Learning Community Trust

SEN Teacher (KS3)

ROLE INFORMATION PACK

Department	Key Stage 3
Place of Work	Severndale Academy - Monkmoor
Application deadline	**Tuesday 8th December**
Potential interview date	**Monday 14th December**
Enquiries to	recruitment.severndale@lct.education
Applications to	recruitment.severndale@lct.education



Introduction and welcome

Thank you for your interest in the SEND Key stage 3 Teacher role at the Learning Community Trust, based at Severndale Academy.

This is an exciting time to join our local, community-focused trust. Our Monkmoor site provides for learners aged from 2-19, who have a range of SEND needs, including complex autism, physical, medical and communication needs, and moderate to profound learning disabilities. Teachers at our Monkmoor site benefit from a team of experienced teachers and support staff, with team planning and support from subject leaders. The Severndale curriculum is organised into three pathways, tailoring learning for individual needs.

We are seeking a teacher colleague to lead a class within our Key Stage 3 department, teaching a range of subjects across the week to our Complex SLD cohort. The role may suit experienced mainstream or SEND secondary or primary teachers, who can bring both their caring approach and high expectations to their classroom practice.
It is vital that the potential candidate has a can-do attitude and is committed to their own personal development in an ever-changing landscape of SEND.

I am confident that the successful candidates will find tremendous support within Severndale Academy and the Learning Community Trust, where collaboration, innovation and continuous improvement are fundamental principles – ensuring that we offer the best education and experience to our young people in Telford and Shropshire.

Best wishes
Lucy Lee
Executive Principal

About the trust



The Learning Community Trust is a multi-academy trust which spans education for children and young people from the age of 2 years old through to 16 years old, and up to 25 years old in our specialist settings. We have an excellent reputation both regionally and nationally and are proud to place our young people, staff and families at the heart of everything we do. We want our young people to thrive, enjoy school, and understand the importance of respect for others.

The Learning Community Trust exists because we have a commitment and passion for providing great academies for our communities. We acknowledge and celebrate the distinctness and individuality of each academy's community; we celebrate equality, diversity, inclusivity and individuality because we believe that we have far more in common than that which divides us.

The trust academies span across the education sector, with primaries, secondaries, and specialist academies. This means we are responsible for thousands of young people and staff across our campuses; we take that responsibility very seriously. Each academy is individual and has its own distinctive ethos. However, we all share the same Learning Community Trust value, to support all our young people to ensure that – regardless of their background or starting point – they can achieve exceptional educational outcomes.

Our absolute focus is to provide the highest quality of education and pastoral care in our academies, developing compassionate, caring, humble and inspirational young people who can thrive within an ever-changing global community.

Staff members across our trust benefit from a broad spectrum of training opportunities, including nationally recognised development programs, all tailored to support the specific needs of our academies and their personnel. Whether you are beginning your journey in education or are an experienced leader, we are here to ensure you reach your fullest potential.



Our Mission

Delivering an inclusive, compelling and transformative education that empowers young people, both in the classroom and beyond, preparing them for the rapidly changing world ahead.

Our Vision

Developing compassionate, resilient and inspirational young people who can thrive within an ever-changing global community.

Our Values

A trust with heart	Successful young people	Never leave a child behind	Learning for all
Thriving community	Respect for all	Together we are stronger	Coping with the challenges of life

About Severndale Academy



Severndale Academy is a large special school which is part of the Learning Community Trust, a multi-academy trust working across Shropshire and Telford.

