



**ACE TIVERTON**  
SCHOOL

## **Candidate Pack**

**Primary Teacher**

**Haven Nurture Unit**

**ACE Tiverton School**



## Welcome to our school family where we are learning for lifelong success.

Dear Candidate,

ACE Tiverton is a new 11-16 special school. We opened in September 2019 with 35 students across Years 7-11, this year we have expanded to 110 students. We are a Free School Academy, part of Transforming Futures Multi-Academy Trust, with a designation focused on educating and supporting students with a diagnosis of Autistic Spectrum Condition and related Social, Emotional and Mental Health needs. We experienced our first Ofsted visit in January 2024 and are proud of the great experiences for staff, good outcomes for students and strong family support that is accurately evidenced within the report.

All of our students have an EHCP (Education, Health and Care Plan) and are supported in their tutor and teaching groups by teachers and teaching assistants. We aim to keep our groups small with no more than 10 students, allowing us to deliver the personalised, adapted learning that enables our students to succeed.

Our school is a welcoming, inclusive, and safe learning environment in which vulnerable pupils are valued, cherished, and nurtured. Our priority is engagement, progress, and preparation for adulthood, all of which are built upon strong relationships. Our students are curious, humorous, and interesting young people with their own backgrounds, stories, and contexts. Many have been out of full-time education for significant periods before coming to us. They thrive in an environment built on mutual respect, genuine interest, and transparency. 'Unconditional positive regard' is our mantra, and we firmly believe that every day is a new start.

Our talented, experienced team of staff take pride in working relentlessly to ensure that every individual leaves us as a confident young adult who is well prepared for their life after Year 11, whether they go into employment or take up further education opportunities. If you are motivated to create excellent educational experiences, have inspirational interactions and rewarding relationships with students who deserve amazing adults who care, are curious and driven by a desire to enable them to be the very best they can be, then we are the school family for you.

If, after reading this pack, you are interested in being part of our fantastic team, please contact us to arrange a tour of our school building – visits are warmly encouraged. Thank you for your interest and good luck with your application!



Julie Chatterton  
Head of School



Hannah Smart  
Executive Headteacher

## About the role

**Job Title:** Primary Teacher - Nurture Unit

**Salary Range:** £30,000 - £46,979 + SEN allowance (£2,561) MPS1-UPR3

**Contract Type:** Permanent, Full Time

**Closing Date:** Friday 31<sup>st</sup> May 2024

**Interview Date:** W/c Monday 10<sup>th</sup> June 2024

**Start Date:** 1<sup>st</sup> September 2024, pending pre-employment checks and notice periods.

## Role Summary

This role is an exciting opportunity to further embed excellence in our school family by leading the new for September 2024, Primary Class for students in Year 7. We already run successful KS3 and KS4 classes based upon the Nurture principles; this new role enables us to support students across our full age and ability range by increasing capacity and access to this approach to learning. Each class has its own Teaching Assistant and a linked member of the Student & Family Support Team who work together to support our students to make progress in every area of their lives.

You will be part of our Haven team; Haven is our purpose-refurbished new building that is home to our nurture curriculum groups. It opened in September 2023 and provides wrap around care, education, and specialist support for students with a profile linked to learning, development, and sensory needs. Haven delivers our Engage Curriculum pathway which focuses on securing students' literacy, numeracy and wider learning skills as part of their preparation for adulthood. All the students within this pathway are broadly similar in academic levels, specialist profile and sensory needs.

In this post you will deliver significant parts of the students' timetable including core subjects at Key Stage 1 and 2, age and stage appropriate Preparation for Adulthood, Life skills and our specialist curriculum which covers communication, interaction and social skills. You will have experience in a SEND setting, including within a mainstream secondary setting, or experience as a KS 1 or 2 Teacher. Teaching experience across the primary age range, alongside that of teaching students with SEND and/or Nurture training are important for this role, but our overriding priority is to find the right person for our students and to join our team.

You will work with a team of staff, under the leadership of our Nurture Co-ordinator, to plan and deliver a broad and balanced curriculum based on the national curriculum and nurture principles that enables students to make progress, achieving qualifications and securing a successful post 16 pathway. You will join a team whose core purpose is to equip students with the learning and life skills that will enable them to thrive as independent, skilled adults who can navigate the multiple demands of the wider world. We are looking for a proactive, resilient teacher with the ability and flexibility to plan, teach and assess a range of core subjects alongside a therapeutic curriculum, informed and developed by specialist therapeutic practitioners.

