



Grove House School

Part-Time SEN Art Teacher

2 days per week

Candidate Information Pack

Supporting Excellence

admin@grovehouse.essex.sch.uk | grovehouseschool.co.uk

Headteacher's Letter

Grove House School

Sawyers Hall Lane, Brentwood, Essex, CM15 9DA

Headteacher: Miss L Christodoulides, BA Hons

Telephone: 01277 361498

Email: admin@grovehouse.essex.sch.uk



Dear Applicant

Thank you for your interest in Grove House School. I would like to take this opportunity to tell you a little more about us. We opened as a new special school for speech and language in September 2015 and quickly grew to our capacity. Due to demand for places at the school, our capacity roll has now further increased and we are again seeking to grow our current staff team. We currently have 120 pupils on roll across years 4-13. All of our pupils have an EHCP and have come to us from mainstream settings and other provisions. Our pupils' priority need is speech, language and communication.

Currently we have 10 form groups - one KS2, four KS3, four KS4 and two sixth form classes. Classes are ideally in groups of 12-15 pupils. Each class is generally supported by 1.5 Learning Support Assistants who stay with the class group across all lessons. Our teaching and therapy staff work together to support pupils.

We are a very friendly, supportive and welcoming staff. Our curriculum, whilst based on the national curriculum, is continually reviewed and ever changing as we look to meet the wide variety of individual pupil needs within each class group. Whilst this may have its challenges, it also is extremely rewarding in that our staff have the flexibility to be creative and innovative in the development and delivery of the curriculum. We also have a team of Speech & Language Therapists who lead sessions for students and support staff with strategies and training across the school.

We are part of the SEAX Trust, a MAT consisting of five special schools, bringing opportunity to work collaboratively with other colleagues in our trust schools. Additionally we have a highly skilled and dedicated board of governors, some of whom were the proposers of the free school in its early days. They have supported us way beyond expectations and continue to be a valuable asset to the school.

I very much hope the post is of interest to you – please do contact us for further discussion.

Kind regards

Lisa Christodoulides

Headteacher, Grove House School.





Part-Time SEN Art Teacher

Main/Upper Pay Range + 1 SEN + Fringe

Job Description and Person Specification

Job Title	Part-Time SEN Art Teacher
Grade	MPR/UPR dependant on experience + 1 SEN Allowance + Fringe
Based at	Grove House School
Reports to	Headteacher
Liaison with	Teaching staff, therapists, 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 Speech, Language and Communication needs and other special educational needs.
Principal Accountabilities	Teaching art across the school up to and including GCSE. “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 up to date, and are self-critical; forge positive professional relationships, and work with parents in the best interests of their pupils.” <i>Teachers’ Standards September 2012</i>

Job Description



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, 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 (eg Entry Level).
- 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.
- Work with others, and across the trust to develop the offer for pupils across the whole school.

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
- Support students in developing their independence and gaining key life skills.

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
- 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
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
- Have an interest and enthusiasm for science/other specific subjects.

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.

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 expect 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



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, with-in 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 belief
- 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, QTLS or equivalent teaching qualification	✓	
Knowledge of or qualification in First Aid		✓
Experience		
Current experience of working in an educational environment	✓	
Experience of working with special educational needs		✓
Experience of managing and developing a small, effective class 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 (eg staff and parents)		✓

Skills, abilities and knowledge	Essential	Desirable
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	✓	
Good subject knowledge (an interest in science is desirable but not essential)	✓	
Experience of teaching/leading within the arts	✓	
Experience and successful record of delivering formal accreditations within the arts	✓	
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 Process



Required:	April 2023
Visits to school:	If you would like to visit the school, please contact Kate Stannard, Director of HR, by emailing jobs@seaxtrust.com or by telephoning 01245 963006
Closing date:	Mid-day on Monday 20th March 2023
Interview:	Wednesday 22nd March 2023
Salary and Band:	Main or Upper Pay Range dependant on experience, plus Fringe & 1SEN allowance
Hours and Weeks:	40% of a full time Teaching Role - 2 days per week
To apply:	Candidates should download and complete a SEAX Trust application form, which can be found on the recruitment section of our website or on Essex School Jobs
Queries:	Mrs Kate Stannard, Director of HR, SEAX Trust Email: jobs@seaxtrust.com Grove House School, Sawyers Hall Lane, Brentwood, Essex, CM15 9BZ Tel: 01245 963006
Staff Well-being Cover	Grove House offers extensive Staff Wellbeing and Medical Insurance Cover which includes physiotherapy, counselling and GP on-line support services.

