



RISEDALE

SCHOOL

A family of learners

RECRUITMENT PACK

May 2022

Dear Candidate,

SUBJECT: Recruitment Pack – SEN Specialist Teacher (SEMH, Cognition and Learning)

Thank you for your interest in the post of SEMH/Cognition and Learning Specialist Teacher at Risedale School. I hope you find the information you require within this Recruitment Pack.

Risedale is a small but growing school with a fantastic team of staff, a wonderful group of young people and a clear but determined agenda to make sure that every pupil is looked after, nurtured, challenged and ultimately leaves ready for an exciting and positive future. We are at an exciting point in our journey. Outcomes are rising, post-covid extra-curricular opportunities are expanding and we are absolutely committed to no young person being left behind; the school is passionate about ensuring that the curriculum is bespoke for each child and that teachers provide a family through our tutor group system.

We are very busy focusing on our forward journey delivering a curriculum that is wide and varied, where every pupil's requirements define the pathway they take. We are passionate about progress in all that we do.

This post offers an exciting opportunity to bring new, creative and innovative ideas to support a bespoke curriculum offer to selected pupils. There is an exciting new SEND base being created to facilitate a powerful and positive experience for all our pupils, some of whom need extra support due to their special needs. If you're ready for a challenge and have a primary or special school SEMH background then we want to hear from you.

If you decide to apply, please do so using the Risedale Job Application Form utilising the 'Supporting Evidence and Further Information' sections to detail how your knowledge, skills and experience meet the requirements for this post, what you can bring to this post and why you wish to work at Risedale. Please do not send a CV or apply through a recruitment agency.

Return your application either via email to jobs@risedale.org.uk or alternatively post your application to Colin Scott, Headteacher, Risedale School, Hipswell, Catterick Garrison, DL9 4BD. Please ensure your application arrives no later than 9am Wednesday 18th May 2022 Please mark your envelope '**SEN Specialist Teacher**' in the top left-hand corner.

I hope you will accept my thanks in advance for your interest in the post, and excuse my discourtesy in responding only if you are shortlisted for interview.

I look forward to hearing from you.

Yours sincerely



Colin D Scott Headteacher



JOB INFORMATION

JOB TITLE	SEN Specialist Teacher - (SEMH. Cognition and learning)
SALARY / GRADE	Main Pay Scale/Upper Pay Scale
HOURS	Full-time
CONTRACT TYPE / TERM	Established
JOB TO START	1st September 2022
CLOSING DATE	9am Wednesday 18th May 2022
INTERVIEW DATE	Monday 23rd May 2022

An exciting opportunity has arisen for someone to join the SEND team at Risedale, serving the Catterick and Colburn community.

If you are an exceptional and inspirational teacher who would be able to add expertise to our SEND team then we would love to hear from you. We are looking for a person with drive and ambition who will inspire and enthuse our pupils and instil in them a belief in themselves and a desire to learn. The role will require an individual who is creative, not afraid to think outside the box and with the ability to demonstrate resilience and experience of delivering innovative teaching methods to engage some young people with complex needs.

At Risedale School, the SEND team is a dedicated group of inspirational colleagues who put the children at the very heart of all they do. We are at an exciting stage in our development; at present, a bespoke unit is being remodelled and resourced to allow for an innovative range of small group and one to one interventions. In addition, you will teach a small 'nurture' group in Years 7 and 8, delivering English, maths and other bespoke learning based on the Thrive approach.

We are looking to appoint a forward-thinking, innovative and creative specialist. The successful candidate will be open to new ideas and committed to the philosophy of the school and ready to work hard to support the social and academic progress of SEN pupils.

The school offers all employees bespoke training and support; a highly cohesive and supportive staff team; outstanding CPD including up to date individualised action research; the opportunity to develop skills and interests through extra-curricular clubs and a chance to join Risedale at a very important point in the school's development.

