

Head of English

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, and see our website videos to watch our school in action through our curriculum pathways: [Formal](#), [Semi-Formal](#) and [Pre-Formal](#) and in our [residential provision](#).

Please see the advertisement for details of the role along with the job description, person specification and our vision and ethos to complete the application form and equality monitoring.

The deadline for applications is **Wednesday 16 October 2024** with interviews expected to be held on Wednesday 23 October 2024.

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



Valence School
enabling independence

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t: 01959 567841
e: vacancies@valence.kent.sch.uk
w: www.valenceschool.com

HEAD OF ENGLISH

Full Time 1.0 FTE

MPR/UPR + TLR2 (£5,000) + SEN allowance

Are you a creative and passionate teacher with high expectations?

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

We have an exciting opportunity to oversee our Literacy and English provision across the whole school, whilst teaching in our semi-formal and formal pathways in the secondary school. You will make a tangible difference to the lives of students at our school and 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 leader who can help our students communicate with the world around them and achieve their full potential. Long term and medium term planning will be key aspects of the role, so you will be an organised and conscientious teacher with a clear vision for the department.

This post is suitable for an experienced teacher who would like to add an additional dimension to their practice, or an ambitious teacher looking to take on a new challenge. Experience of teaching GCSE English Literature and Language, or equivalent qualifications, is essential. Previous experience of teaching SEND would be an advantage but not essential.

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). Visits to the school would be warmly welcomed.

For application details please visit www.valenceschool.com > work for us
Contact HR on 01959 567841 / vacancies@valence.kent.sch.uk
for further information or to arrange a visit

Application deadline: 16 October 2024 / Interviews: 23 October 2024

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 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).



Valence School Job Description: HEAD of ENGLISH/ENGLISH LEAD



Responsible to: Assistant Principal (Curriculum)

Responsible for: Class Coordinator and support to Primary Teachers

Main purpose

Teach English to secondary age and post-16 pupils across two learning pathways. Lead the teaching and planning of English across the whole school, including supporting the Phonics Lead with provision for early reading.

Be responsible for the standards and curriculum of all students including monitoring of progress towards achieve in English. Work with the teaching and learning leadership team (TLLT) to develop and embed a robust moderation, evaluation and review process for English. Monitor and analyse data providing appropriate reports.

Take responsibility for child protection issues as appropriate and promote and safeguard the welfare of children and young people within the school.

Duties and responsibilities

1. Shaping the future

- Support the Principal, TLLT and governors in establishing an ambitious vision and ethos for the future of English within the school
- Play a role in the school improvement and school self-evaluation planning process, through agreed priorities.
- Contribute to the development, implementation and monitoring of action plans and other policy developments where appropriate.
- Lead by example to motivate and work with others.
- Promote a culture of independence within the school community where all views are valued and taken into account.

2. Leading teaching and learning

- Be an excellent role model, exemplifying a high standard of teaching English and promoting high expectations for all members of the school community.
- Work with the Principal/Assistant Principal to raise standards through staff performance management.
- Assist with the development and delivery of training and support for staff.
- Lead the development and review of the English curriculum including planning, recording, reporting, assessment for learning and the development of a creative and appropriate curriculum for all pupils.
 - Support the senior leadership team with the processes involved in monitoring and evaluating the quality of teaching and learning taking place throughout the school, including lesson observations, to ensure a consistently high quality.
 - Ensure the systematic teaching of basic skills and the recording of impact, is consistently high across the school.
 - Ensure through leading by example the active involvement of pupils and staff in their own learning.

3. Developing self and others

- Support the development of collaborative approaches to learning within the school and beyond.

- Support the induction of staff new to the school and those being trained within the school as appropriate.
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn.
- Work with the senior leadership team in ensuring an appropriate programme of professional development for staff, in line with the school development plan and performance management including coaching and mentoring as appropriate.

4. Managing the organisation

- Contribute to regular reviews to ensure statutory requirements are being met.
- Ensure the effective dissemination of information and the maintenance of agreed systems for internal communication.
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school.
- Be a proactive and effective member of the school team.
- Contribute to the day-to-day effective organisation and running of the school.
- To undertake any professional duties, reasonably delegated by the Principal.

5. Securing accountability

- Support the staff and governing body in fulfilling their responsibilities with regard to the school's performance in English.
- Contribute to the reporting of the school's performance to the school's community and partners.
- Promote and protect the health and safety welfare of pupils and staff.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

6. Strengthening community

- Assist the senior leadership team in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers.
- Develop and maintain contact with all specialist support services as appropriate within the school and facilitate meetings where appropriate with keyworkers, the health team, social care, parents and carers.
- Attend meetings with parents and carers as appropriate to ensure positive outcomes for all parties.
- Strengthen partnership and community working.
- Promote positive relationships and work with colleagues in other schools.

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 and proactively 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.

The post is subject to the professional duties and conditions of service set out in the current DfE School Teachers' Pay and Conditions Document. The post holder is expected to undertake duties in line with the professional standards for qualified teachers. It is in the nature of the work of special schools that many tasks and responsibilities are unpredictable and varied. All staff is 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 Person Specification:

HEAD of ENGLISH / ENGLISH LEAD



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

REQUIREMENT	ESSENTIAL	DESIRABLE
Qualifications/ Experience	<ul style="list-style-type: none"> • Qualified teacher recognised by the DFE. • English degree or evidence of teaching English as a main/ subsidiary subject. • Experience of teaching English for at least two years. • Experience of teaching a range of English qualifications, including GCSE English Literature and Language. • Experience of coordinating a subject area of the curriculum of appreciation of the requirements of such a role. • Knowledge of safeguarding and child protection including Keeping Children Safe in Education (Statutory Guidance). 	<ul style="list-style-type: none"> • Basic knowledge of the educational implications of physical disabilities. • Experience and/or appreciation of the SEND Code of Practice and individual education plans. • Further qualifications (MA) • 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. • Experience, or awareness, of teaching phonics to pre-readers and early readers.
Skills	<ul style="list-style-type: none"> • Strong subject knowledge with a willingness to keep up to date in subject knowledge and national developments. • Effective communication skills with a wide range of children and young people (including those using alternative communication systems*) and with professionals from several disciplines. • Good behaviour management and classroom skills. • Able to understand monitoring, evaluating and reviewing standards of teaching & learning and analyse progress data and make recommendations/plans • Able to work under pressure and to meet deadlines. • Able and manage the departmental budget. • Able 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. • Appreciation of and ability to promote the fundamental rights of children and young people, in particular their privacy, dignity, choices, independence and personal fulfilment. 	<ul style="list-style-type: none"> • Appreciation of the value and opportunities associated with residential education and multi-disciplinary working. <p><i>* 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.</i></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.