Selection process

Applications will be ranked against the person specification for the role. All shortlisted applicants will be subject to a face to face interview with the selection panel and meeting pupils/teaching a lesson.

Further details regarding selection panel members and any planned assessments will be made available to shortlisted candidates in due course.

Shortlisted candidates

Applicants who have been shortlisted for the post will be notified as soon as reasonably practical upon completion of the shortlisting process.

References

References are required at interview, as they form an important part of the selection process. Referees will therefore be contacted **prior to the interview date** in relation to all shortlisted candidates. Please ensure that you have given consent to your referees so that provision can be made without delay. The school may review social media relating to shortlisted candidates as part of the screening process to ascertain whether candidates demonstrate appropriate conduct and behaviour and suitability for employment in a school

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 an Enhanced Disclosure & Barring Service (DBS) application, medical checks and references.

Grove House School is part of SEAX Trust

Work with us ...

SEAX Trust is a 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
- Teachers who **stay** in the profession

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: **Kate Stannard, Director of HR for SEAX Trust**

Email: jobs@seaxtrust.com Telephone: 01245 963006

We look forward to hearing from you soon.



Our pupils say about Grove House...

Helped me to become
more independent
KS4 Pupil

Helped me get the
qualifications I need
KS4 Pupil

Understand me and
others if they are upset
about something
KS4 Pupil

Friends
KS2 Pupil

Show me how to share
my feelings instead of
holding them in
KS3 Pupil

Your voice is always
heard and people
listen to what you are
saying
KS3 Pupil

I could not speak, spell
at all so yeah—it has
helped me a lot
KS3 Pupil

Small classes
KS3 Pupil

There are absolutely no
bullies at Grove House
Post 16 Pupil

Helped me boost my
confidence a lot more
to speak with other
people
KS4 Pupil

Biggest thing that has
helped me is improving
all my work
KS4 Pupil

Friendships are made
every day
Post 16 Pupil

Teachers talk and
respect us
KS3 Pupil

GHS has helped me get
back to school
KS3 Pupil

My visuals help
me all the time
KS4 Pupil

I can speak
properly now
KS3 Pupil

Given me more
choices
KS4 Pupil

I feel smarter
KS3 Pupil

I have developed the
courage to talk to
others and ask for help
Post 16 Pupil

Teachers and staff
make sure we are OK
with our learning
KS3 Pupil

I found my smile
while being at GHS
Post 16 Pupil

I have got better at
walking away than
when I came here
KS3 Pupil

They made a school for
some kids that find it
hard. KS4 Pupil

Helping me
achieve my goals
KS3 Pupil

In other schools
they go to quickly,
here they do it
step by step
KS4 Pupil

I don't worry about
coming to school any
more. I feel safer and
happier.
KS4 Pupil

They have given me an
I-pad to help me speak
KS4 Pupil

The freedom to
experience a lot
of things
KS2 Pupil

A good routine
where every-
thing stays the
same
KS4 Pupil

Adults helped me
most by caring,
providing and
listening for me
KS2 Pupil

I'm looking forward to
going to the flat and
learning life skills
KS4 Pupil

The adults here
like me
KS3 Pupil

Adults are
understanding
and will do
anything to help
you. Teachers
try their hardest
KS4 Pupil

The school has helped
me get my education
back up and I can do my
work more easily
KS2 Pupil

I can focus more
easily
KS2 Pupil

Grove House has smaller
classes, OT room, nice
teachers and assistants,
school codes, therapy &
sensory room
KS3 Pupil

Makes my speech
louder and clearer and
more time to learn -
KS2 Pupil

Adults have helped me
most with my learning
and calming me down and
realising what is right and
wrong
KS4 Pupil

I understand more because
things are explained and (they)
give me more time because
there are less children
KS2 Pupil

We have fun
KS2 Pupil