

The Pennington Centre

Reach - Out Support Empower



Welcome

Vision

The Pennington Centre is a place where children and young people, whatever their circumstances or background, receive an exceptional education and unwavering care so that they can overcome barriers and reach their full potential.

Mission Statement

Creating Opportunities to Grow

Values

- our learners can always **Reach-Out** and ask for help
 - our learners are always offered **S**upport
- our learners are **E**mpowered to be successful as independent lifelong learners

Message from the Head of Centre

Dear applicant

I am delighted to share this amazing opportunity at the Pennington Centre, as we seek to recruit another talented and aspirational professional to join our team.

We are an inclusive alternative provision serving predominately, but not exclusively, young people with challenging behaviours in the Northwest of Leeds. Learners follow the compulsory elements of the national curriculum, with a strong emphasis placed on therapeutic interventions alongside this.

Our provision aims to meet the needs of all our learners through a multi-agency approach that puts the learner at the heart of everything we do. This is achieved by understanding the reasons for removal from school/exclusion, looking at historical data and providing viable alternatives to mainstream education that help raise aspiration and foster positive outcomes for them. Traditionally, some learners may have an EHCP, or schools are requesting support to determine whether an EHCP is the appropriate pathway. Where this is of concern, we may offer an initial assessment place, with an exit to a more specialised provision if necessary.

We work extremely hard to develop trusting, positive and respectful relationships with all our students, parents / carers. We value and seek to understand each child's background and experience, so that we can develop the whole child holistically. We endeavour to support our young people to successfully transition and re-engage back into a mainstream education long term.

So, now it's over to you. Do you want to:

- Transform students' lives
- Raise student aspirations, morale and motivation levels
- Establish strong and lasting relationships with students, parent/carers and agencies
- Celebrate achievement - no matter how small
- Improve attendance and punctuality at school
- "Close the gap" in attainment between socially disadvantaged learners and their peers
- Support young people to transition back into mainstream education, or into employment, and lifelong learning?

If you do, then we would be delighted to hear from you.

Should you require any further information or wish to book a visit to the site please contact our office to arrange it on 0113 8275330.

Yours sincerely

Mrs Gemma Edwards

Head of Centre

Job Description

KS3 TEACHER

Accountable to:	Head of Centre	Line Managing:	N/A
Post type:	Permanent	Salary/Grade:	MPS1 – UPS3 0.5
Liaising with:	Leadership Team, Teachers, Support/Administrative staff, Students, Parents/Carers		

Safer Recruitment Statement:

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Purpose of the role

- Work towards and promote the vision, beliefs, aims and expectations outlined in the School Improvement Plan
- Support and contribute to the achievement of every child's outcomes
- Support and contribute to the safeguarding of all students
- Undertake professional development activities to enhance personal development and performance
- To predominantly lead KS3 English and Maths classes
- To provide positive respectful relationships and behaviour management alongside the social development of students.
- Maintain high personal professional standards of attendance, punctuality, appearance, conduct and positive relations with students, parents and staff.

Wider professional responsibilities

- Be a role model to students through personal presentation and professional conduct
- To make a positive contribution to the wider life and ethos of the Centre
- To take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and structured supervision meetings
- To communicate effectively with parents about students' achievements and well-being
- To make a significant contribution to teaching of KS3 English and Maths to meet the school's aims and vision

Teaching and Learning

- To identify clear teaching objectives, specifying how they will be taught and assessed
- To set tasks which challenge students and ensure high levels of achievement
- To ensure students meet national and in-house school targets
- To provide clear structures for lessons, maintaining pace, motivation and challenge
- To use an appropriate range of teaching methods to ensure that all students achieve their potential

- To ensure that students acquire and consolidate knowledge, skills and understanding
- To plan and implement effective teaching strategies to achieve progression for students' learning
- To support positively all students' individual learning needs, including students with specific learning support needs
- To ensure full coverage of examination board syllabus requirements
- To ensure the effective and efficient deployment of any classroom support

Monitoring, Assessment, Recording, Reporting

- To assess how well learning objectives have been met and use them to improve specific aspects of teaching and learning
- To regularly mark and monitor students' work, providing feedback and target setting for progress and development
- To assess and record students' progress systematically, keeping appropriate data and written records
- To undertake assessment of students as required by examination boards and departmental/School expectations
- To use comparative data to set clear targets for student achievement and follow reporting procedures within the School

