

August 2023

Maths Lead Teacher – Early Career (ECT)

Thank you for your interest in the vacancy for the above position.

Westerham Road
Westerham
Kent TN16 1QN

t 01959 562156

f 01959 565046

e valence@valence.kent.sch.uk

www.valenceschool.com

Principal: Roland J. Gooding OBE

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

Please find attached the following forms:

- Application Form & Equality Monitoring Form - to [complete online](#)
- Copy of the Advertisement
- Job Description and Person Specification
- Valence Vision & Ethos

The closing date is **1 October 2023** and we look forward to receiving your completed forms at your earliest convenience. Interviews are expected to be held the **week commencing 9 October 2023**.

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 conducted for shortlisted candidates. This post is engaged in regulated activity and therefore successful applicants will need an enhanced Disclosure and Barring Service check with barred list information. 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

Westerham Road, Westerham TN16 1QN
t: 01959 567841
e: vacancies@valence.kent.sch.uk
w: www.valenceschool.com

MATHS LEAD TEACHER - EARLY CAREER

Full Time 1.0 FTE

MPR + TLR2 (£5,000) + SEN allowance

Are you an Early Career maths teacher and wanting to take on a leadership role straight away?

We have an exciting opportunity to teach the maths curriculum across our semi-formal and formal pathway and you will have overall responsibility for numeracy across the school. Full support for this will be provided so that your specialism and passion make you successful and you are mentored by experienced leaders.

You will make a tangible difference to the lives of students at our school, teaching across two of the three learning pathways in the secondary school. You will be a valued part of the whole school community, who work together closely to ensure we meet our students' individual needs.

Valence School is a KCC Foundation day and residential special school for students aged 4 to 19 with physical disabilities, complex medical needs and associated communication and learning difficulties. We are part of the Kent Special Educational Needs Trust (KsENT).

Students at Valence behave impeccably and are highly motivated; we are looking for a maths teacher who can help our students navigate the world around them and achieve their full potential.

This post is suitable for an Early Career Teacher (ECT) who would like to progress quickly within the profession. Previous experience of teaching SEND is not essential.

Visits to the school would be warmly welcomed.

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

Application closing date: 1 October 2023

Interview date: w/c 9 October 2023

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:

MATHS LEAD TEACHER – EARLY CAREER

Responsible to: Assistant Principal (Curriculum)

Responsible for: Teaching & Learning Assistants

This post is subject to the professional duties and conditions of the 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.

Main purpose

To plan and deliver an inspirational and accessible maths curriculum across the semi-formal and formal pathway.

To co-ordinate and deliver whole school numeracy.

Duties and responsibilities

1. With support, manage the delivery of maths/numeracy across the school.
2. Plan and teach highly effective maths lessons to students in the semi-formal (Simmonds) and formal (Hawking) pathways.
3. Set and assess appropriately challenging work so that all students make at least expected progress.
4. With support, manage support staff working in the classroom, directing their work and ensuring that they are kept informed about teaching methods, targets for individual pupils and other relevant information.
5. Liaise with students' parents, attending parents' evenings and other parent consultation opportunities when required.
6. Develop appropriate teaching and learning strategies and create resources that are appropriate to individualised learning needs.
7. Prepare students for external assessments and examinations as required (including Entry Level and GCSE).
8. Maintain appropriate records to ensure students' achievements and progress are documented and available to plan future work and targets.
9. Write reports for annual reviews, other reviews and end of year reporting to parents.
10. Liaise with therapists and care staff, exchanging and sharing information as necessary and planning and implementing programmes for students as devised by the multidisciplinary team.
11. Always ensure the safety and supervision of students and to follow agreed procedures in the event of emergencies/accidents.
12. Attend meetings as required.

13. Maintain bright, relevant and interesting displays in one or more classrooms and to contribute to displays in other parts of the school, ensuring that students' work and achievements are sensitively exhibited with an emphasis on celebrating success.
14. To ensure that communication with students, staff and other departments is effective and contributes to securing efficiency and high standards of care and personal development for students within a learning and residential environment.
15. 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.
16. To pro-actively 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.
17. To undertake any other duties commensurate with the terms and conditions for teachers as determined by the principal.

It is in the nature of the work of special schools that many tasks and responsibilities are unpredictable and varied. All teachers are, therefore, expected to work in a flexible way and when occasions arise, to undertake tasks not specifically covered in their job description.

Please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the postholder will carry out. This job description may be amended at any time in consultation with the postholder.

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:

MATHS LEAD TEACHER – EARLY CAREER

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

REQUIREMENT	ESSENTIAL	DESIRABLE
1. Qualifications/ Experience	<ul style="list-style-type: none">• Qualified teacher, recognized by the DFE.• Mathematics degree, or evidence of teaching Mathematics as a main/ subsidiary subject.• Experience of teaching Mathematics up to GCSE.• 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 of teaching Mathematics up to A Level.
2. Skills	<ul style="list-style-type: none">• Ability to communicate effectively with a wide range of children and young people (including those using alternative communication systems*) and with professionals from a number of disciplines.• Ability to assess pupils across the whole ability range and to plan individual programmes of work for numeracy development.• Appreciation of and ability to promote the fundamental rights of children and young people, in particular their privacy, dignity, choices, independence and personal fulfilment.	

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.