

LANGHAM OAKS SCHOOL

LEAD TEACHER of LITERACY (TLR2) with

LEADERSHIP TEAM FUNCTIONALITY

APPLICATION PACK



LANGHAM OAKS SCHOOL
is part of SEAX Trust



LETTER FROM THE HEADTEACHER

Langham Oaks School

School Road, Langham, Colchester CO4 5PA

Headteacher: Mr Simon Dawson

Telephone: 01206 271571

Email: admin@langhamoaks.co.uk

Dear Applicant

Thank you for your interest in Langham Oaks School. I would like to take this opportunity to tell you a little more about us.

Langham Oaks School is a thriving special school, providing 76 places for boys, aged 10-16 with a residential provision for 28 pupils. It is located in the heart of the small village of Langham, in north-east Essex six miles from Colchester. The school recently received the keys to a brand new and specially designed building (see photo) which has completely transformed our provision. You therefore have a unique opportunity to join our team at a very exciting time as we begin a new chapter in our development.

Langham Oaks is more than a school; it is a community, based on exceptionally strong and trusting relationships between children and adults. Pupils are capable of learning and achieving, but have experienced many complex issues preventing them from engaging in learning and making progress. Staff from both the day and residential teams work proactively and collaboratively to develop and deliver the best bespoke package for each individual pupil.

This role will allow the successful applicant to work as a member of the wider Senior Leadership Team and would be an ideal step for individuals looking to progress their career to the next level.

I hope, as you read further, you decide that Langham Oaks could be the place where you would like to continue your career and that we will receive your application in due course.

Yours sincerely

Simon Dawson

Simon Dawson

Headteacher

Langham Oaks School



Lead Teacher of Literacy
Main/Upper Pay Scale + TLR2 + SEN1

Job Description & Person Specification

Job Title:	Lead Teacher of Literacy
Grade:	TPCD Main or Upper Pay Scale + TLR2 + SEN1
Based at:	Langham Oaks School
Reports to:	Headteacher, Deputy Headteacher
Responsible for:	Literacy Department, Class Support Staff
Liaison with:	Teaching staff, support staff, Headteacher, pupils, parents/carers
Job Purpose:	To assist in maintaining and developing the School, providing the highest standard of teaching and learning for all pupils with special educational needs and other complex learning difficulties
Principal Accountabilities:	<p>"Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up to date, and are self-critical; forge positive professional relationships, and work with parents in the best interests of their pupils."</p> <p><i>Teachers' Standards July 2021</i></p>

Job Description: Lead Teacher of Literacy

The over-riding expectation is that employees and those engaged to work within the SEAX Trust will adopt high standards of personal conduct, in order to maintain the confidence and respect of their colleagues, pupils or students, the public in general and, indeed, all those with whom they work or come into contact within the course of their employment or engagement by the individual academy.

Core Duties

- Plan, prepare and deliver motivating lessons in accordance with the academy's Teaching & Learning Policy and Curriculum Offer.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- Participate in arrangements for preparing pupils for examinations.
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- Supervise, and so far as practicable, teach any pupils where the person timetabled to take the class is not available to do so.
- Demonstrate commitment to safeguarding and actively promoting the well-being of children and young people.
- Maintain good order and discipline among pupils.
- Direct and supervise support staff assigned to them and, where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy resources delegated to them.
- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
- Communicate with pupils, parents and carers.
- Play a full part in the life of the academy, promoting and modelling our ethos of respect and equality.

TLR 2 – Whole School Teaching and learning Responsibility Point for Literacy

Key Responsibilities:

- To ensure that high standards of teaching and learning are established consistently across the school allowing all pupils to make progress in literacy, and thus improve outcomes for ALL pupils across the school.
- Embrace the range of SEND complexities inherent within the school and demonstrate a willingness to develop a range of appropriate strategies to facilitate progress at all levels
- Take part in relevant training and moderation activities to ensure excellent standards of teaching and learning and progress

- To actively promote the positive ethos and culture of the School and demonstrate excellent classroom practice
- Actively support the development of a team with intervention staff, SENCO and SLT in developing effective literacy interventions in school, setting appropriate and challenging targets and ensuring resources are deployed effectively for maximum effect
- To demonstrate excellent communication and organisational skills in leading teaching and supporting staff across all year groups
- Be active in continually reviewing and implementing the necessary changes to the English curriculum to promote progress and ensure relevance and consistency of teaching across the school
- To support the SLT in monitoring the teaching of English throughout the school and developing effective internal and external moderation
- To carry out the duties of a Class Teacher, as set out in the Class Teacher Job Description and model good practice in the teaching of literacy

As leader of Literacy you will:

