



DITTON PARK ACADEMY

SEN Teacher Recruitment Pack



Letter from the Principal

Dear Applicant,

Thank you for your interest in applying for the position of SEN Teacher. This role is a key position in the academy, its growth and future developments, and the successful candidate will join a team of highly motivated and talented colleagues across the rest of the academy.

This is an exciting time to be joining our academy as we continue our journey towards excellence in everything. This new post is instrumental in achieving our vision over the coming years whilst responding to the ever-changing educational issues.

The successful candidate will have the knowledge and skills to add value in these areas, but will also be flexible and creative, with a passion for education and a track record of excellent teaching and building great relationships with students, staff, and parents.

Since the academy opened in 2014, it has gone from strength to strength and due to its reputation and success is in discussion about a significant expansion to accommodate growth in student numbers Post 16.

In March 2023, the academy was visited by Ofsted and stated we remain 'Good' with many outstanding features. We are delighted that our continuous journey of self-improvement has seen many reviews that recognise our many strengths and delighted with this recent Ofsted visit.

The culture of the Academy has a strong ethical stance, core values and ethos to inspire individuals in the academy to develop as global citizens and to be the best they can be. We have four core values; Self-Worth, Aspire, Success, Honesty which are embedded into the life of the academy.

We are looking for a person with integrity who is genuinely committed to improving the life chances of young people and adults, not only in the academy but also in our community.

Please get in touch if you would like to discuss the role or would like to visit. We look forward to receiving your application.

Yours faithfully

A handwritten signature in black ink, appearing to read 'N. Caulfield', with a stylized flourish at the end.

Nick Caulfield
Principal

The application process

The **closing date** for applications is **10am on Friday 17th May 2024**

Interviews for shortlisted candidates will take place **w/c 3rd June 2024**.

General discussions

For an informal chat about the role and the academy or to arrange a visit with the Principal, please contact the Principal's PA, Sarah Cuthbert, s.cuthbert@dittonparkacademy.co.uk

How to apply

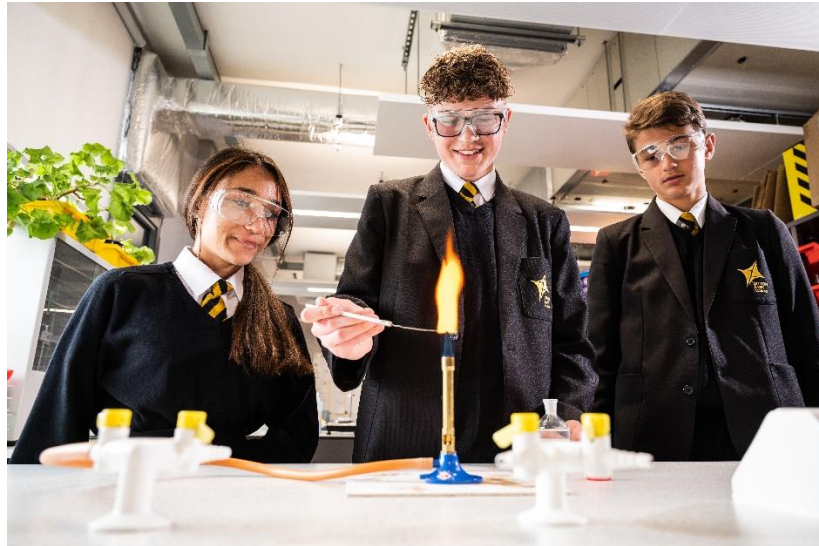
Please ensure you complete the application form clearly addressing the person specification. This should be returned electronically to the Principal's PA, Sarah Cuthbert, s.cuthbert@dittonparkacademy.co.uk **by 10am on Friday 17th May 2024**.

All applications will be acknowledged on receipt.



Our vision – “the future lies in the present”

To maximise potential in a nurturing and aspiring community providing opportunities to make positive contributions as global citizens, now and in the future.



- Deliver a high quality balanced, modern education using innovative teaching
- Develop happy, motivated young people, valued for their individual skills and abilities
- Equip our students for their futures, developing agile learners
- Prepare students for work through strategic partnerships spanning education, business and the community
- Allow students many opportunities to be imaginative, original and work together
- Understand and meet the learning needs of each student
- Provide a learning environment designed to inspire creativity and drive enterprise
- Provide first-class support structures to allow students from all backgrounds and circumstances to thrive



Our values

Self-Worth + Aspire + Success + Honesty

- **Self-Worth** (High Expectations, Commitment to Learning, Happy, Confident, Belief)
- **Aspire** (Dreams, Hard-working, Perseverance, Determination, Curiosity)
- **Success** (Independence, Resilience, Achieve goals, Active citizens, Humility)
- **Honesty** (Respect, Kindness, Trustworthy, Inclusive, Truthful)

Ethos and Culture

Curriculum - provide a broad and rich curriculum (and extra-curricular experiences) that is engaging and relevant and which builds skills and knowledge in a carefully planned way, maximising value from connections across subjects and over time. Ensure T&L is always good and better through high-quality CPD, a commitment to pedagogy, excellent subject knowledge, high levels of engagement and effective support and challenge.

