



SEND Teacher (Post 16)

MPS/UPS

Required from September 2024

That person is

like a tree

planted by streams of water, which

yields its fruit

in season and whose leaf
does not wither

whatever they do

prosper.

Psalm 1:3



A LETTER FROM THE HEADMASTER

Dear Colleague,

Thank you for expressing an interest in applying for the position of **SEND Teacher (Post 16)** at St Christopher's. This vacancy will provide the successful candidate with the opportunity to work in a very strong department and an **Outstanding** 11-18 Church of England high school.

The successful candidate will join a joyful, flourishing and thriving school. The staff are hard-working, reflective and collegiate in approach. Our pupils are a delight and parents are very supportive. We are always oversubscribed in Year 7 and the Sixth Form, although we take nothing for granted. This year, for example, well over 800 pupils applied for one of our 195 places. St Christopher's is a rewarding place to work and to develop professionally. The school engenders real loyalty from all who are associated with it.

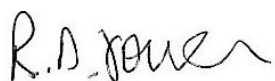
The application form should be completed electronically and emailed to **vacancies@st-christophers.org**, marked for the attention of Mrs Grimshaw, my PA. It should be accompanied with a supporting letter of not more than two sides of A4 paper, in 11 point font, explaining your suitability for the post, including reference to your skills, experience and a flavour of your vision for teaching at St Christopher's.

The closing date for applications is the **26th February 2024** (at midday) and interviews are planned for the week commencing **4th March 2024**.

If you would like to find out more about the school or position, or to organise a visit, please feel free to email my PA Mrs Grimshaw (c.grimshaw@st-christophers.org).

I took up my present position at St Christopher's in September 2013 and still recall the time and commitment required to go through the application process for a new post. If, having considered the supporting documents you feel you have the necessary qualities we require, I would be delighted to receive your application.

Yours sincerely,



R D Jones
Headmaster



"The clear Christian vision of the senior management team (SMT), ably led by the headteacher and well supported by governors and the director of spirituality, ensures that the academy is a caring and inclusive community in which learners flourish as 'children of God'."

ABOUT ST CHRISTOPHER'S: FOUNDATION PATHWAYS

Introduction

St Christopher's Foundation Pathways is a full time, structured, challenging Study Programme that is individually tailored for every student to ensure maximum progression towards further education aspirations and career goals. It combines the elements of:

1. Substantial qualification (BTEC Introductory Vocational Award at either Entry 2/3 or Level 1 to prepare for further study, supported internship or employment).
2. English and maths for those students who have not achieved a Grade 4 at GCSE (Edexcel Functional Skills English and Maths at Entry 1 – 3, Level 1 & 2 or GCSE study if appropriate).
3. Work experience in Year 13 to give the students the opportunity to develop their career choices and to apply their skills in real working conditions.
4. Personal and social development activities to develop students' character, broader skills, attitudes and confidence. (Courses include: Enterprise, BTEC Home Cooking Skills, Enrichment).

The course far exceeds the Post 16 recommended 600 hours per year (approx. 1000 hours) to ensure full coverage and enhanced opportunities for progression in all areas.

Key Themes

- Securing Wisdom and Understanding
- Learning how to Live Well Together
- Knowing what it is to be fully alive

Students arrive on the course with various needs, difficulties and issues. These can sometimes be in direct opposition to each other; for example, one student may need to move constantly or have great difficulty not shouting out and another may have sensory processing issues which requires total silence. These students have to learn how to 'cope' with each other in the classroom. By encouraging open, honest conversations students can often, with support, come to an agreed compromise on how to move forward and learn to live together. This leads to an increased wisdom and understanding of both their own and others' needs and provides practical support on how to self-manage difficulties more effectively in everyday situations.

An engaging programme of activities with specialist teaching and assessment methods closes attainment gaps and helps students to recognise and explore prospective career paths. They begin to appreciate their potential to make a valued, valid contribution to their families and communities, whether through paid or voluntary employment opportunities. Progress files containing qualification certificates gained, overwhelmingly positive references from employers, excellent examples of completed work and photographs of the students 'in action' demonstrates how they are beginning to recognise what it means to be fully alive.

Christian Virtues

Students engage in form time worship tutorials where discussion and self-expression are actively encouraged. Christian virtues are explored alongside those of other beliefs; discussion 'rules' are devised by students and then displayed to act as a reminder of the need for empathy, self-control and respect. Kindness towards others is demonstrated and modelled by and between staff and students at all times.