- Be accountable for the leadership and management of literacy including responsibility for objectives within the School Improvement Plan
- Be accountable for securing the highest standards of achievement in English, through a process of effective monitoring, evaluation, reporting and review of learning, progress and pupil outcomes
- Make effective use of, and analyse, relevant assessment information to set targets for improvement across the school
- Have a good understanding of phonics and the foundation skills for literacy, together with the skills needed for managing their application within a school context
- Keep up to date with current trends, initiatives and research (including evidenced based intervention programmes)
- Liaise regularly with the Senior Leadership Team to ensure that the teaching of English and literacy interventions is effectively supporting ALL pupils to make good progress from their starting points
- Prepare reports, evaluation of strategies and data analysis for the Senior Leadership Team and Governors
- Ensure the long-term Curriculum Map for English is broad and balanced, and tracks the skills required throughout Key Stage 2, 3 and 4 and provides a for ALL pupils to achieve a literacy qualification regardless of ability.
- To support the Senior Leadership Team in promoting literacy through, for example, curriculum summaries, observations, work scrutiny, annual reports, contribution towards subject-based policies, assemblies, curriculum activities and trips
- Work with the School Leadership Team to develop and contribute to the CPD Programme

Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behavior which are expected of pupils

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities, and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with social, emotional and mental health needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress

- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs, in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Fulfil wider professional responsibilities

- Promote excellence and enjoyment in the classroom and all aspects of academy life
- Create a positive, stimulating and innovative environment for learning
- Maintain a well organised classroom with appropriate displays, resource areas and materials
- Make a positive contribution to the wider life and ethos of the academy
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Communicate effectively with parents with regard to pupils' achievements and wellbeing

General duties

- Encourage **interaction and teamwork** within the academy and Trust; sharing ideas and new initiatives
- Actively engage in the **professional development programme**, monitor and assess own performance and take a proactive approach to professional development
- Participate in the **performance and development review process**, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- Contribute to the overall **ethos, work and aims** of the academy
- Comply with all **academy and Trust policies and procedures**, including the Code of Conduct and those relating to child protection, equal opportunities, health & safety, confidentiality and data protection, reporting concerns to an appropriate person.

Pupil-Facing Staff – Important Additional Information

Langham Oaks School caters for male learners aged 10-16 years, some of which have a residential place at the school from Mondays to Thursdays. All learners have an Education Health & Care Plan and are classed as '**Social, Emotional & Mental Health**' ('**SEMH**') as their main category of need. In addition, they may have a diagnosis of Autistic Spectrum Disorder, Attention Deficit Hyperactive Disorder, Social Communication Difficulties, complex emotional and/or behavioural difficulties.

All of the boys have complex needs and many have experienced trauma, which can result in behaviour that is challenging and concerning. Every member of staff needs to accept and understand that behaviour is a form of communication and that it should be viewed with curiosity and empathy. All pupil facing staff are trained to use appropriate forms of physical intervention and will be expected to be involved in physical interventions when they are necessary, having first tried everything in their training to de-escalate situations.

All learners undertake part of their learning in a community setting and staff are expected to accompany the learners and take part in any off site activity, eg 'Beach/Forest Schools', therapy farm, sporting activities and social events, if required.

In order to work safely with our learners, the following personal abilities are extremely important and must be exercised at all times:

- The ability to follow all **individual personal and social support strategies** including consistently applying guidance designed to minimise challenging behaviour that puts the pupils themselves, or others, at risk of physical harm
- The ability to undergo training in the use of **physical interventions** and to subsequently be able to use any recommended interventions appropriately
- The ability to follow **behaviour guidelines** including those relating to occasions when learners will use behaviours to communicate – hitting, kicking, biting, swearing, spitting
- The ability to **react quickly** to safeguard the well-being of learners – eg if a pupil were to attempt to run away, either from the site or whilst on a visit or when a physical intervention is required

All class groups include a range of needs and consequently the expectations and daily responsibilities are the same for **all pupil-facing staff**.

The duties above are neither exclusive nor exhaustive and the post-holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

The SEAX Trust and all of its academies are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to complete a Disclosure & Barring Service (DBS) application, medical checks and references.

This job description will be reviewed annually and may be subject to change or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post-holder's professional responsibilities and duties.

Person Specification: Class Teacher

Personal and Professional Conduct

'A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct thorough out a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.'