People - Staff feel supported and can develop, and unnecessary workload is tackled. Leadership development for staff and students is a strong feature of the academy's work. There are carefully planned opportunities for staff to develop within the academy. Opportunities for student leadership are provided in the classroom, through the house system and at extracurricular activities as well as through more formal student voice and student leadership structures.

Culture - The academy is a great place to work because relationships between stakeholders are positive; students demonstrate good behaviours for learning and good conduct. Staff and student morale is high because stakeholders have a voice. All stakeholders have the support around them that they need to succeed.

Community - The academy is active in its positive engagement with the community and successfully works in partnership within and beyond the Trust. The academy is developed as a community resource with a full programme of community use & lettings. The academy adds value to the community and its reputation is strong, leading to being oversubscribed year on year.

Our attention to self-evaluation, national and local priorities and new educational initiatives are measured through the students' successful academic outcomes and both their and staff welfare.

Priority 1

Self-Regulation: all staff support student self-regulation.

Priority 2

Language Development: Further improve independent learning, reading (especially those at an early stage) and oracy.

Priority 3

SEND: Ensure teaching and learning is adequately adapted to meet the needs of SEND students.

Job Description

SEN Teacher

Reports to: SENDCo

Start Date: September 2024 or earlier

Salary: ECT/MPS/UPS

The Role

The SEN Teacher shall support the SENDCo and Assistant Principal in shaping the delivery of SEN provision within the school and shall work with pastoral staff as appropriate. Shall develop and implement strategies to ensure that all students, including those with special educational needs, difficulties or disabilities, have access to the full range of curriculum provision and education resources.

They shall keep abreast of relevant national and local developments, advise the SENDCo on relevant legislation and other matters, and contribute to the strategic development planning process. Shall assist the SENDCo, Headteacher and governors in formulating appropriate provision and development priorities, to ensure equal opportunities and the implementation of identified personalised learning.

Key Responsibilities

- Shall update records on all students with identified special needs
- Shall ensure effective communications with parents and contribute to in-service training for teachers and support staff
- Shall monitor and evaluate SEN provision and ensure strategies are adopted to ensure high quality teaching and learning. Shall lead and advise curriculum leaders and their teams in the development of appropriate strategies, methods and resources for differentiation
- Shall ensure appropriate provision for linguistically diverse students
- Shall attend courses and meeting and disseminate information to all staff
- Shall monitor and evaluate the quality of learning and teaching in SEN and assist teachers in writing and monitoring individual education plans (IEPs)
- Shall contribute to the school's policy for raising achievement, especially for students falling within the post holder's remit and shall co-ordinate and provide appropriate learning opportunities for the students concerned
- Shall liaise with, and manage the contribution of, external agencies, providers and workers, including medical and social services
- shall contribute to the school's self-evaluation process and to the annual school development plan
- shall contribute, as required, to the development of whole school initiatives
- shall work with students in small groups for both Maths and English

Person Specification

Qualification criteria

- Qualified teacher status
- A continued commitment to own professional development
- Teaching experience within the designated age range
- Experience of child safeguarding issues and successful use of measures that promote and ensure the safeguarding of children
- Excellent knowledge of current legislation and guidance on SEN entitlements and provision
- Experience of direct working with students with SEN, organising provision, including preparation of IEPs

General

- Models of effective leadership and organisational structures.
- New technologies and their potential impact.
- Strategic planning processes, tools and techniques.
- Ways of achieving stakeholder and community engagement.
- Leading change, creativity and innovation.
- Think strategically, analytically and creatively.
- Deal with complexity and uncertainty.
- Build a vision and communicate clear purpose and sense of direction.
- Anticipate, lead and manage change.
- Use research to support and challenge practice.
- Inspire, challenge, motivate and empower others to attain challenging outcomes.
- Celebrate achievement and acknowledge excellence.
- Model the vision and values of the school.
- Design, develop and deliver the curriculum.
- Demonstrate equality and diversity in teaching and learning.
- Achieve the best possible learning outcomes for all.
- Use developmental models for teaching and learning.
- Engage parents in students' teaching and learning.
- Manage and use performance data.
- Deploy technology to support teaching and learning.
- Develop and use effective assessment and moderation systems.
- Understand whole school culture of best practice in teaching and learning.
- Understand flexible and comprehensive learning opportunities for all students.
- Capitalise on appropriate sources of external support and expertise.
- Evaluate, review and develop systems and structures.
- Multi-agency work (including the team around the student), benefits and risks of multi-agency working.
- Collaboration and partnership working (including school, home, community and business partnerships).
- Wider curriculum beyond the school and opportunities it provides.
- Establish and engage in partnerships, including working with multi-agency teams.
- Consult, engage and communicate with staff, pupils, parents and carers to enhance pupils' learning.
- Engage in cross phase working and transition issues.

“Ditton Park Academy (SASH Education Trust), as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf”.

