
* Take part in the appraisal and professional development of others, where appropriate

**Communication**:

* Communication effectively with students, using their preferred methods
* Communicate effectively with parents and carers.
* Liaise with therapists and external agencies when required
* Keep concise communication records

**Safeguarding:**

* Keep up to date and be pro-active on all training/guidance in regard to safeguarding children and adults including being aware of changes to key documents (Keeping Children Safe in Education).
* Maintain vigilant safeguarding of all pupils and staff across the school, observing, monitoring and reporting all concerns to the relevant designated safeguarding leads.
* Be able to make dynamic risk assessments of environmental and physical areas
* Protect both themselves and others online by maintaining appropriate privacy settings and professionalism

**PERSON SPECIFICATION**

**POST TITLE: Classroom Teacher**

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| --- | --- | --- |
|  | 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 |  |  |

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| --- | --- | --- |
| 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 |  |  |