



Sixth Form Tutor

Candidate Information Pack

Closing Date: Monday 16th December @ midday

Start Date: As soon as possible



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WELCOME TO MONTACUTE SCHOOL



Dear Candidate,

I would like to extend a very warm welcome to you!
It is a privilege to be the Headteacher of Montacute School.

I never tire of the new and amazing things that our children and young people achieve every day and being a part of their journey!

At Montacute we strive to ensure that every one of our young people is provided with their own personalised support and learning pathway delivered by specialists in their field. We believe in providing an eclectic mix of interventions and enrichment experiences to enable our learners to be exposed to as many opportunities that life offers and to ensure that their every need is met.

We are very fortunate to have wonderful buildings and grounds to deliver the care and education that our young people need and deserve and we constantly review our practice and provision to see how we can continually improve.

And just as we support and encourage our young people, we invest in our fantastic staff and help them grow as professionals with a comprehensive and often personalised pathway for career development. We never stand still, we aspire to greatness and I hope that you will want to be a part of that journey with me and my team.

Below, you will see our Vision. Please take a moment to step into the shoes of one of our pupils and if this comes to life for you, then maybe you're the right person for us!

Step over the threshold at Montacute school to experience the wonder of a world carefully created to empower its very special population.

Every child is unique in their talents and needs. From their smallest whisper to the loudest song every voice is heard.

We are a family, harmonising to create a world full of opportunities, wonder and joy for each of our pupils. We believe in being in tune with the unique characters, voices, learning styles and talent of all our young people and will stand alongside their other supporters to celebrate every achievement they make.

**We encourage every one of our treasured pupils and staff members to allow them to shine, sparkle, grow and change ready to take on the world.
At the end of the day when their school song has been sung and heard we are confident that the world will be able to listen and hear them too.
It is our school, it is our time, we are Montacute!**

With my kind regards,

A handwritten signature in black ink that reads "G. Bellard". The signature is written in a cursive style with a large, looped 'G' and a trailing flourish.

Ginny Bellard
Headteacher, Montacute School



ADVERTISEMENT

Sixth Form Tutor

We are looking to add teaching talent to our dedicated school team at this vibrant all-age special school for children aged 2-19 who have CLDD (Complex Learning Difficulties and Disabilities).

At Montacute School we are passionate about providing an exceptional education for each of our very special pupils with complex needs. If you are flexible and creative with the energy and drive to support children to make and celebrate small but vital steps of progress, we would like to hear from you.

We welcome applications from all Teachers. Ideally you will have experience of teaching children with special needs however if you have a genuine interest in a career within special education, please apply including your areas of expertise in your application. We also welcome ECT applications.

Visits to the school to meet the staff and children are welcomed and encouraged. Please telephone the School Office to arrange.

Salary: UQT 1-6 + 1SEN point (dependant on experience) according to Teachers pay and conditions.

If you are interested in applying for this vacancy, please complete the application form from our website (COMMUNITY – VACANCIES) via www.montacute.poole.sch.uk. Please send completed applications to office@montacute.poole.sch.uk

CV's will not be accepted.

Visits to the school to meet the staff and children are welcomed and encouraged. Please telephone the School Office to arrange.

Closing date: Monday 16th December @ midday

Start date: depending upon candidate availability

Safeguarding

Montacute School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment. All appointments are subject to a satisfactory enhanced disclosure check with the Disclosure and Barring Service along with other relevant employment checks. We will only consider applications made on our standard form.



WE ARE MONTACUTE

Welcome to our vibrant and happy school for children and young people with severe and complex learning needs. At Montacute School we make the most of every moment to provide exciting and engaging learning opportunities.



Montacute is a specialist school for children and young people who have Complex Learning Difficulties or Disabilities (CLDD).

This means that our pupils usually have more than one part of themselves that affects their ability to learn. These parts interact with each other to create a unique picture in terms of their individual learning needs and abilities. People with CLDD are unlikely to fit into a ready-made learning framework, and need a very personalised learning pathway put together for them.