For further details relating to the job and an application form please visit our website: <http://www.risedale.org.uk/recruitment>

Completed application forms should be emailed to jobs@risedale.org.uk or alternatively can be posted to Colin Scott, Headteacher, Risedale School, Hipswell, Catterick Garrison, North Yorkshire DL9 4BD.

PLEASE NOTE: The school will not accept referrals or CVs from supply or employment agencies for this post.

Closing date: 9am Wednesday 18th May 2022

Interview date: Monday 23rd May 2022

We 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 applicant will therefore be required to complete an enhanced Criminal Records Disclosure. We encourage applications from all sectors of the community.

JOB DESCRIPTION

JOB TITLE:	SEN Specialist Teacher - (SEMH. Cognition and learning)
GRADE:	Main Pay Scale/Upper Pay Scale
CONTRACT TERM:	Established, full time
RESPONSIBLE TO:	SENDCo

1. **To meet the needs and aspirations of all learners through your contribution to the learning environment. Your area of work is:**
 - Teacher.
 - Playing a key part in raising teaching and learning standards through the quality of your own teaching and by supporting the professional development of your colleagues.
2. **To be committed to self-evaluation and personal/professional development, and to take responsibility for a level of leadership appropriate to your post and area of work, and reflection on what you do.**
 - To fulfil all of the requirements and duties set out in the current Pay and Conditions documents relating to the conditions of employment of teachers.
 - To fulfil all of the responsibilities and duties required by the school's policies on teaching and learning.
 - To achieve any performance criteria or targets arising from the school's Performance Management arrangements.

Knowledge and understanding:

- Demonstrate excellent subject and/or specialist knowledge.
- Have a full understanding of connections and progressions in the subject and use this in your teaching to ensure pupils make good progress.
- Understand ICT in the teaching of your subject or specialism(s).

Planning and setting expectations:

- Demonstrate an ability to plan.
- Prepare lessons and sequences of lessons with clear objectives to ensure successful learning by all pupils.
- Set consistently high expectations for pupils in your class and homework.
- Plan your teaching to ensure it builds on the current and previous achievement of pupils.

Teaching and managing pupils' learning:

- Demonstrate ability to teach, manage pupils and maintain discipline.
- Understand and use the most effective teaching methods to achieve the teaching objectives in hand.
- Display flair and creativity in engaging, enthusing and challenging groups of pupils.
- Use questioning and explanation skillfully to secure maximum progress.
- Quickly understand pupils' perceptions and misconceptions from their questions and responses.
- Develop pupils' literacy, numeracy and ICT skills as appropriate within their phase and context.
- Provide positive and targeted support for pupils who have special educational needs, are very able, are from ethnic minorities, lack confidence, have behavioural difficulties or are disaffected.
- Maintain respect and discipline and be consistent and fair.
- Contribute to the development of the faculty in which you work.

Assessment and evaluation:

- Demonstrate an ability to assess and evaluate.
- Use assessment as part of your teaching to diagnose pupils' needs, set realistic and challenging targets for improvement and plan future teaching.

Pupil achievement:

- Demonstrate the ability to achieve results and outcomes.
- As a result of your teaching pupils show consistent improvement in relation to prior and expected attainment
- Ensure pupils are highly motivated, enthusiastic and respond positively to challenge and high expectations.
- Ensure pupils exhibit consistently high standards of discipline and behaviour.

Relations with parents and the wider community:

- Demonstrate a consistent record of parental involvement and satisfaction.

Managing own performance and development:

- Keep up-to-date in your subject(s) and/or specialism(s).
- Improve your teaching through evaluating your own practice in relation to pupils' progress, school targets and inspection evidence.

Managing resources:

- Know how to plan and prioritise your own time and activity effectively.

Personal leadership:

- Provide a role model for pupils through your personal and professional conduct.
- Be respected and able to motivate others.

3. To use best practices in the tasks you do

- Use self-evaluation to enhance pupils' opportunities for academic progress and personal development.
- Be responsible for personal development linked to faculty/school objectives and priorities.
- Seek out the most efficient/effective practice and be an active participant in a process of subject/team development.

