



**Targeted Mainstream Provision Teacher
Caedmon College**

Recruitment Information Pack

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Caedmon College Whitby is a comprehensive 11 to 16 College

The College combines strong academic achievement and excellent facilities with excellent pastoral care – the welfare and happiness of our students is a top priority. Students form enduring friendships at the College, fostered by the fantastic community spirit that is evident here. This, alongside the intellectual, physical and cultural interests that students develop provides them with skills for life.

LATEST OFSTED REPORT

Our most recent Department for Education Inspectorate (Ofsted) Report concluded that the College was 'A Good school'. Ofsted also commented that:

- The College “is effective in delivering outcomes that provide well for all its pupils’ needs. Pupils are well prepared for the next stage of their education, training or employment”.
- “Standards are rising and students are making good progress across the range of subjects.”
- “Teachers have good subject knowledge and set tasks which motivate students as well as preparing them for examinations. There are examples of outstanding teaching.”
- “Behaviour and safety are good because students demonstrate high levels of respect for their teachers and each other.”

Application Process

The closing date for all applications is **9am, Monday 31st October**.

Shortlisting will be held after the closing date.

Interviews will be week beginning 7th November.

Interviews will be held on the week shortly after the closing date.

Completed applications must be returned to NYES.Resourcing@northyorks.gov.uk

If you do not receive confirmation of receipt of your application within one working day please contact Sarah Hunter - Resourcing Partner on 07816 251 271

If you think you're the person for the job, please complete the enclosed application form with your supporting statement, no more than two sides of A4, and send to the email address above by the closing date.

An email will be sent to shortlisted candidates with details of the interview process. If you have not heard from us within a week of the closing date please assume your application has been unsuccessful.

Queries

Informal chats with our Headteachers are welcomed. Please contact Sarah Hunter - Resourcing Partner on 07816 251 271 to organise.

We actively welcome you to contact Sarah Hunter at North Yorkshire County Council to chat through the role and talk informally about the school/post and how working here will make a real difference to the children and young people on the coast.

Job Description

Job Description: Teacher

General Professional Duties

To fulfil the conditions of employment for school teachers, as stated in the latest School Teachers; Pay and Conditions Document and adhere to the expected behaviours and standards of school teachers as laid out in the Teachers' Professional Standards document. To follow College policies and behaviour systems.

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

Main duties and responsibilities

PART ONE: TEACHING

A teacher must:

1 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 behaviour which are expected of pupils.

2 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.

3 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.

4 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).

5 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

- special educational 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.

6 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.

7 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.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: 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 throughout 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.

Main duties and responsibilities of Post-threshold teachers

(1) Professional Attributes

Frameworks

P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional knowledge and understanding

Teaching and learning

P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and curriculum

P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health and well-being

P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

(3) Professional skills

Planning

P7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching

P8. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team working and collaboration

P9. Promote collaboration and work effectively as a team member.

P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Role Review

This job description sets out the main duties of the post at the time of drafting. It cannot be read as an exhaustive list. These duties will be discussed annually as part of the postholder's annual performance review and are subject to change. However, they may be altered at any time, subject to need, in consultation with the postholder and with the Principal's approval.

Caedmon College Whitby and our Whitby Secondary Partnership partner of Eskdale School, in collaboration with our primary school colleagues, share a special and unique learning community on which we wish to develop our provision to meet the needs of students with Communication and Interaction difficulties and disabilities at secondary level. We already have a strong SEND provision at Caedmon College and accommodate additional Alternative Provision for our Federation for students who need to be educated out of mainstream lessons.

We are very excited to have had the opportunity to develop our provision further for children with significant communication and interaction needs for our Federation, to be accommodated on our Normanby Site of Caedmon College Whitby, building on our existing specialist SEND provision. This will be the second targeted provision of this kind for Whitby and our local area - East Whitby Primary Academy has developed similar provision at primary level this year and we remain in close collaboration with them, as well as with our wider community of local primary schools.