Students complete enterprise activities and organise events (MacMillan Coffee Morning, for example) where money is raised for a charity of their choosing. Some students also choose to participate in the sixth form enrichment Charity Committee with those from the A level cohort where events and fun activities are organised to raise money for local groups and causes.

Achieving a greater degree of independence is a frightening prospect for many Pathways students as they may have had 1:1 support during their school careers. A high degree of trust between students and staff is critical to facilitating the high levels of academic and social progress expected; encouragement and reassurance from staff bolsters the students and gives them the courage to try new, challenging learning experiences.



Curriculum Aims

Provide opportunities for all students to learn and achieve

By providing courses and teaching support that is tailored to their academic levels and individual needs, students learn and achieve qualifications that will support them in their preparedness for further study or employment.

Promote the moral, cultural, mental and physical development of all students

Part of the programme of personal and social development includes a series of lessons developed by the British Army from the DfE Character Education Framework Guidance on 'Respect, Resilience, Integrity, Courage and Compassion'. These sessions focus on promoting positive moral attributes and virtues through interactive, engaging, age appropriate activities.

Prepare students for the opportunities and responsibilities of adult life

On entry to the programme, all students are audited using the Preparation for Adulthood Outcomes toolkit which focusses on the skills necessary for adult life. During 1:1 weekly tutorial with their keyworker, students will track where they are currently, where they want to be and what they need to be able to do to get there. Termly targets based on individual outcomes are developed in conjunction with the student which may focus on personal care, independent travel, meal preparation, sleep or organisational ability. Students have their own area of the 'board' in their form room where 'speech bubbles' are written detailing achievements, successes and positive steps towards achieving their personal targets.



Complementing the School Purpose

BTEC Pre-Introductory / Introductory Vocational Studies (12 hours per fortnight)

After gleaning information from a student's previous school, qualifications gained, communicating with parents and during interviews with the student themselves, students are placed into a vocational group appropriate for their academic level. This can be either Entry 2, 3 or Level 1. The BTEC qualification provides the opportunity to identify learning goals and develop research and employability skills through the completion of two mandatory units along with completion of units dedicated to specific vocational sectors.

The portfolio-based approach to assessment supports the development of communication skills such as extended writing and drafting, critical skills of analysis, teamworking, working from a prescribed brief, working to deadlines, presenting information effectively, accurately completing tasks and processes and study skills such as research and time management.

Edexcel Functional Skills English & Maths (6 hours each per fortnight)

The Edexcel Functional Skills qualifications provide a foundation for progression into employment or further technical education and develop skills for everyday life. There is now a much greater emphasis on employment and educational progression within these qualifications, which are accredited from Entry Level 1 to Level 2. For those students for whom GCSE study is deemed not appropriate, functional English and maths is delivered in small, intensively supported, ability streamed groups and final exams can be paper-based or online.

On entry students complete initial diagnostic assessments in both English and maths which provide information on level of academic ability, strengths and areas for improvement.



“Pathways has been my journey of growth which has prepared me for what I really want to do in the future.”

Izzy Tindall - Foundation Pathways student

Functional English (Entry 1, 2, 3, Level 1, 2)

Functional English gives students the opportunity to demonstrate their ability at an appropriate level to read, write, speak, listen and communicate in English. The curriculum is planned in such a way so that students can apply these skills to a range of purposes in a workplace and in other real-life situations.

Entry Level 1 – 3 qualifications give students the opportunity to:

- listen, understand and respond to verbal communication in a range of familiar contexts;
- acquire an understanding of everyday words and their uses and effects and apply this understanding in different contexts;
- read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely;
- write straightforward texts and documents with clarity and effectiveness and demonstrate a sound grasp of spelling, punctuation and grammar.

Level 1 and 2 qualifications given students the opportunity to:

- listen, understand and make relevant contributions to discussions with others in a range of contexts;
- apply their understanding of language to adapt delivery and content to suit audience and purpose;
- read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing;
- write texts of varying complexity, with accuracy, effectiveness and correct spelling, punctuation and grammar.

Edexcel Functional Maths (Entry 1,2,3, Level 1, 2)

Edexcel Functional Maths qualifications give students the opportunity to demonstrate a sound grasp of the underpinning skills and basics of mathematical problem-solving skills appropriate to the level, and the ability to apply mathematical thinking to solve problems in familiar, real-life situations. Exams consist of non-calculator and calculator assessments of various lengths and can be paper based or online.

