

# SEN Teacher

## ROLE INFORMATION PACK

|                                 |                                                                                                |
|---------------------------------|------------------------------------------------------------------------------------------------|
| <b>Department</b>               | Key Stage 3                                                                                    |
| <b>Place of Work</b>            | Severndale Academy (all sites) - Mary Webb Satellite                                           |
| <b>Application deadline</b>     | Monday 21st September                                                                          |
| <b>Potential interview date</b> | Monday 28 <sup>th</sup> September                                                              |
| <b>Enquiries to</b>             | <a href="mailto:recruitment.severndale@lct.education">recruitment.severndale@lct.education</a> |
| <b>Applications to</b>          | <a href="mailto:recruitment.severndale@lct.education">recruitment.severndale@lct.education</a> |



## Introduction and welcome

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

This is an exciting time to join our local, community-focused trust. Our 3-class Satellite provision at Mary Webb High School in Pontsbury has an excellent reputation locally, and provides a very high standard of care and education for our learners in Key Stage 3 and 4, balancing the Severndale Curriculum with bespoke inclusion into mainstream classes for learners' strength subjects, leading to both Entry Levels and GCSEs as outcomes in Year 11.

We are seeking a teacher colleague to lead our small Key Stage 3 class, teaching a range of subjects across the week to the MLD and Complex-MLD cohort. The role may suit an experienced KS2 or KS3 teacher, 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 candidate 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 our small Key Stage 3 class at our Severndale@Mary Webb satellite, teaching a range of subjects across the week to the MLD and Complex-MLD cohort. The role may suit an experienced KS2 or KS3 teacher, 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.

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<br><br>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<br><br>Post 16, SLD, MLD and CLDD teaching experience | A, I, P           |

|                             |                                                                                                                                                 |                                                     |         |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|---------|
|                             |                                                                                                                                                 |                                                     |         |
| Special(ist) knowledge      | Awareness of current practice in relation to SEND                                                                                               | TEAM TEACH Training<br>Further qualification in SEN | A, I    |
| Job related personal skills | Able to work as a member of a team.<br>Effective leading of the class team.<br>Ability to reflect on own practice.<br>Reliability and integrity |                                                     | A, I, R |
| Special Working Conditions  | No Smoking Policy<br>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 young people. All post holders are subject to an enhanced DBS check (including a check on the children's barred list) for the successful applicant. References will be checked following the Learning Community Trust recruitment and selection process. We are committed to equality and diversity and follow the Safer Recruitment practices as set out in the Statutory Guidance - Keeping Children Safe in Education.

For more information regarding our schools commitment to safeguarding, please see our website for our school policies - <https://severndaleacademy.co.uk/our-school/policies/>

### Role details

|               |                    |
|---------------|--------------------|
| Department    | Key Stage 3 and 4  |
| Place of work | Severndale Academy |
| Reporting to  | Vice Principal     |
| Tenure        | Permanent          |
| Salary        | MPR/UPR + SEN1     |