

# Tomlinscote School



Dear Applicant

July 2022

## **Appointment of a Special Education Needs (SEND) Teacher**

Thank you for your interest in this post at Tomlinscote School. We are seeking to appoint a highly regarded teacher who will join our team of enthusiastic members of staff. Tomlinscote is a successful school where you can flourish and develop your career. It is a school where you can teach effectively in classrooms with students that have a thirst to learn. Furthermore, it is a place where you will be valued, and your well-being is considered as being of great importance. We believe the most effective learning takes place when staff feel happy, supported and appreciated. If you would like to know more about the role please contact Georgina Gill (SENDCo) on [ggill@tomlinscoteschool.com](mailto:ggill@tomlinscoteschool.com)

### **The Department**

The Learning Support Department is a respected and valued element of our highly successful school. The Speech, Language and Communication Needs Specialist Provision (COIN) enhances further SEND skills and expertise and is fully integrated within the Department. The school's philosophy means that, wherever possible, students are integrated and supported within the mainstream curriculum.

The department has a team of Specialist SEND Teachers and highly skilled and motivated Learning Support Assistants. The current three Specialist SEND Teachers focus on small group work and on a 1:1 basis in Maths, English and Learning to Learn. The Learning Support team pride themselves on knowing our students with SEND; how best to support their learning and emotional needs. Additionally, a small number of students with high needs are withdrawn from subjects to gain pre-teaching opportunities to support their learning and progress where needed. This enables highly targeted learning support in the key areas.

This is an excellent opportunity for a teacher who has experience of working with students with SEND, who can support them to make outstanding progress in relation to their individual starting points and capabilities. The successful applicant will be comfortable with planning schemes of work to cater for students with SEND. In addition, the desirable candidate will have the skills set to proactively liaise with students' mainstream subject teachers, to create bespoke lessons and enable students with SEND to access the full curriculum.

The team provides a welcoming and inspiring environment for students with a wide range of additional needs. Primarily, a large classroom and adjoining small meeting room are used for a variety of intervention lessons, small group work and 1-1 sessions. This classroom is equipped with computers and internet access. In addition, several classrooms are timetabled and used throughout the School for intervention classes which supports our integrated approach to learning.

The Learning Support Department base is used consistently during unstructured times to provide a secure and welcoming setting for any student who wishes to seek out a quieter environment. The Department strives to ensure that members of the Learning Support Department are always available at these times to deal with student queries or concerns.

Building student attainment and confidence is of the highest priority; all Tomlinscote staff are responsible for ensuring that every consideration is given to providing a motivating and personalised curriculum for those students who find learning more challenging to access.

All students at Tomlinscote have an iPad to enhance learning inside or outside of the classroom. Therefore, the ideal candidate will have a good grasp of technology (iPads) and be keen to develop this within their teaching. However, 1:1 training will be provided for all new staff.

### **The School**

Tomlinscote is a highly successful, oversubscribed, mixed comprehensive school of approximately 1500 students. Our staff enjoy working here because our standards, facilities and staff well-being are excellent. Our students are a pleasure to teach and make excellent progress as shown by the positive examination data. All Tomlinscote students and teaching staff have their own iPad to enhance learning inside or outside of the classroom. Tomlinscote is part of The Prospect Trust which provides an opportunity to teach in a Sixth Form as well, if required by the candidate.

Support for staff is strong. The school is fully staffed, partly because staff report that they can concentrate on teaching and are supported by widely shared and regularly reinforced expectations. We have a well-established programme of support for newly appointed staff, which enables them to settle into the school routine quickly and effectively.

As an employee of The Prospect Trust, we offer an excellent benefits package:

- Individual iPads
- Excellent training and professional development opportunities,
- Generous Pension Scheme
- Free annual eye test
- Excellent onsite catering facility
- Discounted membership to the onsite gym
- Free counselling service.

Please contact the HR department at [recruitment@prospecttrust.org.uk](mailto:recruitment@prospecttrust.org.uk), for further details on benefits and support provided by the Trust.

## **The Process**

The attached Job Description summarises the main responsibilities of the post. I hope the information supplied describes your type of school and that you consider applying.

To apply, please complete the application and equality monitoring forms which are available on the school website under the vacancies section – C.V.s are not required.

Please refer closely to the Person Specification when writing your accompanying 'Statement of Application'. Use a maximum of two sides of A4 to describe how your knowledge, skills and experience have prepared you for this post. Please give brief examples where possible.

Please return the application form electronically to [recruitment@prospecttrust.org.uk](mailto:recruitment@prospecttrust.org.uk).

