



Key Stage 3 & 4 Teacher

Information for Applicants

Compass Learning Centre
307A Chickerell Road, Weymouth, DT4 0QS
Tel: 01305 – 206530

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www.compass.dorset.sch.uk

Dear Applicant,

Thank you for your interest in post of Key Stage 3 & 4 Teacher (Full or Part –Time Min 0.8 FTE) required for September 2024 or sooner if available.

We are looking for a talented and enthusiastic Key Stage 3 & 4 Teacher who really wants to make a difference to young people's lives, inspiring them to achieve and realise their true potential. This position could suit a qualified, or newly qualified, teacher with experience from middle or secondary school who is able to teach across the curriculum to both Key Stages 3 and 4 ensuring learners achieve the appropriate qualifications (up to GCSE) while developing the learners' employability, personal and social skills.

Subject areas of particular interest are: English, Science or Humanities, but most importantly we need someone who can be flexible and engaging in their approach to classroom delivery.

The young people we educate have struggled to maintain a place in mainstream school and come to us with a variety of additional needs. Our challenge is to help them build the confidence, knowledge and skills to unlock their potential. This role will suit a teacher who is caring, understanding and can demonstrate energy and enthusiasm with a strong positive behaviour management ethos. Class sizes are small with Teaching Assistant support and all of our students need bespoke individualised learning.

We are seeking to appoint someone who:

- is committed to high standards of achievement and progress;
- has a flexible approach and able to meet the changing needs of our young people;
- is able to deliver a curriculum in engaging and creative ways;
- makes learning exciting, motivating and interesting;
- has excellent classroom management and pastoral skills;
- is able to contribute fully to the life of the school.

If you are a good team player, who is motivated, patient, resilient, understanding and have the ability to establish a rapport with young people in a busy and lively setting, this may be the job for you. You will be joining an outstanding, hardworking and friendly team of staff.

The Governing Body would welcome applications from both experienced and newly qualified teachers; the school values the diversity of our work force and welcomes applications from all sections of the community.

If you think this post could be for you then come and visit us – see what we're about and how we work.

Please contact in the first instance Michelle Nokes, Heads PA –

Tel: 01305 – 206530

Email: m.nokes@compass.dorset.sch.uk.

The closing date for receipt of applications is **midnight on Sunday 18 February 2024**.

Alison Glazier

Headteacher

Compass Learning Centre

Information About Compass Learning Centre:

Compass Learning Centre is a 'good school' (Ofsted May 2019) and a successful Pupil Referral Unit (PRU), part of the Alternative Provision (AP) in education. It is fully supported by a committed Management Committee who work closely with the Headteacher and Senior Leadership Team. The Pupil Admission Number (PAN) is currently 67. The number of students on roll varies throughout the year dependent on the number of referrals from schools within the Weymouth and Portland area and from Dorset Council.

Students who attend Compass Learning Centre predominantly experience difficulties engaging in a mainstream school and come to us with a variety of additional needs. The centre caters for students who have been permanently excluded from a mainstream school, individuals with medical conditions that prevent attendance at mainstream schools and a few pupils without access to regular education. A number of students are admitted with an Education Health Care Plan, a few are in the care of the local authority and others attend for a fixed period of time on a Dual Registration basis. We serve the wider West Dorset community, however the majority of students who attend Compass come from the Weymouth and Portland area.

Some students follow short-term, work-related social development or resilience building courses at Rylands Farm, Max Events, A-Z and Weymouth Sailing Academy. All students are offered full-time programmes. However, the time spent in school is tailored to meet individual students' needs.

Safeguarding:

The Compass Learning Centre is committed to safeguarding and promoting the welfare of children and young people; this is a commitment which we expect all staff and volunteers to share. The successful candidate will be required to have a Disclosure & Barring Service check in line with the Governments safer recruitment guidelines. We value the diversity of our workforce and welcome applications from all sectors of the community.

The Governing Body would welcome applications from both experienced and newly qualified teachers.

Please ensure that your application is completed in full, listing all qualifications from secondary school up to the most recent qualifications gained and a full employment history is stated from school until present day.

Compass Learning Centre will conduct online searches of shortlisted candidates. This check will be part of a safeguarding check, and the search will purely be based on whether an individual is suitable to work with children. As care must be taken to avoid unconscious bias and any risk of discrimination a person who will not be on the appointment panel will conduct the search and will only share information if and when findings are relevant and of concern.

About the Local Area:

Compass Learning Centre is situated in the coastal town of Weymouth in the heart of the Jurassic Coast. The town has long been a popular holiday destination – holidaymakers have been flocking to this corner of Dorset since King George III was a regular visitor more than 200 years ago. Weymouth's central position also makes it a great base from which to visit the Jurassic Coast, with much of the coastline in both directions easily accessible.

There is plenty to keep everyone in family busy. Nearby Portland Harbour is home to the Weymouth and Portland National Sailing Academy, which was host to the sailing events of the 2012 Olympic and Paralympic Games, with water borne activities plentiful. The town has a football, rugby and cricket club, together with sports and leisure centres and a choice of golf clubs in the surrounding areas. There are plenty of opportunities to explore the great outdoors whether it's walking, hiking, cycling or just a gentle stroll along the Georgian Esplanade which forms the backdrop to Weymouth Beach.