Students at Entry Level work towards being confident in their use of fundamental mathematical knowledge and skills and demonstrate this by applying their knowledge and skills to solve simple mathematical problems or carry out simple tasks.

At Levels 1 and 2 students demonstrate their ability in mathematical skills and their ability to apply these, through appropriate reasoning and decision making, to solve realistic problems of increasing complexity. They will also be introduced to new areas of life and work so that they are exposed to concepts and problems which, while perhaps not of immediate concern, may be of value in later life. They also develop an appreciation of the role played by mathematics in the world of work and in life generally.

For those students that have achieved a Grade 4 in English or maths, the flexibility of the timetable allows for alternative, accredited courses to be completed. Currently, two students on the programme have achieved their GCSE Maths so they, with the support of a TA, are completing Coding and Web Design courses offered by the Institute of Coding in collaboration with the University of Leeds. These will underpin their present knowledge and skills and better prepare them for the IT based programmes they wish to complete at FE college.

Other accredited courses completed by all students:

- BTEC Level 1 and Level 2 Home Cooking Skills (3 hours per week)
- BTEC Level 1 Planning and Participating in Work Experience (3 hours per week)
- BTEC Entry 3 / Level 1 Performing Arts (3 hours per fortnight)

These courses assist in the academic and social progression of students and lead to improved outcomes for all, particularly in the areas of independence, social skills, working with others and speaking, listening and communication.

JOB DESCRIPTION

Post Title: SEND Teacher (Post 16)

Salary: MPS / UPS

Contract: Full-time/Permanent

Responsible to: Head of Pathways, SENCO

Main Purpose

To make the education of pupils your first concern in such a way that has a positive and significant impact on their personal development and academic achievement.

To uphold the vision and values of the department and school.

Key Responsibilities:

- Plan for teaching which will aim to promote excellent rates progress for students with a diverse range of special educational needs.
- Set high expectations for student behaviour; establish and maintain a good standard of discipline through focussed teaching and nurturing of positive and productive relationships.
- Fully exploit a range of specialist teaching techniques and methodology.
- Use a range of appropriately adapted assessments to inform planning with a view to maximising rates of progress.
- Develop and evaluate innovative lesson plans and schemes of work.
- Set, record, monitor and provide feedback on class and homework tasks.
- Be familiar with the statutory requirements for internal and external verification, assessment and reporting.
- To communicate appropriately with parents and carers including attendance at parents' evenings or annual review meetings, as required.
- Carry out the roles and responsibilities of a personal tutor (sixth form).
- Contribute to the wider life of the department including clubs, trips and enrichment activities.
- Support the Head of Department in working with and contributing to the SEND Cluster.

Wider Responsibilities

- Actively support and promote the Christian ethos of the School and Sixth Form.
- Provide pastoral support to students to a high standard.
- Contribute appropriately to Sixth Form events and extra-curricular activities.
- Be aware of and adhere to School policies and procedures particularly in relation to Safeguarding and Child Protection, Health and Safety, Confidentiality and Data Protection, reporting all concerns to the appropriate person/s.
- Fully participate in the School's programme of performance management.
- Undertake any other duties and responsibilities as required that are covered by the general scope of the post or at the request of the headmaster.

"Pupils are proud of their school. Pupils of all abilities demonstrate resilience and enthusiasm in lessons."

Working with Others and Developing Oneself

- Evaluate one's own teaching and use this to improve effectiveness.
- Treat people fairly, equitably and with dignity and respect, supporting the positive culture of the wider school community.
- Develop and maintain a culture of high expectations for self and take appropriate action when performance is unsatisfactory.
- Review one's own practice, set personal targets and take responsibility for one's own professional development.
- Manage one's own workload and that of others in order to support an appropriate work/life balance.

Securing Accountability

- Fulfil commitments from contractual accountability to the governing body.

Strengthening the Community

- Create and maintain effective partnerships with parents and carers to support and improve pupils' academic achievement, in addition to their spiritual, moral, social and cultural development.

Equal Opportunities

- We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and Safety

- All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must cooperate with us to apply the school's health and safety policy.

Safeguarding Commitment

- We are committed to protecting and promoting the welfare and children and young people. All successful applicants will be subject to an enhanced DBS disclosure.

This job description will be reviewed regularly and may be changed, in consultation with the post-holder, to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade in line with the school's changing needs.

The appointment is subject to the current conditions of employment of deputy headteachers contained in the School Teachers' Pay and Conditions document, other current educational and employment legislation, relevant teacher and headteacher standards.