At Montacute, we have skilled staff with different types of expertise who can collaborate together – as well as with external consultants where needed – to create learning approaches for individual pupils, based on finding out about that particular pupil. If we come across a pupil who needs us to have some knowledge we do not have, we will train ourselves so we can support that pupil.

We specialise in taking pupils who are at the most complex end of the spectrum, ie. children and young people whose ability to learn has been most affected by their difficulties and disabilities.

Here are some examples of diagnoses our pupils may have:

- Autism
- Communication Difficulties
- Complex Developmental Delay
- Complex Medical Needs
- Emotional / Mental Health Needs e.g. Anxiety / OCD
- Physical Disabilities
- Sensory Integration Difficulties
- Sensory Disabilities

Montacute can take pupils from the age of 2 to the age of 19, or at any points in between.



MONTACUTE VISION AND VALUES

We have recently re-visited our vision. We very much wanted this to be representative of our children's lived experiences whilst reflecting our ambitions and pride for our school.

This new re-working of the vision will help us to continue to return back to our collective values and aspirations not only for our young people, but for our staff. We will revisit this piece of work periodically to enable reflective practice and ambitions planning for our collective futures.

Vision

Step over the threshold at Montacute school to experience the wonder of a world carefully created to empower it's very special population.

Every child is unique in their talents and needs. From their smallest whisper to the loudest song every voice is heard.

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Values

Empowerment

On the snowy slopes of Montacute mountain you will be supported to climb as high as you would like. If you feel unsure you will be encouraged to conquer your doubts. Your strengths and interests will be explored and developed in an environment of appreciation. You will grow in confidence. You will understand that you are powerful, that you can climb to the top and feel the sense of exhilaration as you overlook a vast and stunning landscape. You will reflect on your journey and know

that you are capable of greatness and you in your turn will support others to become empowered for the future.

Authenticity

Dive beneath the crystal-clear waters of the Montacute Ocean. Leave the air behind and breathe deeply from your own truth. There is another world of colour and beauty. It is deep and clean and real. Home to millions of coloured sea creatures, it is a different world, more magical and even more beautiful than our everyday experience. These animals live a fluid and instinctive life trusting their feelings and living with a clarity of purpose and sense of justice. All are included in the world in a meaningful way where even the smallest of them has a role to play.

Learning

At Montacute we promise to recognise and celebrate every step you take on your journey through our school. We will lend you a hand when you need it and help you carry your bag when it becomes too heavy. We will make sure your eyes are always open to the wonder of the world and surprise you at every turn with our creative and engaging methods of teaching.

At Montacute we understand that some mountains take longer to climb but know we will always be by your side as your biggest supporters, cheering your name and climbing alongside you. When you reach the top of your mountain, we will look back with you and see how far you've come and all the beautiful landscapes you have seen.

Respect

At Montacute we welcome you stepping into our world that is designed with all in mind. Walk through our corridors reading as you go, enter a classroom and be transported into a secret garden, climb on board a pirate ship or fly in a hot air balloon around the world. Our language rich classrooms are specifically tailored to make all our pupil's readers and active learners, you will want to stay even if you are only passing through.


At Montacute our radios are tuned into a huge range of frequencies so no matter how you communicate we will hear you and you will always feel valued and listened too. To us Montacute means family; will help guide and support you, raise you up and hold you closer if you need but above all celebrate all your achievements because we know all the little things add up to fulfilling and joyful life.



JOB DESCRIPTION & PERSON SPECIFICATION

Sixth Form Tutor

JOB DESCRIPTION

Job title:	Sixth Form Tutor	Job Ref:	XS 10.9
Directorate:	Montacute Academy Trust		
School:		Grade:	STPC Pay Range UQT 1-6
Reports to:	Sixth Form Lead Teacher and Deputy Headteacher		

Main job purpose

- To always strive for outstanding standards in the learning and progress of pupils in the Sixth Form. To always promote the wellbeing of pupils at Montacute School through all activities. To be a part of the whole school team working together to make Montacute School a successful and happy community that seeks every opportunity to sustain and further develop itself as a centre of excellence. To seek to uphold the school's core values as identified in its value statement.
- You are required to carry out the duties of a teacher as set out in the school teacher's 'Pay and Conditions Document', relevant legislation and DFES regulations/circulars.
- **You have a responsibility for safeguarding and promoting the welfare of pupils at the school at all times. You must follow school protocols in dealing with and reporting any concerns promptly to the Safeguarding Lead, or in her absence the school Nurse or Head Teacher.**