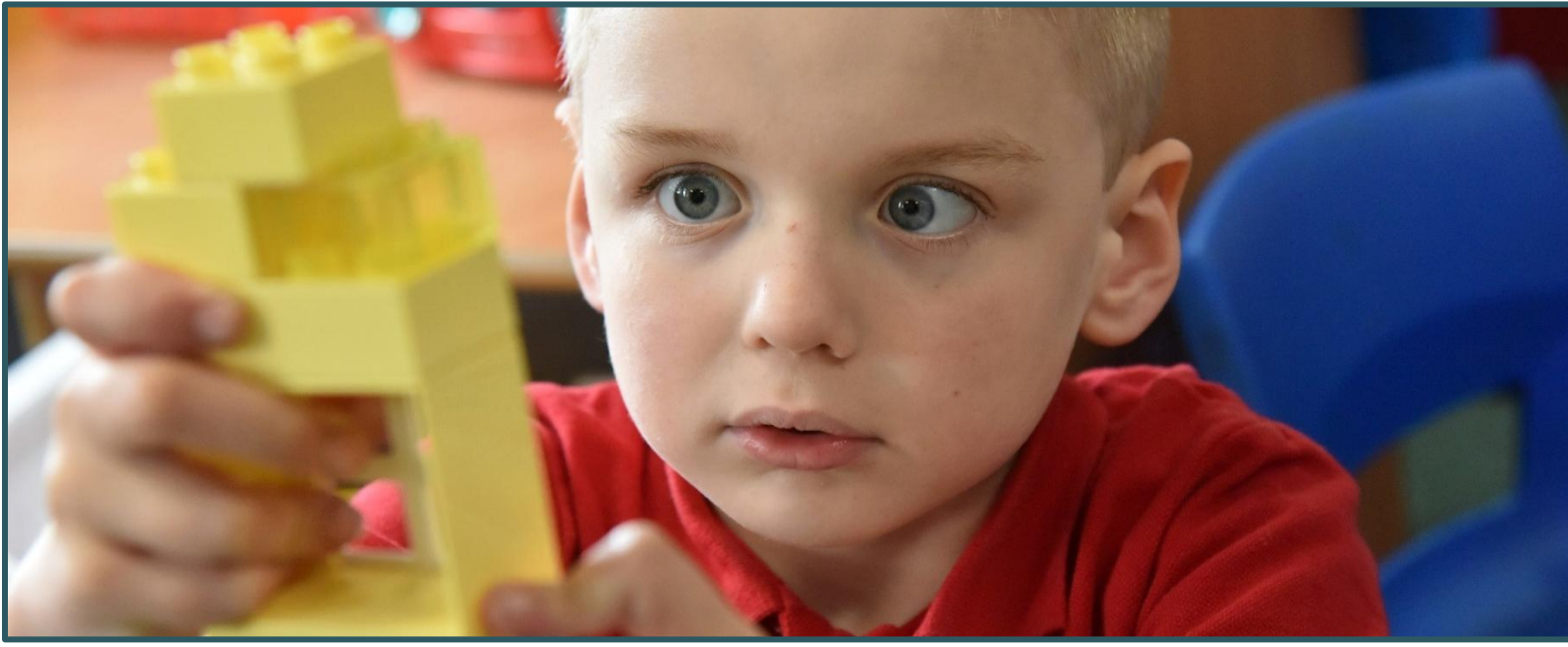
Our provision is split across three sites, including our main Monkmoor site, our satellite provision working within the Mary Webb mainstream secondary school and also our 16-25 provision based at Shrewsbury College called Futures. Please take some time to look through the various parts of the website for more information.

Our children and young people are aged 2.5 to 25 and have a range of learning difficulties. These include moderate, severe, complex and profound learning difficulties, those with autism, complex medical conditions and physical and mobility difficulties. A number of our young people present behavioural difficulties arising from their condition; many have communication difficulties.

Our curriculum after the Foundation Stage (EYFS to Year 2) is arranged into Pathways 1, 2 and 3 to enable us to further tailor the curriculum to the strengths and needs of our learners. Please see our Curriculum page for further information.

Our vision is to ensure that the needs of all of our young people are 'truly met' and that we ensure pupils leave Severndale being as independent as they can be and are also ready to access 'life beyond the school'. We focus on developing quality interactions, relationships and supporting positive communication, as well as providing high-quality learning experiences in a dynamic, creative, enjoyable and safe environment.

In essence... enabling communication, independence, and enjoyment for life.



