



## KS3/4 SEND Teacher

(MPS/UPS plus SEN point)

Recruitment Pack



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**RALEIGH**  
LEARNING TRUST

## Contents

Welcome	3
Our Organisation	4
Westbury Academy	7
Location	9
Job Description	10
Person Specification	11
How to Apply	11



## Welcome Letter from Phil Willott, Trust Improvement Partner

Dear Candidate,

Thank you for showing an interest in the post and working for the Westbury Academy. SEND Teacher is a vital role and is fundamental to the delivery of the academy's secondary curriculum (Progression Phase) and it's relational approach.

Westbury Academy is a proud member of the Raleigh Learning Trust and shares the same determination, vision, and values in delivering education of the highest quality to all our children. As an organisation, we value all our families and local communities and believe in the importance of working in partnership with all stakeholders and services (Stronger Together).

The children that attend Westbury Academy experience barriers and challenges to learning, often associated with social, emotional, and mental health (SEMH) difficulties. However, the academy aims to embrace and support all these challenges our children and families face together, celebrating differences and providing educational experiences that will last a lifetime.

The Westbury Academy offers a rich curriculum, which builds on the knowledge, understanding, and skills of all pupils, one that celebrates the individual and focuses on the whole educational journey.

The Academy seeks a values driven and resilient practitioner that is determined and passionate about making a difference to the whole child and their lives.

We believe in lifelong learning and therefore recognise the importance of developing our staff through quality professional development and the power of networks. Working in collaboration, sharing best practices, and supporting one another will ensure we can all achieve our aims and ultimately provide the best for our children and their families.

If successful, you will be joining an outward-facing multi-academy trust dedicated to its staff and most importantly the children and communities it serves.

Phil Willott

Trust Improvement Partner



**Stronger Together**



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## Our Organisation

### Culture

#### Who we are

Raleigh Learning Trust is a legal entity registered as an exempt charity established in April 2017. Our mission is that children and young people will learn and develop the skills and character required in adulthood, through our aim to foster confidence, curiosity, creativity and empathy. We believe they will progress with the strength of character necessary to embrace life's challenges.

By 2018, the Trust had brought together two special schools, two pupil referral schools and one mainstream primary school to create a new partnership that supports learning for more than 1,000 pupils. The Trust was further strengthened by becoming the alternative provider commissioner on behalf of the city council, responsible for commissioning arrangements with c24 independent and free school alternative providers. We strongly believe that each school within the Trust has individual strengths to bring to the organisation and we celebrate the diverse and unique qualities of each particular school.



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## Our Organisation

### Culture

#### What we stand for

A value-based learning experience: the development of confidence, challenge, curiosity, character and creativity influence all that is planned for teaching and learning through each school curriculum.

We are ambitious and aspirational for all our pupils. Pedagogies are evidence-based, supporting high-level learning and engagement. Deep and powerful understanding is formed through the use of memory and recall. Children are challenged by personalised and project-based learning. That is relevant, encourages opportunities for collaboration, and develops skills that are useful beyond the world of school.

We are achieving this through a collegiate ethos of which wholeheartedly places children at the centre. Inclusion and social justice are at the heart of all we do as a Trust. Our work to strengthen care and respect for each other's diversity is enhanced through the development of strategic alliances with many system leaders including Autism Education Trust, Violence Reduction Unit, Trauma-Informed Schools UK, Alternative Provision Providers, Nottingham City Council, Recognised Trade Unions, National Literacy Trust, University of Nottingham, Trent University, and Teacher Development Trust.