If you want to help us deliver bespoke, innovative education tailored to the needs of our students, enabling them to learn for lifelong success, then we would love to hear from you!

**For more information or an informal discussion please contact Sarah Dunn on 01884 763140**

Please send completed application form to [TFTRecruitment@deltaservices.co.uk](mailto:TFTRecruitment@deltaservices.co.uk)

## What we can offer you

There are many exciting benefits to working at ACE Tiverton. Not only are we located in the centre of Devon with excellent transport links, we can also offer you:

- The chance to be part of a new and growing school community and to influence how we evolve over the next few years.
- A brand-new £4.5 million building plus an additional purpose Nurture (The Haven) Hub building opened in September 2022.
- State-of-the-art facilities and resources, including laptops for all students and teachers, and Wi-Fi enabled mobile devices for support staff.
- A strong, happy, experienced team of staff - plus two therapy dogs!
- Access to high quality CPD, including Team Teach physical intervention training.
- The opportunity to be involved in developing a new curriculum from scratch.
- A school day running from 8am-2pm with an early finish of 1:30pm on Fridays.
- Freshly prepared hot meals provided by our own school chef.
- The opportunity to work alongside a multi-disciplinary team to provide support for students.
- Health Assured provide our employees with a range of benefits including funded physiotherapy sessions, counselling sessions, free eye tests, member discounts, great deals and cashback on shopping, travel, and restaurants.

## About Transforming Futures Trust: *Transforming Futures. Changing Lives.*

Transforming Futures Trust works with children for whom mainstream education is not right: young people with behavioural challenges; children with mental health concerns; students who find the traditional setting of a school intimidating. It is not an exaggeration to say that we change these young people's lives. Our extraordinary staff can connect with these children and apply the principles of trauma informed care to enable them to reach their potential.

Transforming Futures Trust's core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our schools which supports the wellbeing and development of all children and young people, Headteachers, School staff, parents/carers and stakeholders and the wider communities they are a part of. We have proven educational practice and strong leadership which has enabled us to develop new provisions across the southwest to meet the needs of children and families which have not been met in existing schools in the area. Since it was established, TFT has developed a highly effective internal capacity to support schools in their work with children and young people, helping them to make the biggest difference to their life chances.

Transforming Futures Trust was formally set up on 1st June 2016 (previously known as ACE Schools Multi Academy Trust) with the aim of growing from a single educational provision in

Plymouth into a group of Schools across Devon and Cornwall. Our simple aim is to support the development and improvement of the education for all pupils within the Trust and beyond through school-to-school support.

In addition to **ACE Tiverton School**, there are three other schools in the Trust:

### ACE Schools



An alternative provision for children from 4-18 with sites across Plymouth, Cornwall, and Devon.

### Courtlands School



Based in Plymouth, Courtlands supports 100 primary aged children who have Moderate Learning Difficulties, Social, Emotional and Mental Health Difficulties (SEMH), and other complex needs.

### Mount Tamar School



Based in Plymouth, Courtlands supports 100 secondary aged children over multiple sites who have Social, Emotional and Mental Health needs (SEMH), and other co-occurring needs.