The aim of the Lead Teacher for the provision will be to ensure the provision of an inclusive, bespoke education model for up to 8 children to enable them to meet their individual academic and social potential. Each child will require a personalised timetable and educational programme which the ATA for the provision will assist with. The postholder will operate under the direction of the Whitby Secondary Partnership Federation SENCos from

Eskdale School and Caedmon College Whitby, with the Lead Teacher managing day-to-day decisions and operations and liaising with parents and other staff, as necessary. The timetables to be developed will be both for mainstream lessons that the students are able to partake in and for any specialist teaching within our new inclusion area which will be housed above the College Learning Centre. The timetables will be agreed with staff and parents and will depend upon each child's needs, adapting as the child develops.

Our new targeted provision area will provide an inclusive space specifically designed and equipped to support children with a range of communication and interaction needs. This may include children with a diagnosis of autism, speech and language difficulties or children who present with challenges in their social interactions. The provision will be needs' led rather than diagnosis led.

The students will need to be taught by a specialist communication and interaction teacher, who works closely alongside the SENCo and our mainstream class teachers to create individual programmes to reflect the children's EHCP outcomes and to address any barriers to their learning within mainstream lessons. Our vision is that the students who have a place in this targeted provision will be equally supported to be fully-integrated members of the College community.

The new provision will be situated upstairs in the College Learning Resources Centre, and will comprise of a main classroom space, an intervention area, a sensory room and a quiet room. We also have suitable outdoor spaces that the students will be able to access, including a gardening area.

We are looking to appoint a highly motivated and enthusiastic individual who will work as part of the College community and wider Federation network, working with the students in our new targeted provision, providing the support they need to succeed. The vacancy will be based in our targeted mainstream provision, however, the postholder will need to interact and work with our wider school and Federation community.

We pride ourselves on supporting colleagues to develop their knowledge and practice through offering specialised training and development routes. Many of our staff have been able to progress in their career whilst working at the College and Eskdale School.

We encourage applications from candidates who have a passion for supporting students in their education with individual needs and who wish to work in a setting which offers rewards and challenges, where no two days are the same.

Candidates will be required to have relevant experience and qualifications to support the students in this targeted provision in their teaching and learning and wider development. The Lead Teacher must hold Qualified Teacher Status and have suitable past experience and appropriate qualifications or knowledge to be able to effectively support students with differing SEND needs. While each post is different, we are looking for the following for this post.

You will:

- Have suitable previous experience in working with children and young people, with a passion for developing their practice and knowledge further to best support the students in the provision.

- Be able to support in the delivery of high-quality learning experiences for all students.
- Be supportive, nurturing and understanding.
- Seek to make learning exciting and a positive experience.
- Enjoy working as part of a team.
- Demonstrate good communication skills both orally and in writing
- Have experience of working with children with SEND and ideally those with autism and communication difficulties.
- Be flexible and adaptable as every day will be different.
- Have a good sense of humour and be approachable and friendly.
- The Lead Teacher must have a working understanding of the SEND Code of Practice.

We can offer you:

- A caring environment where we value our community ethos.
- An enthusiastic and dedicated team of staff to work with.
- A Federation with unique and inspiring learning environments.
- An opportunity to work with an experienced and committed team and to join a team of staff who are determined to help each student to succeed.
- A Federation at the very heart of the transformation that is taking place in our coastal area.

Person Specification

JOB REQUIREMENTS	ESSENTIAL	Essential	Preferred	Met
Qualifications and experience	Good honours degree	✓		
	Qualification as a teacher	✓		
	Evidence of good classroom practice	✓		
	Evidence of a commitment to the value of team work	✓		
	A clear focus on standards in order to raise achievements	✓		
	Evidence of excellent ICT skills	✓		
	Evidence of an understanding of the role of a college within its community		✓	
Personal and interpersonal	Good communicator – with staff, governors, students, parents and community	✓		
	High standard of written and oral communication	✓		
	Ability to be a good ambassador for the College and inclusive education	✓		
	Ability to adapt to changing circumstances	✓		
	Ability to motivate, inspire confidence in students, consult and encourage	✓		
	Innovative and enthusiastic	✓		
	Ability to work as a member of a dynamic forward-thinking team and to contribute to departmental decision-making	✓		
	Evidence of showing perseverance and plenty of energy!		✓	
	Ability to work as part of a team	✓		
Staff Development	Evidence of commitment to continuing personal professional development	✓		

	Participation in the College's Performance Management cycle, involving effective self-management and evaluation of performance	✓		
Child Protection	A commitment to the safeguarding and welfare of young people	✓		