**We do not allow disadvantage or disability to be a barrier to learning through our combined energy and determination, and we support our pupils to be the very best.**



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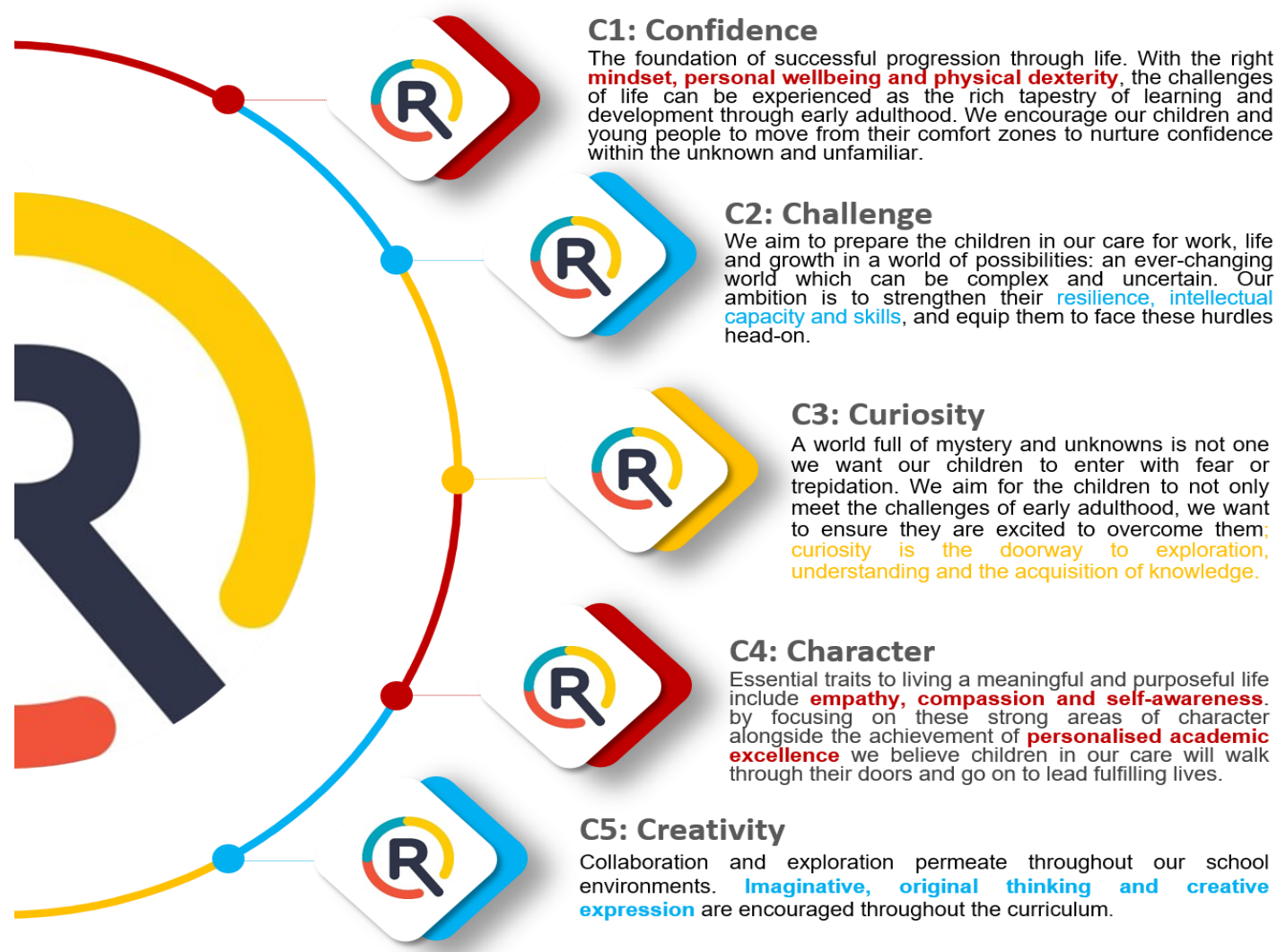


## Our Organisation

### Culture

#### Why we exist

Our mission and vision are central to our work and the driving force behind all that we do. Our universal values guide these aims. By embedding these in each school curriculum, children will make a positive and significant impact in early adulthood as a result of their learning in school.