PERSON SPECIFICATION

ESSENTIAL UPON APPOINTMENT	DESIRABLE ON APPOINTMENT
QUALIFICATIONS <ul style="list-style-type: none"> Qualified teacher status 	<ul style="list-style-type: none"> Evidence of recent CPD in a range of relevant areas of social, emotional and mental health, cognition and learning Honours degree Achieved or working towards a relevant post graduate qualification
EXPERIENCE / KNOWLEDGE / UNDERSTANDING <ul style="list-style-type: none"> Recent relevant experience in teaching small group literacy, numeracy and social skills Experience of planning and delivering curriculum at the relevant Key Stage Knowledge of assessment, recording and reporting of pupils' progress and achievements in the subject, and of the role of assessment for learning in ensuring pupil progress Experience of teaching pupils with SEMH/Cognition and Learning needs 	<ul style="list-style-type: none"> An interest in developing practice through action research Experience in teaching at more than one school
SKILLS <ul style="list-style-type: none"> Excellent classroom practitioner Excellent time management Efficient record-keeping Confident communicator 	<ul style="list-style-type: none"> Experience of Google Workspace including Google Classroom
ATTITUDE AND VALUES / PERSONAL QUALITIES <ul style="list-style-type: none"> Ability to build relationships with pupils, parents, and other members of the school community Enthusiasm and commitment to the aims and objectives of the school Good communication and presentation skills Make a positive contribution to the wider life of the school Willingness to participate fully in school activities Passion for education 	<ul style="list-style-type: none"> Sense of humour Team player Compassionate and empathetic

You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill-specific areas over the course of the selection process.

Information about the SEND team

At Risedale School, the SEND team is a dedicated group of inspirational colleagues who put the children at the very heart of all they do. We are at an exciting stage in our development; at present, a bespoke unit is being remodelled and resourced to allow for an innovative range of small group and one to one interventions. In addition, you will teach a small 'nurture' group in Years 7 and 8, delivering English, maths and other bespoke learning based on the Thrive approach.

Here at Risedale, we are committed to our family ethos and values. This, to us, means putting our pupils first by providing them with a creative and nurturing environment that will support in preparing them for successful careers in any field they choose and will develop their critical thinking through doing and making.

The SEND team at Risedale knows first hand the commitment and dedication that is required to support children and young people with their learning and development. Our dedicated team explores various avenues to offer this support including both academic and social interventions. We offer advice, support and guidance to all of our young people as well as work in close partnership with families and external agencies to ensure the support offered is the best it possibly can be.

Ultimately, we strive to provide equality of opportunity for all.



"Working as the SENCo at Risedale is nothing short of brilliantly rewarding. I work closely with an amazing group of compassionate and dedicated colleagues who put the goals and aspirations of the pupils at the centre of everything we do. Our young people motivate us everyday and we will stop at nothing to ensure they go out in the world with everything they should ever need to succeed."

Stacey Burke
Senior Teacher and SENCo



"Since becoming part of the SENCo team at Risedale I have seen first hand the work the school does to support the pupils to be successful and happy at Risedale. It is an incredible and valuable team to be part of where the pupils are the centre of what we do."

Claire McCool
Assistant SENCo

Commitment to the role of the Personal Tutor

Personal tutors are seen as a vital link in the learning process and the management of the school. The role centres on monitoring and mentoring, and requires tutors:

- to be aware of the strengths and needs of each pupil in their tutor group
- to assist in raising the level of performance of pupils (by monitoring progress, reviewing and target setting) using allocated time-tabled time
- to promote the development of a positive attitude (by monitoring attendance/punctuality, uniform, equipment and wellbeing)
- to communicate and interpret agreed guidelines and practices to pupils
- to communicate effectively with parents and colleagues on a day-to-day basis.