Teachers' Standards 2021

Education	Essential	Desirable
Educated to degree level or equivalent	✓	
QTS	✓	
Good subject knowledge	✓	
Ability to demonstrate a passion and enthusiasm for the subject	✓	
An established record of good classroom teaching	✓	
Evidence of using wide ranging strategies to engage disaffected pupils	✓	
Ability to demonstrate collaborative practice with colleagues to promote school improvement and raise standards	✓	
Knowledge of or qualification in First Aid		✓
Experience		
A minimum of three years' experience of teaching in schools	✓	

Experience of working with special educational needs		✓
Experience of managing and developing a small, effective team and motivating the team to achieve its full potential		✓
Experience of developing and sustaining positive relationships with a wide range of internal and external stakeholders		✓
Skills, abilities and knowledge		
Knowledge and understanding of education policies and practices relating to the education and training of children and young people	✓	
A 'can do' attitude and ability to generate high expectations, enthusiasm and commitment in both adults and young people	✓	
Ability to differentiate between individuals within a group setting	✓	
Relentless pursuit of the best possible education and learning in the interests of all children and young people	✓	
Strong inter-personal skills in coaching individuals at all levels to perform against their targets and objectives	✓	
Strong organisational skills	✓	
The ability to analyse and use data to establish benchmarks and set realistic targets for improvement	✓	
The ability to make effective use of stretched resources, including an ability to be creative	✓	
An understanding of what constitutes an effective classroom with high quality provision	✓	
Personal qualities		
A belief in the rights of children and young people to high quality education and to raising standards of achievement while recognising the value and worth of each individual and providing an experience which meets their needs	✓	
A consistently high level of professionalism	✓	
The ability to uphold the individual academy and wider Trust's vision	✓	
Decisiveness, including challenging children, young people and others to produce positive outcomes	✓	
Ability to work calmly, patiently and sensitively under pressure and to manage and resolve conflict	✓	
A flexible style that involves appropriate stakeholders in decision making	✓	
A lifelong learner who understands the value of creative and innovative thinking	✓	

APPLICATION AND RECRUITMENT PROCEDURE

Candidates should download and complete a SEAX Trust application form available from:
www.langhamoaks.co.uk www.essexschoolsjobs.co.uk

Required:	1st January 2022 (*Or as soon as possible – please note that if you are currently under contract until Easter 2022, we would still welcome your application)
Visits to the School:	If you would like to visit the school, please telephone Nikki Dowling on 01206 271571 to make an appointment
Closing Date:	Thursday 2nd December 2021
Interview:	Wednesday 8th December 2021
Salary and Band:	STPCD Main or Upper Pay Scale + TLR2 + 1SEN
Hours and Weeks:	100% of a full Teaching Role
Actual Salary:	STPCD Main or Upper Pay Scale + TLR2 funded at £2,843 per annum + 1SEN Point funded at £2,270 per annum
Working Pattern:	As per STPCD: 100% of a full-time teaching post
To apply:	Candidates should download and complete a SEAX Trust application form available from: www.langhamoaks.co.uk and/or www.essexschoolsjobs.co.uk and return to Langham Oaks School (details below) by the closing date above
Queries:	Ms Nikki Dowling, Support Services Manager, Langham Oaks School Email: nikki.dowling@langhamoaks.co.uk Address: Langham Oaks School, School Road, Langham, Colchester, Essex CO4 5PA Telephone: 01206 271571

The SEAX Trust

Work with us ...

The **SEAX Trust** is a small but growing partnership of Special Academies within the community of Essex, whose Vision is to:

- **Provide outstanding educational experiences for children and young people with special educational needs**
- **Put the well-being and achievement of pupils at the heart of all decision making**

We consider the main asset towards achieving our Vision is our body of **highly-valued staff** and, in recognition, we implement a wide range of **strategic and person-centred reward practices** in all of our Trust Academies.

Be rewarded by us ...

- We offer a clear and competitive **pay policy** and **progression route**
- **Holiday pay** and **salary** which is paid *evenly* across the year for our support staff
- Teachers and Local Government **Pension Scheme** facilities

Progress with us ...

- A focus to provide high quality **professional development** opportunities for all staff
- An extensive range of **in-house training** opportunities
- Experienced and **dedicated practitioners** who are keen to help you learn
- A range of exciting internal **career opportunities**

Be inspired by us ...

- **Challenging** roles and **recognition** of achievement
- A **motivational** strategy towards both education and business
- Staff **involvement** in wider decision-making

Be reassured by us ...

- A strategic aim to ensure a **fair work/life balance**
- A **highly supportive** organisational culture
- A firm commitment to the strengths of **equality and diversity**
- A sense of **cohesion and belonging**
- A policy to raise **matters of concern**

Ask us ...

Should you have any general queries regarding staffing at **SEAX Trust**, Kate Stannard will be pleased to speak to you. Please contact: **Mrs Kate Stannard, Assoc CIPD, Director of HR for SEAX Trust**

Email: jobs@seaxtrust.com Telephone: 01245 963000

The **SEAX Trust** is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We look forward to hearing from you soon.