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Principal: Roland J. Gooding OBE

Application for Pre-Formal Curriculum Pathway Teacher

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

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.

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

The closing date is **1 September 2024** and we look forward to receiving your completed forms at your earliest convenience. Interview date to be confirmed.

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 undertaken for shortlisted candidates. Successful applicants will need an enhanced DBS check (this post is subject to the Rehabilitation of Offenders Act). 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

PROFOUND AND MULTIPLE LEARNING DISABILITIES TEACHER

Full Time - 1.0 FTE - Permanent

MPR/UPR (depending on experience) + SEN allowance

Are you an inspirational teacher looking for an opportunity to join a fantastic team of experienced professionals within our pre-formal curriculum provision?

We have an opportunity for you to make a tangible difference to the lives and education of students within this pathway as the class teacher, teaching a small group of children.

Valence School is a KCC Foundation residential and day Special School for children and young people with physical disabilities, complex medical needs and associated learning and communication difficulties. We are part of the Kent Special Educational Needs Trust (KsENT).

Previous experience of SEND, and in particular PMLD, would be an advantage but not necessary. Full training and support will be provided.

Visits to the school would be warmly welcomed.

For application details please visit www.valenceschool.com>work for us or contact the HR team on 01959 567841 or vacancies@valence.kent.sch.uk

Application closing date: 1 September 2024

Interview date: To be confirmed

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:

TEACHER (PRE-FORMAL CURRICULUM PATHWAY)

Responsible to: Pathway Lead Teacher and Assistant Principal

Main purpose

To be able to teach and assess pupils within a pre-formal curriculum. To deliver an ImPACTS curriculum as required by the school to ensure appropriate progress of students. To work flexibly and creatively to deliver lessons to students of across two Key Stages.

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.

Duties and responsibilities

- To teach a pre-formal curriculum pathway, in consultation with the lead teacher for the pre-formal curriculum pathway.
- To maintain appropriate record keeping in relation to students' targets for ImPACTS and EHCP.
- To work in conjunction with the Teaching and Learning Leadership Team to ensure the provision of high quality teaching and learning opportunities, to meet statutory requirements, the individual special educational needs and aspirations of the students.
- To encourage, enable and promote effective communication with students, staff, parents and other departments in order to secure efficiency and high standards of achievement for students.
- To carry out tasks in order to ensure that the school runs effectively. This will include health & safety and other areas delegated by Senior Staff.
- To undertake all professional duties as set out in the 'School Teachers' Pay and Conditions Document' and, where applicable, relevant 'Performance Threshold Standards'
- To carry out other reasonable duties as required by the Line Manager and maintain a flexible "can do" approach.
- To ensure that communication with students, staff, and other multi-disciplinary departments is effective and contributes to securing efficiency and high standards of care and personal development for students within a learning and residential environment.

- To 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.
- 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.

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: TEACHER (PRE-FORMAL CURRICULUM PATHWAY)

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	<p>Qualified teacher status</p> <p>Knowledge of early years, primary or pre-formal curriculum and experience of teaching in this sector</p> <p>Knowledge of what constitutes effective teaching and learning</p> <p>Outstanding teaching ability with consistent evidence that students make at least good progress</p> <p>Knowledge of safeguarding and child protection including Keeping Children Safe in Education (Statutory Guidance)</p>	<p>Knowledge of special educational needs, disabilities, physical, health and social/emotional needs</p>
2. Skills	<p>Excellent planning and organisational skills</p> <p>Excellent skills to analyse and evaluate problems and issues in relation to teaching and learning and to plan and implement effective solutions</p> <p>Ability to develop ideas and innovations for teaching and learning</p> <p>Ability to prioritise work</p> <p>Ability to direct a team of class staff</p> <p>A creative and flexible approach to planning and delivering learning</p>	<p>Experience of working in a multi-disciplinary team</p>

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.