This is an important, demanding and time-consuming role that makes a significant contribution to the achievement of pupils. Applicants for teaching posts must understand that they will be required to be Personal Tutors and therefore must endorse this philosophy.

The Risedale Way

In order to establish and maintain a safe, caring and orderly learning environment pupils follow 'The Risedale Way', our approach to behaviour at Risedale.

We have 3 clear expectations - all pupils will:

1. Be ready and equipped to learn
2. Respect themselves and all others
3. Always do their best



Our Mission Statement:

The Risedale family is committed to a positive future for all through a personalised learning journey.

Our Aims:

- Celebrate success, learn from mistakes
- Build resilience, accept challenge and strive for excellence
- Shape the curriculum to discover, explore and build aspiration



About Us: Risedale School

Risedale School is a smaller than the average-sized secondary school and currently has over 560 pupils aged 11-16 years. It enjoys an enviable and growing reputation in its local community. Links with the Armed Forces are strong. The school has one of the largest proportions of service children (over 52%) of any secondary school in the UK. This military connection is an essential part of the school's distinctive character.



Risedale was inspected by Ofsted in November 2019 and the glowing report which followed saw the school being judged as 'Good' in all four areas of appraisal which includes; The Quality of Education; Behaviour and Attitudes; Personal Development; Leadership and Management.

Inspectors described how, *"Pupils enjoy coming to Risedale School because it is a caring community"*. The school's Senior Leadership Team has, *"thought hard about how they can help pupils achieve well and enjoy learning."*

The report praised our improvements since the last inspection, the quality of our teaching, the behaviour of our pupils and the leadership and management of the school. The findings are a true testament to the hard work and commitment of all pupils and staff and the continued support of our parents and carers. Justifiably proud of this accomplishment, school staff are by no means complacent and know there is more work to be done and are enjoying the challenge.

OUR LOCAL AREA: Catterick Garrison

Risedale School is located within the pretty village of Hipswell at the heart of Catterick Garrison, close to the historic market town of Richmond. It is set within a beautiful part of North Yorkshire, close to both Swaledale and Wensleydale. Catterick is a thriving and advancing location offering a choice of affordable and desirable housing opportunities prompted by the planned expansion to the Garrison over the forthcoming years. Princes Gate Retail Park offers all major amenities including supermarkets, cafes, shops, cinema, a leisure centre and a library. Risedale is just a 5 minute drive from the A1(M) providing easy access to Teesside, York and the Leeds conurbation. Major centres like Darlington are within easy reach for commuters, shoppers or leisure seekers, at around a 30-minute drive along the A1(M).



CHILD PROTECTION



INFORMATION / INSTRUCTIONS FOR APPLICANT

We are committed to safeguarding and promoting the welfare of Children and Young People and ensuring that employees are suitable persons to work with them:

All applicants are requested to provide, in their application, explanations for any gaps in study and/or employment history. Applicants should include in the Previous Employment section of their application form, details of any other unpaid work/experience, for example, voluntary work.

Applicants are advised that references should be from “suitable” referees, that is, the current or most recent employer and, where this did not involve work with children and young people, the most recent employer where the work was with children or young people. Where we consider that additional references are required, we reserve the right to request details of alternative referee(s) from the candidate.

Interviewees are required to bring to interview original documents relating to identity and qualifications.

This school will only ask an individual to provide details of convictions and cautions that it is legally entitled to know about. Where a DBS certificate can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 as amended, and where appropriate Police Act Regulations as amended) this school can only ask an individual about convictions and cautions that are not protected.

At interview, or in a separate discussion, this school ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

On induction, all staff will be provided with Child Protection training, appropriate to the role, including information regarding the North Yorkshire Safeguarding Children Partnership, Local Authority's and School's Child Protection and Safeguarding policies and practice guidance and information on expected probation, safe working practice, standards of conduct and behaviour and disciplinary, capability and whistle-blowing procedures. The [Child Protection Policy](http://risedale.org.uk/information/policies) can be found on our website at risedale.org.uk/information/policies.