## Job Description

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| Job Title                            | Primary Teacher  | Responsible To | Assistant Headteacher / Nurture co-ordinator |
| Pay Scale                            | £30,000 - £46,979 + SEN allowance (£2,561)<br>MPS1-UPR3  |                |  |
| Location                             | ACE Tiverton   | Shift Pattern  | Full Time<br>Term Time Only                  |
| DBS Check                            | Enhanced   |                |  |
| Job Purpose                          | <ul style="list-style-type: none"> <li>Promote and facilitate excellent progress and well-being of individual students across the curriculum, assigned to him/her.</li> <li>Contribute to an outstanding culture of community across the school.</li> <li>Model the high standards of communication, interpersonal skills and peer relationships expected in every interaction with students, staff and families.</li> <li>Fulfil the role of co-ordinator for the students assigned to him/her alongside the Learning Family Leader including, but not limited to, leading and arranging annual review meetings, risk assessment, EHCP monitoring.</li> </ul>   |                |  |
| General Duties Teaching and Learning | <ul style="list-style-type: none"> <li>Teach students in accordance with the professional duties of a teacher.</li> <li>Teach students, in subjects across the curriculum, on a one to one or small group basis who are unable to access learning in a classroom group or environment.</li> <li>Create individual personalised learning plans based upon the student's EHCP constituting of lessons plans, wider programmes of study and resources in collaboration with the class teacher to ensure that individual students assigned access learning, make progress, and attain qualifications.</li> <li>Organise, lead, and evaluate the impact of offsite provision, including work experience, quality assurance of alternative providers and the progress assigned students make within such a programme.</li> <li>Assess students on their existing ability in a subject area in collaboration with the subject specialists.</li> <li>Creating a schedule for teaching, learning and progress in range of subject areas including offsite trips, visits, and experiences.</li> <li>With the support of the subject specialist, assess a student's level of progress within a subject and identifying areas for improvement.</li> <li>Provide formative, summative and practice formal assessments and examinations or tests to prepare students for exams.</li> <li>Review student's independent learning, assignments and test scores and working through problem questions that the student did not answer correctly.</li> <li>Provide support for students during their examinations.</li> <li>Communicate with staff, professionals and families about trouble areas or any issues that require attention as relevant.</li> <li>Keep up to date on the current curriculum and latest teaching trends.</li> <li>Maintain an excellent knowledge of the ways, strategies and approaches that will best work with students who have identified SEMH needs.</li> <li>In each case, having regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the students in any class or group assigned to him/her. <ul style="list-style-type: none"> <li>planning and preparing courses and lessons.</li> </ul> </li> </ul> |                |  |

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|  | <ul style="list-style-type: none"> <li>- teaching, according to their education needs, the students assigned to him/her, including the setting, and marking of work to be carried out by the student in the school and elsewhere.</li> <li>• Manage student learning through effective teaching in accordance with the Schemes of Work and Policies.</li> <li>• Ensure continuity, progression and cohesiveness in all teaching.</li> <li>• Use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of student needs and ensure equal opportunity for all students.</li> <li>• Work effectively as a member of the ACE Tiverton team to improve the quality of teaching and learning.</li> <li>• Set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.</li> <li>• Develop and use positive relationships in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem.</li> <li>• Promote and facilitate the general progress and well-being of individual students; and of any class or group of students assigned to him/her.</li> <li>• Provide guidance and advice to students on educational matters and on their further education and future careers, including information about sources of more expert advice on specific questions, making relevant records and reports.</li> <li>• Advise, co-operate, and lead, in conjunction with the wider team, in the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.</li> <li>• Maintain good order and discipline among the students and safeguard health and safety both when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere.</li> <li>• Perform the duties of a Learning Family Leader with care and diligence.</li> <li>• Undertake consultations, in collaboration with Senior leaders, as part of the admission process of the school, including visits to a student's home, school or other location.</li> <li>• Undertake, lead and analyse the assessment data collected as part of the admission process to the school identify students who need support in their learning across the curriculum and working alongside the Student and Family Support and Senior Leadership Team to ensure suitable opportunities for teaching and learning are in place. <ul style="list-style-type: none"> <li>• Undertake tuition as required offsite or in a student's home, with the relevant risk assessments in place.</li> </ul> </li> </ul> |
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| <p>General Duties Monitoring, Assessment, Recording, Reporting, and Accountability</p> | <ul style="list-style-type: none"> <li>• Assess, record and report on the development, progress, and attainment of students as per the MER cycle of the school.</li> <li>• Contribute towards the implementation of Personalised Learning Plans particularly the planning and recording of appropriate actions and outcomes related to set targets.</li> <li>• Assess students' work systematically and use the results to inform future planning, teaching, and curricular development.</li> <li>• Be knowledgeable and remain up to date with Learning Family Leader assessment and reporting procedures and prepare and present informative, helpful, and accurate reports to parent/carers.</li> <li>• Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the school policy.</li> <li>• Make records of and reports on the personal and social needs of students.</li> <li>• Communicate and consult with the parents/carers of students on at least a weekly basis or more frequently.</li> <li>• Provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students.</li> <li>• Participate in arrangements for preparing students for public examinations, in assessing students for the purposes of such examinations and recording and reporting such assessments and participating in arrangements for students' presentation for and supervision during such examinations.</li> </ul> |
| <p>General Duties Subject Knowledge and Understanding</p>                              | <ul style="list-style-type: none"> <li>• Have a thorough and up-to-date knowledge and understanding of the SEND Code of Practice, Proposed reforms and changes, National Curriculum programmes of study, assessment framework descriptors and specifications for examination courses.</li> <li>• Keep up to date with research and developments in SEND, pedagogy, school designation and relevant subject areas.</li> </ul>   |
| <p>Professional Standard and Development</p>   | <ul style="list-style-type: none"> <li>• Be an excellent role model to students through personal presentation and professional conduct.</li> <li>• Arrive in class, before the start of the lesson, and begin and end lessons on time.</li> <li>• Support all the School's policies, e.g. those on Health and Safety, Literacy, Numeracy, and ICT.</li> <li>• Establish excellent and effective working relationships with professional colleagues and associate staff.</li> <li>• Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of safeguarding.</li> <li>• Liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.</li> <li>• Be aware of the role of the Board of Trustees and local governance arrangements for the school and support it in performing its duties.</li> <li>• Consider the needs of all students within lessons, (and implement specialist advice), especially those who are gifted or talented.</li> <li>• Communicate and co-operate with persons or bodies outside the school.</li> <li>• Participate in meetings which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.</li> </ul>   |