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## Westbury Academy

**Westbury Academy is an academy providing education for pupils who experience social, emotional and mental health difficulties.**

Pupils at Westbury Academy join the school following completion of an Education Health Care Plan (EHCP). With the agreement that placement at the academy is an appropriate setting to meet an individuals needs.

Pupil places at Westbury are at a premium within this and other authorities, and there is often a waiting list for pupils requiring full-time education.

The Academy is designated as a mixed academy but currently only has boys on roll. Pupils are aged between 7 and 16 with a total of 111 boys at present. Due to the success of the school the City Council invested in a £4.75 million new build which was completed last summer. The size and capacity of Westbury Academy increased to 120 places, from 80 places through a phased expansion. This resulted in purpose built classes for KS3 and KS2 pupils with 2 state of the art Science laboratories.



Westbury staff are unwavering in their belief that all children deserve a second chance and with the right resource, leadership and support, they are well placed and ready for the next phase of improvement. Pupils achieve well above expectations in special school settings, often due to the outstanding experience during the primary stage, which is built on as they progress through school.

The school is not without its challenges, these bring a unique set of difficulties in engaging pupils in high-quality learning experiences and ensuring children attend regularly. Westbury staff are committed to overcoming these barriers to support pupil progression post-16.



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Pupils experience the full range of the National Curriculum at key stage 2, 3 and 4. The academy has developed a strong ethos around the achievement agenda. Over the last three years, it has demonstrated year-on-year improvements at the end of Key Stage 2 and 3 assessments and considerable success at GCSE.



### Key performance over time

% of pupils who achieved	18-19	19-20	20-21
GCSE English and maths at any grade	44%	70%	50%
Grade 4 or above in GCSE English	0%	20%	9%
Grade 4 or above in GCSE maths	6%	25%	18%
Level 1 or above in English and maths	50%	70%	45%
<b>% of pupils who achieved qualifications including English and mathematics at any level</b>			
9 qualifications	6%	10%	23%
8 qualifications	25%	10%	32%
5 qualifications	44%	30%	55%
4 qualifications	44%	45%	64%
2 qualifications	56%	80%	95%