* FTE = Full-time Equivalent

PERSON SPECIFICATION

Criteria to be determined from application form and supporting statement.

Training, qualifications and experience

- Qualified teacher status or equivalent qualification E
- Recognised SEN specialist degree or equivalent E
- Professional development over the last three years in aspects of SEND and pedagogy E
- A successful record as a classroom teacher or Post-16 tutor E
- Experience of teaching Functional Skills, vocational and personal and social development qualifications D
- Experience of standards verification process for Functional Skills and vocational qualifications D
- A successful and sustained track record of raising levels of attainment and progress E
- A successful track record of raising levels of participation E
- Unflinching commitment to extra-curricular provision E
- Effective use of data to inform appropriate actions E

Professional knowledge and understanding

- Current educational issues especially related to SEND and Preparation for Adulthood E
- Knowledge of Education, Health and Care Plans and statutory guidance relating to this E
- Current teaching, learning and assessment issues relevant to the needs of the department E
- Effective strategies for leading and managing departmental evaluation and improvement E
- The management of learning support staff, including professional development D

Vision and values

- Christian commitment as indicated by membership of a church in Churches Together, Evangelical Alliance or The North West Partnership D
- Willingness to support and reinforce the ethos of a church school E

Personal and professional qualities

- High level of empathy, patience and understanding of how to meet the academic and pastoral needs of a diverse range of students E
- Flexible and adaptable approach E
- Build and maintain effective relationships E
- Inspire and motivate others to carry the school's vision forward E
- Prioritise, plan and organise themselves and others E
- Demonstrate commitment to the leadership process and professional development E
- Listen to and reflect on feedback E
- Good attendance and punctuality record and a high level of stamina and enthusiasm E
- Excellent communication skills and a positive outlook E

Confidential references

Professional references should show a strong level of professional support and a positive recommendation from the applicant's current employer

E = Essential

D = Desirable

“Foundation Pathways has better prepared me for the step-up to college.”

Luke Murphy - Foundation Pathways student

WHAT'S IT LIKE TO WORK AT ST CHRISTOPHER'S?



Linda (main scale teacher of science)

"St Christopher's saved my teaching career! My last job in teaching left me feeling demoralised and wanting to get out of the profession but here I feel supported and appreciated. The staff are unbelievably welcoming and the pupils are hard-working, conscientious and respectful."

Margaret (reprographic technician)

"My work-life balance has flourished since taking on this role. The staff form a great team and are dedicated to inspiring all pupils. I know that I am valued and enjoy every day working at St Christopher's."



Rebecca (Wellbeing and Senior Mental Health Lead)

"Joining the staff team four years ago I instantly recognised that St Christopher's is a school that cares for its staff. I feel privileged to work alongside an array of skilful colleagues whose shared goal is to maximise the potential of our pupils. At St Christopher's we all flourish."

Scott (ECT Science)

"St Christopher's has provided me with the skills and knowledge to thrive in the classroom since starting as an ECT. Teaching is tough and so it is good to know that my wellbeing is considered and that I am provided with the autonomy to try out new ideas and approaches, safe in the hands of supportive middle leaders and senior leadership team."





Sian (upper pay range teacher of English)

“Joining St Christopher’s helped me fall back in love with teaching. This is a school which is committed to creating well-rounded pupils and which takes its responsibilities at the centre of the community very seriously. While the school maintains its reputation for academic excellence, it is this emphasis on the wider impact of education which makes St Christopher’s a unique and special place to work.”

Devaki (PSHE and Careers Lead)

“The school is more than just a place to work. St Christopher’s is a school community in every sense of the word, where staff genuinely care about the well-being and personal development of the pupils and students in their care, and support one another in doing so.”



Peter (Catering Manager)

“I came to St Christopher’s having worked in schools and for a multi-academy trust and I’ve been delighted with the warmth of the welcome that I’ve received. From the headmaster down there is a deep sense of connectedness and desire to pull together for the sake of the whole community. St Christopher’s has given me the trust and encouragement to deliver positive changes across my area of responsibility, improvements that have allowed the children to thrive and grow.”

Ebony (middle leader and teacher of mathematics)

“St Christopher’s is a fantastic place to work. It is more than just a school, it is a community of pupils and staff who look out for each other and strive to be the best version of themselves. I have worked here for four years and been offered great opportunities to advance and progress.”



“The school is a caring and inclusive community in which learners flourish as ‘children of God’.”



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 www.st-christophers.org