There are plenty of restaurants, bars and entertainment venues within the town including the Weymouth Pavillions theatre. The town hosts many events throughout the year including the popular 'Seafest - Dorset Sea Food Festival'. If you want to travel a little further afield, the rolling hills of Exmoor and the market towns of Bridport, Axminster and Honiton are to the west, with Swanage, Bournemouth and Poole to the East.



What We Can Offer You:

Compass Learning Centre is a very special place to work and our staff have very special qualities. They are kind, caring and genuinely want our students to achieve their very best.

As a small school, our staff work very closely together and we set great store on positive professional relationships. Our staffing levels vary between 28 and 35 full and part-time members of both teaching and support staff dependent on our student numbers. Class numbers are small with each class having a dedicated Teaching Assistant.

We are committed to your professional development and there are opportunities to work in partnership with colleagues locally across the Weymouth and Portland area and with other Learning Centres in Dorset. To assist with the understanding of our students we offer specialist behaviour and classroom management CPD within a supportive environment with experienced professionals to guide practice.

In addition, Compass Learning Centre is serious about the wellbeing of its staff and operates in a culture of mutual respect, trust and compassion that recognises the importance of a work-life balance.

By joining Compass Learning Centre, you become part of a school which recognises the uniqueness of each and every learner and ensures they have access to opportunities that will offer a high quality, flexible alternative provision route, which leads to achievement and accreditation that enables them to successfully take their next steps in life.



Equality and Diversity:

Compass Learning Centre recognises that by valuing and promoting equal opportunities in employment for all employees and job applicants and avoiding unlawful discrimination in employment and delivery of services, we will be able to deliver first class education.

We aim to create a working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit. We also value diversity and recognise the varied contributions that a diverse workforce brings to an organisation; we are committed to drawing on different perspectives and experiences of individuals, which will add value to what we do.

KEY STAGE 3 & 4 TEACHER

JOB DESCRIPTION

This appointment is subject to the current conditions of employment contained in the School Teachers Pay and Conditions Document, the Education Act of 1997, the required standards for Qualified Teacher Status, other current educational legislation and the schools articles of governance.

Job Purpose: To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Headteacher. To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has students who progress and achieve well.

Areas of Responsibility and Key Tasks:

Planning Learning for Progress, Teaching and Class Management

Teach allocated students by **planning their learning** to achieve **progression** of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed that match their needs;
- Setting tasks which challenge students and ensure high levels of interest and engagement;
- Setting appropriate and demanding expectations including Behaviour for Learning, and progress;
- Setting clear targets, building on prior attainment;
- Be aware of and make provision for students who are AEN/SEN, very able, LAC or who have other particular individual needs;
- Providing clear structures for lessons maintaining pace, motivation and challenge;
- Making effective use of assessment, agreed feedback protocols and ensure coverage of programmes of study;
- Ensuring effective teaching and best use of available time;
- Maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- Using a variety of teaching methods to
 - match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
 - use effective questioning, listen carefully to students, give attention to errors and misconception;
 - select appropriate learning resources and develop study skills through extended study, ICT and other sources;

- Ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- Evaluating own teaching critically to improve effectiveness;
- Ensuring the effective and efficient deployment of classroom support including bespoke planning for individuals;
- Liaise with the Curriculum Leader to ensure the implementation of school (and subject) policy and best practice.

Monitoring, Assessment, Recording, Reporting

- Assess how well learning objectives have been achieved and use them to improve specific aspects of progress;
- Provide regular and timely feedback in line with Schools agrees policies and protocols;
- Mark and monitor students' work and set targets for progress;
- Assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving;
- Undertake assessment of students as requested by examination bodies, departmental and school procedures;
- Prepare and present informative reports to parents;
- Undertake assessment of students and participate in the school's system reporting to parents.

Curriculum Development

- Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance.

Care, Guidance and Student Support Responsibilities

- Be a Form Tutor to an assigned group of students;
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- Liaise with the Engagement / Pastoral Leaders to ensure the implementation of the school's Care, guidance and pastoral system;
- Register students, accompany them to assemblies (if required), encourage their full attendance at all lessons and their participation in other aspects of school life;
- Contribute to the preparation of Action Plans, Smart Targets, Handling Policies, Risk Assessments and Progress Files and other reports;
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved including the DSL's, SENCo, Engagement and Leadership teams;
- Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff;
- Contribute to Life Skills, PSHE, Citizenship, and Enterprise according to school policy.