## Location



### **Westbury Academy,**

Chingford Road,

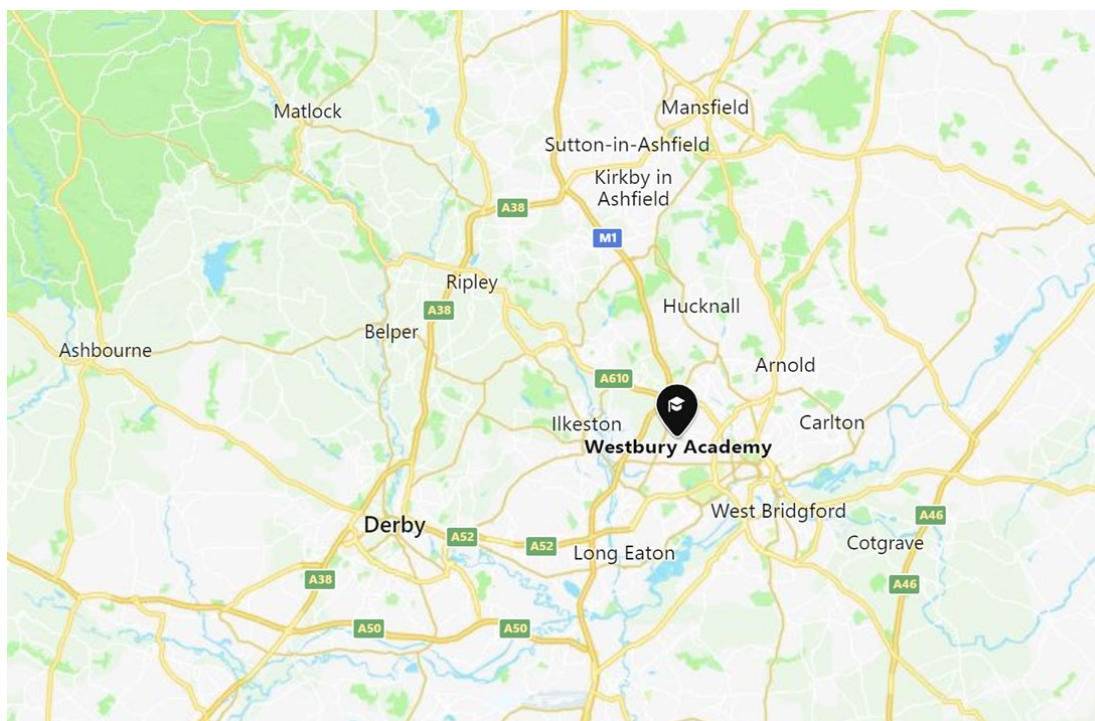
Bilborough,

Nottingham,

NG8 3BT

T: 0115 915 5858

W: [www.westburyschool.co.uk](http://www.westburyschool.co.uk)



Raleigh Learning Trust  
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NG8 5PN

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## Job Description

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the a teacher may carry out. The post holder may be required to do other duties appropriate to the level of the role.

### Purpose of the role:

- To carry out the professional duties of a teacher as circumstances may require, and in accordance with the academy's aims, vision and policies, under the direction of the academy principal.
- To teach pupils accessing the academy's Progression Phase curriculum (KS3/KS4)
- To support the academy's leadership in revising the curriculum, ensuring it is engaging and meet the needs of the pupils.
- To support academy wide projects that support pupil well-being and mental health.
- To be form tutor, offering a high level of pastoral care.
- To be adaptable and respond to the daily challenges of working with pupils with SEND
- To support the Education, Health and Care Plan (EHCP) annual review process of pupils within your care.

## Duty of Care

Within the Academy each member of staff has a duty of care to themselves and others. Circumstances are likely to arise where staff are required to physically intervene to ensure the safety of themselves or others. Staff should not intervene where they may put themselves at risk. Educational programmes requiring physical interventions are carefully designed by teachers in collaboration with appropriate professionals in keeping with academy and local education authority policy.

## Equal Opportunities

The Raleigh Learning Trust is an equal opportunity employer and prohibits discrimination and harassment of any kind: the organisation is committed to the principle of equal employment opportunity for all employees and to providing employees with a work environment free of discrimination and harassment.

All employment decisions are based on business needs, job requirements and individual qualifications, without regard to status protected by the law. The trust will not tolerate discrimination or harassment based on any of these characteristics. We are committed to the celebration of diversity by creating an inclusive environment for all employees.



## Person Specification

You should be able to demonstrate that you meet the following criteria	Measured by A – Application form B – Interview C- References
<b>Knowledge and Qualifications</b>	Assessment
Graduate with Qualified Teacher Status.	A
Has knowledge of secondary curriculum.	A
Knowledge and understanding of educating pupils with special educational needs.	A
<b>Experience</b>	
Experience of working with pupils with special educational needs	A C
Experience of teaching primary or secondary aged pupils	A B C
Experience of working with vulnerable pupils families.	A B
<b>Personal Characteristics</b>	
Conviction that all pupils can succeed and a commitment to securing the highest achievement for all.	A B C
A passion for working with pupils with special educational needs.	B C
Be flexible and approachable, remain resilient under pressure and show a positive and energetic attitude to work.	B C
A commitment to the safety and safeguarding of pupils.	A B C
Show total commitment to the Academy's wider community.	A B C

### Post details

**Salary:** MPS/UPS, plus SEN point

**Closing date:** 10th December 2021 (12pm)

**Interview:** w.b. 13th December 2021

**Start date:** As soon as possible

**Informal discussion:** Informal discussion are welcomed and can be arranged with Lee Morgan (Academy Principal) by contacting the school on 0115 915 5858 or [admin@westbury.nottingham.sch.uk](mailto:admin@westbury.nottingham.sch.uk)

**Applying:** Please apply via TES or e-teach by sending your application form and covering statement to [admin@westbury.nottingham.sch.uk](mailto:admin@westbury.nottingham.sch.uk)



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