Teacher
ROLE PROFILE

We are seeking a teacher colleague to lead a small Key stage 3 class at our Monkmoor campus, teaching a range of subjects across the week to the Complex SLD cohort. The role may suit an experienced Primary/Secondary SEND practitioner, who can bring both their nurturing child-centred approach and high expectations to their classroom practice. It is vital that the potential candidate has a can-do attitude and is committed to their own personal development in an ever-changing landscape of SEND.

The main purpose of this post is to provide exciting and highly engaging quality teaching which delivers an appropriate curriculum that meets the needs of each pupil in accordance with the aims of the Academy. This will involve ongoing and close liaison with parents/carers, colleagues and other professionals and support staff.

The Teacher will be responsible for:

Teaching and Learning

- Setting high expectations which inspire, motivate and challenge pupils.
- Promoting good progress and outcomes by pupils.
- Demonstrating good subject and curriculum knowledge.
- Planning and teaching well-structured lessons and identifying opportunities for learning beyond the classroom on educational visits.
- Adapting teaching to respond to the strengths and needs of all pupils.
- Making accurate and productive use of assessment.
- Managing behaviour effectively to ensure a good and safe learning environment.
- Fulfilling wider professional responsibilities.

Leadership

- Leading a class team.
- Providing clear guidance to Teaching Assistants
- Helping to disseminate good practice across the Academy.

Personal and Professional Conduct

- Teachers are to follow the expected Teacher Standards.
- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to teachers in 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 beliefs
- ensuring that personal beliefs are not expressed in way 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.

Conditions of Service

- To provide for the education and welfare of a designated class/group of pupils in accordance with the requirements of the Conditions of Employment.
- Having due regard to the requirements of the Severndale Curriculum, the schools aims and objectives, schemes of work, and to adhere to the policies and procedures adopted by the Trust and Governors

The above job description does not define in detail all of the duties and responsibilities of the post in question. It may be necessary to re-evaluate areas of responsibility. After due consideration and discussion areas may be amended in consultation with the principal.

Person specification - SEN Class Teacher

Attributes	Essential	Desirable	How it's assessed
Qualifications	Qualified Teacher Status Bachelor's Degree	Evidence of higher-level study/qualifications in SEN	A, I
Work experience and desired vocational training	SEND experience in mainstream or specialist schools	Breadth of SEND experience from mainstream → special school	A, I, P
Other relevant experience and/or interests		Involvement in local, regional, or national developments in SEN SLD, MLD and CLDD teaching experience	A, I, P

Special(ist) knowledge	Awareness of current practice in relation to SEND	TEAM TEACH Training Further qualification in SEN	A, I
Job related personal skills	Able to work as a member of a team. Effective leading of the class team. Ability to reflect on own practice. Reliability and integrity	Driving licence	A, I, R
Special Working Conditions	No Smoking Policy Undertake training in Restrictive Physical Prevention (Restraint)		A, I

Important

The Learning Community Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check, children's barred and adult's barred list check and, where applicable, a prohibition from teaching check. An online social media check will be undertaken for all shortlisted candidates prior to interview. This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013, 2020 and 2023). Guidance on disclosing convictions can be found on the Ministry of Justice website Ministry of Justice – GOV.UK . Under the Immigration Act 2016, candidates for customer-facing roles must meet the necessary standard of spoken English. It is an offence to apply if barred from engaging in regulated activity relevant to children. Any offer of employment is subject to medical fitness, satisfactory references, right to work in the UK, satisfactory online checks and an Enhanced DBS check. Applicants must have current right to work visa status; this role does not support visa applications. CVs will not be accepted.

We are committed to Equality, Diversity and Inclusion and follow the Safer Recruitment practices as set out in the Statutory Guidance - Keeping Children Safe in Education (KCSiE).

For more information regarding our schools commitment to Safeguarding, please see our website for our school policies - Policies and Public Documents | Severndale Academy

Role details

Department	Key Stage 3
Place of work	Severndale Academy
Reporting to	Vice Principal
Tenure	Permanent
Salary	MPR/UPR + SEN1