This post differs from Qualified Teacher in the following ways:

- In terms of career progression expectations (as defined in the school's pay policy) UQT status equates to that of a qualified teacher in the first few years of their career. A new Tutor is entitled to mentorship similar to an NQT, lasting for 2 years.
- Tutors are less likely to be asked to be regularly moved into classes that lie outside of their acknowledged areas of expertise, either in terms of age or needs, than a qualified teacher. However, this may happen if the needs of the school dictate it.
- Tutors are most likely (but not exclusively) to be placed in either early years classes or Sixth Form classes. This is because these are all areas where collaboration with other professionals inside and outside school is high, and therefore they are most likely to be able to receive ongoing support and learning as part of those teams.
- There is no expectation for Tutors to support the professional development of teacher colleagues although appraisal and support for TA's will be required.
- Tutors have their own defined areas of leadership across the school which are felt to be less extensive and demanding than qualified teachers.

Main responsibilities and duties

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach

- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- When teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate

- Participate in and carry out any administrative and organisational tasks

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the school's Appraisal Policy

Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality

Perform any reasonable duties as requested by the headteacher.

Knowledge & skills

Essential: Higher Level qualification in an area relevant to our work. Ability to join teachers' meetings after school and complete all planning, assessment, report writing and record keeping.

Desirable: Experience of leading a team.

The post holder must not have a criminal record which would be incompatible with the post and will be required to hold an enhanced DBS clearance.

Additional: A relevant degree may be taken into account if it bears specific connection to the post offered

Supervision and management

The post holder will be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities

Problem solving and creativity

This post requires a high level of problem solving and creativity in order to design the best learning programme for every child within the given resources. They should be able to risk assess dynamically and plan thoroughly to keep children safe at all times. The post holder will need to be able to think on their feet and adapt plans at short notice. They should be resilient and have the ability to keep calm and give leadership in a crisis. The post holder will need to understand the importance of a positive dynamic and positive relationships and have the required strategies to bring this about.

Key contacts and relationships

Senior leaders

Teaching and Therapy colleagues within school

Teaching Assistants

Other services as required by pupils

Parents

Colleagues in other schools

Decision making

Tutors will be expected to perform and make decisions to the same standard as a qualified teacher in the first phase of career progression.

Resources

As needed by pupils being taught.

Working Environment

The range of areas, number of classrooms/halls etc will depend on the particular school.

Most of the working day is spent standing, with periods of crouching / bending to engage pupils in activities. There may be periods where staff have to move quickly to avert a pupil putting themselves in danger. Staff may have to physically support pupils to participate in activities.

A high level of vigilance is often required when supporting a group in the classroom or the community, or supervising play.

Sometimes, substantial physical effort may be required in providing assistance to pupils with significant physical disability or those who are very active and unaware of danger. There may be frequent incidents of cleaning up relating to pupils' intimate care needs.

There can often be physical risks associated with intervention in incidents of challenging behaviour, including aggression, which are encountered with pupils.

A normal school environment, although the job holder may be involved in external school activities, such as swimming and educational visits.

Equipment used will include photocopiers, computers, medical /sport /science /art /technology /home economics equipment / hoists, class chairs, walkers, standers, commodes, wheelchairs, VOCAs, weighted Jackets etc, and minibuses.

While the level of pupil needs will vary from time to time, the job holder will be predominantly working with pupils who are especially difficult to engage in activities, may present more frequent behavioural problems and where the attention span presents greater challenges and a need for high levels of patience to attain pupils' individual targets.

The job holder will also be in a position where they lead and manage others, and they will need the necessary skills to cope with this aspect of their work.