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|  | <ul style="list-style-type: none"> <li>Supervise and as far as practicable teaching any students whose teacher is not available to teach them. No teacher shall be required to provide such cover for more than 38 hours in any academic year.</li> </ul> |
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| Health & Safety | <ul style="list-style-type: none"> <li>Understand and comply with Health and Safety Regulations and Requirements.</li> <li>Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.</li> <li>Undertake risk assessments relating to subject and learning family activities as well as to undertake and regularly review student risk assessments.</li> </ul> |
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| Continuing Professional Development<br><i>Personal</i> | <ul style="list-style-type: none"> <li>Take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the national curriculum.</li> <li>Undertake any necessary professional development as identified in the School Improvement Plan or in Appraisal, taking full advantage of any relevant training and development available, e.g., including appropriate national training schemes.</li> <li>Maintain a professional portfolio of evidence to support the appraisal process.</li> <li>Effectively manage own time when dealing with the wide range of day-to-day and long term demands of the post.</li> <li>Consider the expectations and needs of other members of staff, and in particular ensure that student teachers are appropriately encouraged, monitored, supported.</li> </ul> |
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The Learning Family Leader is a vital part of the school structure, ensuring consistency of student's behaviour, attendance, and progress. A successful Learning Family Leader is central to the wellbeing of both the individual student and the wider school family. It is with the Learning Family Leader that the student has the first formal contact every day and the last before they leave. The LF Leader is also the primary point of contact for students' families and external professionals.

The importance of consistency and our wider school ethos is underpinned by the knowledge the Learning Family Leader has about each member of their LF Group. Ensuring this information is shared proactively with colleagues enables high quality of personalisation, support, guidance, and interaction across the school day. The following outlines the regular duties and expectations of a LF Leader