Managing behaviour effectively to ensure a good and safe learning environment

- Support positive behaviour and respectful relationships considering the personal, social and emotional needs of all students.
- Establish and maintain a positive regard towards both students and staff, promoting equality and diversity, and equal opportunities for all
- Be aware of, and support differences, to help ensure everyone else has equal access to the facilities and feels valued; respecting the social, cultural, linguistic, religious and ethnic background of all
- Work as a member of a team, planning co-operatively, sharing information, ideas and expertise
- Consult and plan with multi-agency colleagues, as appropriate.
- Act as a key worker where appropriate and establish good relationships with families to promote students' learning and development.
- To be responsible for the day-to-day organisation and outcomes of a cohort, or key worker group, of students
- To liaise with parents/carers and other agencies on matters relating to the welfare and safeguarding of an individual student

Additional Duties

- All staff will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work and ensure that they lead their department in Health and Safety requirements where necessary
- This Job Description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the postholder's title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the 'Burgundy Book') and to locally agreed conditions of employment to the extent that they are incorporated in the postholder's individual contract of employment. Copies available upon request.
- Given the dynamic nature of the role and structure of Ralph Thoresby School, it must be accepted that, as the School's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They

may change from time to time commensurate with the grading level of the post and following consultation with the postholder.

Person Specification

Attribute	Essential	Desirable	How identified
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) and good Honours degree relevant to subject • Outstanding classroom practice that inspires students and adds value to their progress. • Proven track record of having impact on students' outcomes in current post/teaching practice school. 	<ul style="list-style-type: none"> • Specialising in English and Maths • Further formal Professional Development 	<ul style="list-style-type: none"> • Application • References
Knowledge and Skills	<ul style="list-style-type: none"> • Substantial knowledge and understanding of developments in the teaching and learning of the relevant subject. • Ability to relate to teaching staff, other professionals, parents, students, and Governors. • Experience of new technologies to support teaching and learning. • Ability to use data effectively to monitor student progress. • Ability to work as a member of a team and /or independently. • Ability to teach KS3 	<ul style="list-style-type: none"> • Demonstrate a working knowledge of the English and Maths National Curriculum at Key Stage 2. • Understanding of age-appropriate educational developments and the implications of current relevant educational legislation including the alternative provision agenda. • Able to use interactive ICT systems for teaching and learning. • An ability and interest in teaching other subjects. 	<ul style="list-style-type: none"> • Application • References • Teaching Exercise • Interview and practical activities
Experience	<ul style="list-style-type: none"> • Successful teaching record with very good teaching practice demonstrated consistently. • Show a broad understanding of current issues relating to the National Curriculum • Previous experience within the Primary/Secondary mainstream phase 	<ul style="list-style-type: none"> • Previous experience working with children with Special Educational Needs • Previous experience of individual pupil target setting for pupils who are experiencing some behaviour difficulties and experiencing disadvantage. • Significant contribution to development beyond the classroom 	<ul style="list-style-type: none"> • Application • References • Interview and practical activities

<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Enthusiastic, sensitive, flexible, hard working with a sense of humour and ability to remain calm. • High level skills of communication, time management and prioritisation • Ability to keep confidence. • Excellent interpersonal skills and organisational skills • Ability to support and challenge. • Ability to inspire, motivate and influence others. 	<ul style="list-style-type: none"> • Ability to ask for help if required. • Concern for the welfare of all members of the school community 	<ul style="list-style-type: none"> • Application • References • Interview and practical activities
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The Selection Process

How to Apply

Thank you for taking time to read and digest our information. If you wish to apply for the post of Behaviour and Attendance Worker at the Pennington Centre then you should:

- Complete fully the enclosed application form including the section for a personal statement, ensuring all details are accurate and all declarations are signed. Please ensure you enclose two professional referees with one being your current employer (with email addresses if possible). Do not enclose additional CVs.
- Submit your application form via email by Thursday 2nd May 2024, no later than 12.00 noon on this date to gemma.edwards@nwaip.com

Timetable for the selection process

- Post advertised in LCC Website: Friday 19th April 2024
- Closing date for applications: Thursday 2nd May 2024
- Short listing: Friday 3rd May 2024
- Invitation to interview by telephone: Upon shortlisting.
- Reference requested: Upon shortlisting.
- Selection day scheduled: Tuesday 7th May 2024