Progression in Post (if applicable)

Tutors can only progress to becoming a qualified teacher if they follow the recognised routes to this qualification, such as are endorsed by the Department for Education. This will mean a commitment to further study and training which the post holder may need to undertake with minimal support from the school. It may include needing to leave the school in order to complete some aspects of the requirements to become a qualified teacher. However, a sabbatical may be able to be agreed. Upon qualification, the post holder would need to apply for a qualified teacher post when it arises in the school (or elsewhere).

Job description amended by:	Ginny Bellard/Natalie Rule
Designation:	Headteacher/Deputy Headteacher

Date:	November 2024
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Disclosure and Barring Service

The nature of the work requires that the post holder has undergone checks by the Disclosure and Barring Service and has enhanced level of Disclosure.

Health and Safety

The post holder must:

- Follow the school's Health and Safety Policy
- Ensure confidentiality at all times and always seek to behave within professional boundaries
- Ensure work is conducted within the framework of all local guidelines and policy

Equal Opportunities

The post holder has a responsibility to understand and abide by the obligations laid down in the school's equal opportunities policy.

HEAD TEACHER:

EMPLOYEE:

DATE:

Whole School Responsibility	
Date	

Person Specification – Sixth Form Tutor

Category	E/ D	Criteria Indicated E (Essential) or D (Desirable)
Qualifications	D	Qualified Teacher Status Teaching & Learning qualification
Experience	E	Physical Development/Physical Education SEN
	D	Experience of teaching children who have SEN.
	D	Participation in recent professional development.

	D	Experience of working effectively with challenging children and young people
Professional knowledge and understanding	E	Up-to-date knowledge of teaching approaches and philosophies.
	E	Knowledge of the range of strategies for improving and sustaining high standards of teaching, learning and achievement for all students.
	E	The promotion of students' moral, social, cultural, intellectual and physical development through teaching the subject
	E	Sensory Interaction
	E	Sensory Circuits
	D	Knowledge of the statutory curriculum requirements and the requirements for assessing, recording and reporting students' attainment and progress.
	D	Awareness of the implications of the code of practice for special educational needs for teaching and learning.
	D	Knowledge of the Pupil Wellbeing Agenda in schools and how it relates to young people who have special needs.
	D	Knowledge of Positive Management of Behaviour
Professional skills and attributes	E	The ability to solve problems and contribute to the leadership of the school.
	E	Excellent communication skills and the ability to use them with a range of people in and outside the school.
	E	The ability to plan the use of time, space and resources effectively to meet the diverse needs of our young learners.
	E	The ability to contribute to planning for personal and school wide professional development.
	E	Enthusiasm, commitment and resilience.
	E	Adaptability to changing circumstances and new ideas
	E	The ability to work closely with a large team and manage the performance of teaching assistants in a team.
Health/attendance		An excellent health record



HOW TO APPLY

Download details and application form from our school website via link on our vacancies page at <https://www.montacute.poole.sch.uk/vacancies-1/>

Please send completed applications to Rachel Holland at Montacute School, 3 Canford Heath Road, Poole, Dorset, BH17 9NG

or email: Rachel.holland@montacute.poole.sch.uk

Closing date for applications: Monday 16th December 2024 @ midday

Shortlisting Date: W/c Monday 16th December 2024

Interviews will be held on: day to be advised

Informal visits to the school are warmly encouraged. To arrange a visit please contact the office tel.no. 01202 693239

We look forward to hearing from you!

This role is UK based and your Right to Work will need to be established as part of the appointment process.

Keeping Children Safe in Education

Montacute School will conduct online searches of shortlisted candidates. This check will be part of a safeguarding check, and the search will purely be based on whether an individual is suitable to work with children. All aspects of social media and internet searches will be conducted. As care must be taken to avoid unconscious bias and any risk of discrimination a person who will not be on the appointment panel will conduct the searches and will only share information if and when findings are relevant and of concern.

Montacute School values the diversity of our workforce and welcomes applications from all sectors of the community.

The salary quoted is the annual salary for the position at the time of the advert. The salary will be paid in equal monthly instalments and will be adjusted at the start of employment and again if leaving part way through the school year to ensure the correct salary is received for the work completed in an academic year.

The pro rata salary shown is based on the number of hours and weeks worked and paid leave entitlement for an employee under 5 years' service.