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| Learning Family Leader Role | <ul style="list-style-type: none"> <li>Be present in Learning Family Leader time before 8a.m. and until 8.15 a.m. each day for check in, 1.45pm – 2pm for the check out session.</li> <li>Be knowledgeable about EHCP content, profile of needs and social context of each member of the Learning Family to both ensure the best support is in place and high-quality advice and guidance can be shared with other colleagues.</li> <li>Maintain and update each student's Risk Assessment, One page Profile and Five Point Scale at least every three months or early in circumstances require.</li> </ul> |
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|                                    | <ul style="list-style-type: none"> <li>• Ensure all records and paperwork are up to date and accurately reflect the students’ needs, provision and personalised support plans. the student support and specialist care of each student in the Learning Family.</li> <li>• Lead the organisation, delivery and follow up for each child’s annual review.</li> <li>• Mark the register accurately each day and inform the administrative team of any patterns of lateness or repeated incidents of lateness.</li> <li>• Communicate on at least a weekly basis with every family within the Learning Family group in addition to daily routines around positive and negative behaviours – including but not limited to contact with families, discussions with other colleagues and professional agencies, undertaking referrals to both internal and external support systems.</li> <li>• Monitor standards of uniform and other expectations against the school expectations etc. and address any inconsistencies promptly, making accurate records on the relevant systems</li> <li>• Get to know students in the Learning Family Leader group as individuals and so establish a positive relationship to exert a constructive influence to support and encourage each student’s learning, personal and social development.</li> <li>• Support and encourage each student in a kind and caring manner, acting as the advocate for the LF members across the school, including as part of the Weekday Child discussion and Progress Fridays.</li> <li>• Work closely with members of student support and other colleagues to ensure the LF is well supported and reflected across the school.</li> <li>• Actively and regularly promote the ethos and expectation of ACE Tiverton amongst all members of the Learning Family.</li> <li>• Attend assemblies and other events to oversee the Learning Family Leader group there.</li> <li>• Deal with routine administration, e.g. letters to parents/guardians, reports, annual reviews, issue examination timetables.</li> <li>• Co-ordinate school reports for the Learning Family and write an appropriate Learning Family Leader's report.</li> <li>• Deliver the Learning Family programme effectively.</li> <li>• Attend meetings relating to Learning Family members as and when required.</li> <li>• Attend all school events e.g. Parents’ Evenings as required.</li> <li>• Write references and referrals as and when appropriate and required.</li> </ul> |
| <p>Learning Family Leader Role</p> | <ul style="list-style-type: none"> <li>• A successful Learning Family Leader is vital to the wellbeing of both the individual pupil and the school family as a whole.</li> <li>• It is with the Learning Family Leader that the pupil has the first formal contact every day and the last before they leave.</li> <li>• Leading on the organisation, delivery and follow up for each child’ annual review.</li> <li>• Communicate on at least a weekly basis with every family within the Learning Family group in addition to daily routines around positive and negative behaviours – including but not limited to, contact with families, discussions with other colleagues and professional agencies, undertaking referrals to both internal and external support systems.</li> <li>• Learning Family Leader is a vital part of the school structure, and this ethos is supported by the knowledge the Learning Family Leader has about each member of the Learning Family, sharing this with colleagues to enable the high quality of support, guidance and interaction across the school day.</li> </ul>  |

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|                            | <ul style="list-style-type: none"> <li>• Support and encourage each student in a kind and caring manner, acting as the advocate for the LF members across the school, including as part of the Weekday Child discussion and Progress Fridays.</li> <li>• Get to know students in the Learning Family Leader group as individuals and so establish a positive relationship to exert a constructive influence to support and encourage each student’s learning, personal and social development.</li> <li>• Work closely with members of student support and other colleagues to ensure the LF is well supported and reflected across the school.</li> <li>• Attend assemblies and other events to oversee the Learning Family Leader group there.</li> <li>• Deal with routine administration, e.g. letters to parents/guardians, reports, annual reviews, issue examination timetables.</li> <li>• Co-ordinate school reports for the Learning Family and write an appropriate Learning Family Leader's report.</li> <li>• Be present in Learning Family Leader time before 8a.m. and until 8.15 a.m. each day.</li> <li>• Deliver the Learning Family Leader programme effectively.</li> <li>• Monitor standards of uniform against the school expectations etc. and address any inconsistencies.</li> <li>• Mark the register accurately each day and inform the administrative team of any patterns of lateness or repeated incidents of lateness.</li> <li>• Take an interest in the student support and specialist care of each student in the Learning Family.</li> <li>• Actively and regularly promote the ethos and expectation of ACE Tiverton amongst all members of the Learning Family.</li> <li>• Attend meetings relating to Learning Family members as and when required.</li> <li>• Attend all school events e.g Parents’ Evenings as required.</li> <li>• Write references and referrals as and when appropriate and required.</li> </ul> |
| Principal Accountabilities | <ul style="list-style-type: none"> <li>• Demonstrate effectiveness in each of the Teaching Standards, or Threshold standards, as appropriate.</li> <li>• Ensure that students feel safe and valued in all interactions and subject related activities.</li> </ul>   |
| Additional Information     | <ul style="list-style-type: none"> <li>• As a teacher you will carry out the professional duties required as provided under the relevant section of the School Teachers Pay and Conditions Document.</li> <li>• Every member of staff is expected to work within the professional standards outlines in the Teacher and TA standards:</li> <li>• Should circumstances arise which require this job description to be reviewed and amended, any changes will be discussed with you in the first instance.</li> <li>• In addition to the duties specified within the section “Particular Responsibilities” you may be asked to undertake any other duties which may be regarded as within the nature of the duties and responsibilities/grade of the post.</li> </ul>   |