Other Professional Requirements

- Have an updated working knowledge of teachers' professional duties and legal liabilities;
- Operate at all times within the stated policies and practices of the school;
- Know subject(s) or specialism(s) to enable effective teaching;
- Take account of wider curriculum developments;
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- Endeavor to give every child the opportunity to reach their potential and meet high expectations;
- Contribute positively and effectively to the Every Child Matters agenda;
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students;
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- Take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events with partner schools;
- Take responsibility for own professional development and duties in relation to school policies and practices;
- Liaise effectively with parents and governors;
- To fulfil the 8 standards of Teachers Code of Conduct at all times.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a line manager / school leader to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers'.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you

PERSON SPECIFICATION FOR TEACHING POSTS

Method of Evidence for each criteria:

- 1) Application
- 2) Presentation of original Documents
- 3) Testing through assessment process
- 4) Interview
- 5) References

Job Title: **Key Stage 3/4 Teacher**

Location: **The Compass Learning Centre**

Grade: **MPR / UPR**

Criteria	Essential	Desirable	Assessment/Evidenced From: Application, References, Documents (originals) Selection task, Interview
Qualifications	Degree Teaching qualification with QTS Evidence of commitment to own relevant and substantial CPD Permitted to work in the UK	- Honours Degree or Higher - Higher qualification in education and/or management - Further qualification in education or leadership	Application form, documents
Experience	1. Minimum of 1 years of qualified teaching experience 2. Proven experience of teaching at KS3 & KS4 3. Working knowledge of Safeguarding and Child Protection procedures 4. SEN/SEMH knowledge alongside experience of working with pupils with behavioural and learning difficulties 5. Good/outstanding classroom teacher with high expectations and aspirations for our students' achievement and behaviour 6. Effective contributor to school systems with a clear understanding of process	- Ability to offer to teach another subject(s) - Experience of latest data analysis tools as an contributor and end user - Has implemented strategies that have impacted positively on student performance and therefore has improved outcomes for students - Clear plan for, and understanding of, progress and assessment without levels - Has experience of working with other teachers/leaders - Demonstrated how they have raised standards in previous roles - Can articulate how they have inspired young people to excel in their subject area and explain what those outcomes were	Application form Letter of application Selection process References

	7. Proven track record in raising standards and supporting student achievement 8. Proven leadership skills and ability to motivate and inspire others 9. Clear commitment to continuous school improvement 10. Experience of self-evaluation to shape improvement 11. High level of data literacy to analyse trends across a specific subject area and initiate effective responses 12. An excellent communicator with strong interpersonal skills		
Curriculum development	13. To lead curriculum development as agreed across Keys Stage 3/4 14. Up to date knowledge of local and national developments and to inform teaching colleagues and line managers 15. To keep under review the courses offered by the various examination boards with a view to selecting the best opportunities through which our students can excel 16. Have high expectations of pupil achievement and standards 17. Use pupil performance data, information and other strategies to raise standards	• Evidence of being accountable for their work where the impact has had a positive effect on the performance of a school • Using data to improve outcomes for young people and to drive curriculum developments • Experience of interpreting data, using it to diagnose weakness that need addressing and implementing a range of responses that help students to achieve • Knowledge of legislation and DfE Statutory guidance relating to Alternative Provision	Letter of application Selection process References

Learning & Teaching	18. Proven track record or success in teaching and learning and a good /outstanding practitioner 19. To deliver general teaching across the centre (KS3-4) 20. To ensure exchange and sharing of good practice between colleagues 21. To lead the production of schemes of work and assessment materials 22. To co-ordinate aspects of examination and assessment preparation. 23. Monitor and evaluate teaching and learning in relation to a specific subject area 24. Implement imaginative and innovative approaches to teaching and learning 25. Implementation of intervention programmes that have a sustained impact on attainment 26. To support teaching colleagues in all areas of classroom and behaviour management and discipline in line with the schools policies 27. Tracking and monitoring identified groups and designing interventions which have shown a positive effect on attainment and attitude 28. To encourage and participate in a wide ranging enrichment programme	• Experience of Line Management or Curriculum leadership • Implementation of a data tracking system, which had a sustained and demonstrable impact on pupil progress. • Experience of use of SIMS or CMIS or other school database • Using evidence based practice to design and deliver outstanding learning.	Letter of application Selection process References
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Developing Self and Working with Others	29. Genuine belief in and the skills to unlock the potential of every student 30. Have positive relationships with pupils and staff at all levels 31. Effective engagement with external partners 32. Be committed to further developing own skill set 33. High degree of Emotional Intelligence 34. Skilful management and maintenance of working relationships with parents and other stakeholders	• Participating in lesson observations and other forms peer to peer scrutiny and support leading to improvement in delivery and outcomes for students • Using evidence based practice to design and deliver outstanding learning across the school in collaboration with colleagues	Letter of application Selection process References
Resourcing	35. To identify and bid for resources, providing a clear rationale of need and costing impact and desired outcome 36. To manage, care for and maintain in good order resources used in the learning and teaching 37. To act in accordance with Health and Safety guidance affecting the delivery of the Mathematics 38. To be responsible for all aspects of Health and Safety in relation to subject delivery	• Resilience and motivation to lead the learning throughout the day to day challenges of working in a Learning Centre • Strategic and analytical thinking and the potential to adopt an entrepreneurial approach to developing the role.	Letter of application Selection process References