| Person Specification         |   |  |
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|                              | Essential   | Desirable  |
| Experience and Job Knowledge | <ul style="list-style-type: none"> <li>• Experience and evidence of impact teaching students with identified ASC &amp; SEMH needs.</li> <li>• Experience of teaching up to GCSE</li> <li>• Knowledge of how to inspire students to raise their own self expectation and performance</li> <li>• Ability to motivate students to study successfully.</li> <li>• Ability to adapt to different learning styles</li> <li>• Experience of using ICT to support learning and organisation of self and students.</li> <li>• Ability to plan and schedule personalised programmes of study that have a positive impact on students' attainment, engagement and attendance.</li> <li>• Experience of using diverse range of effective Teaching and Learning strategies</li> <li>• Experience of producing and maintaining accurate records, and produce clear and accurate reports</li> <li>• Experience of working under pressure and meeting deadlines</li> <li>• Experience of working with students with a range of SEND.</li> </ul> | <ul style="list-style-type: none"> <li>• Qualification relating to SEND Teaching or other area of practice e.g SMHL, TIS, Thrive etc</li> <li>• Recent experience of teaching</li> <li>• Evidence of Continual Professional Development</li> <li>• Experience of teaching students with ASC and/or SEMH</li> <li>• Completion of the SENCO Award or other relevant SEND qualification</li> </ul> |
| Job Related Abilities        | <ul style="list-style-type: none"> <li>• Good communication skills</li> <li>• Good attendance record</li> <li>• Willingness to organise and participate in enrichment activities.</li> <li>• Understanding of how progress and attainment can be analysed on an individual and group basis.</li> <li>• Commitment to the wider role of the Teacher within the school and Trust community</li> <li>• Ability to work closely as a Team member.</li> <li>• Ability to maintain confidentiality within the reasonable expectations of the Trust and school policy and the professional expectations of those working with young people.</li> <li>• Ability to work within Trust Policies and an awareness of Equal Opportunities</li> </ul>  | <ul style="list-style-type: none"> <li>• Ability/willingness to teach across the Core subject</li> <li>• Ability to lead, attend and organise residential experiences.</li> </ul>  |
| Personal Attributes          | <ul style="list-style-type: none"> <li>• Excellence in :</li> <li>• Empathy and Emotional Intelligence</li> <li>• Understanding or willingness to see behaviour as communication</li> <li>• Understanding of relational approaches and desire to use these as part of teaching style and approach.</li> <li>• Growth mindset</li> <li>• Proactive personalised planning</li> <li>• Effective communication with all stakeholders.</li> </ul>  | <ul style="list-style-type: none"> <li>• Adaptable and willing to embrace change.</li> </ul>   |

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| Qualifications        | <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Nationally Qualified based degree</li> <li>• SEN experience in mainstream or other settings.</li> <li>• Full driving licence and access to own vehicle for work purposes.</li> </ul> | <ul style="list-style-type: none"> <li>• Evidence of further professional study</li> <li>• Experience of Trauma Informed Practice</li> <li>• Leading or contributing to annual reviews.</li> <li>• Full Driving Licence</li> </ul> |
| Physical Requirements | <ul style="list-style-type: none"> <li>• Ability to visit home and other school settings and attend meetings throughout the county</li> <li>• Ability to undertake physical intervention training</li> </ul>  |  |

To read our job description in action, see image below.



*At ACE Tiverton, we are trauma informed in our approach to all members of our school family, this means that:*

- ★ *We connect before we correct*
- ★ *We stay curious, not furious.*
- ★ *We understand that behaviour is communication*
- ★ *We believe in co-regulation.*
- ★ *We know that students regulate from the adults in their lives.*
- ★ *We think "can't" not "won't"*
- ★ *We empathise when someone is flipping their lid.*
- ★ *We believe in restoration not punishment*
- ★ *We know that excellent relationships reduce stress and build resilience for all.*
- ★ *Resilience in our relationships means that we see you, we hear you and we are here with you.*

*We are a learning family and all of us can assist one another to be the very best we can be.*