Thank you for your interest in this post and the school. I look forward to reading your application.

Yours sincerely

**Rob Major**  
**Principal**

*The Prospect Trust is committed to safeguarding and promoting the welfare of all children and young people within our care and requires all staff and volunteers to share and demonstrate this commitment, Any future offer of employment remains subject to satisfactory pre-employment checks, including enhanced DBS clearance, a health check and references*

## Tomlinscote School – Job Description (Teacher)

The appointment is subject to the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document (STPCD), other current education legislation and the policies of the Trust. The teacher shall carry out these professional duties as circumstances may require, under the reasonable direction of the Principal. This document does not aim to specify all the details of the responsibilities and key tasks of the post holder and specific duties are subject to annual review with the Principal. It is in addition to the separate job description for a subject teacher which applies to all teaching staff.

All posts within school are subject to an enhanced DBS disclosure.

**The purpose of the post:** To deliver to students an appropriate high-quality educational experience reflecting the policies, aims and values of the school, by enabling every student to achieve his / her maximum potential.

**The post holder reports to** the relevant Head of Department, Faculty and Head of Year.

### **Key Accountabilities**

#### **1 – Teaching and learning:**

- a) To undertake an allocated programme of teaching and contribute to the development of schemes of work.
- b) To prepare, organise and deliver high quality lessons using a variety of methods / resources which will stimulate learning appropriate to student needs and the demands of programmes of study
- c) To ensure effective setting and marking of work to be carried out by the student in school and elsewhere.
- d) To assess, record and report on the progress, development, attainment and attendance of students and to keep such records as are required.
- e) To ensure that ICT, Literacy and Numeracy are reflected in the teaching / learning experience of students
- f) To maintain good discipline in class and around the school, actively promoting good practice with regard to punctuality, behaviour, standards of work and homework.
- g) To be proactive in applying school Health and Safety practices and policy

#### **2 – Assessment and Reporting:**

- a) To undertake assessment of students as required by the departmental, school and examination boards
- b) To adhere to published deadlines relating to assessment and reporting
- c) To provide, or contribute to, oral and written assessments of individuals and groups of students
- d) To communicate with parents through established school structure and procedures

<b>3 – Support and guidance:</b>
<ul style="list-style-type: none"> <li>a) As Form Tutor, provide advice and guidance to an assigned group of students on educational and social matters, acting as the first point of contact for colleagues and parents</li> <li>b) To monitor the academic progress of members of the tutor group and provide support where needed</li> <li>c) To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.</li> <li>d) To implement school procedures for tutor time particularly in terms of uniform expectations and regular monitoring of student planners</li> <li>e) To encourage members of the tutor group to participate fully in the life of the school, in order to gain maximum benefit for membership of the school community.</li> </ul>
<b>4 – Professional requirements:</b>
<ul style="list-style-type: none"> <li>a) To ensure that students are safe and protected whilst at school and that all suspected child protection incidents are reported to the Designated Safeguarding Lead.</li> <li>b) Establish effective working relationships and set a good example through dress, communication and conduct</li> <li>c) Adhere at all times to the requirements of the school's Code of Conduct for staff and the Teacher Standards.</li> <li>d) To participate in appropriate scheduled departmental, pastoral, staff and parent meetings</li> <li>e) To undertake supervision of students as detailed in the published duty lists</li> <li>f) To take a full and committed part in their own Appraisal in line with school policy</li> <li>g) Take responsibility for their own professional development</li> <li>h) To communicate as necessary with persons or bodies outside the school</li> <li>i) Have a working knowledge of teachers' professional duties and legal liabilities</li> </ul>
<b>5 – Other:</b>
<ul style="list-style-type: none"> <li>a) In addition, carry out other duties as reasonably required by the Principal</li> </ul>

## Tomlinscote School - Person Specification (Teacher)

Essential	Desirable	Evidence
<b>1. Education and training</b>		
<p>1.1 Evidence of successful training to be able to teach appropriate aged students</p> <p>1.2 Professional qualifications relevant to subject – typically a graduate</p>	<ul style="list-style-type: none"> <li>Relevant degree and Qualified Teacher Status</li> <li>First or second class degree. A-level in relevant subject</li> </ul>	<p>Application form and references</p> <p>Certificates</p>
<b>2. Teaching Experience</b>		
<p>2.1 Unless a beginning teacher, has a track record of classes achieving examination success across the relevant age range.</p> <p>2.2 The ability to judge the progress of students during a lesson and over time</p> <p>2.3 Knowledge of the subject curriculum and its relationship to the curriculum as a whole.</p> <p>2.4 Ability to recognise and describe the characteristics of high quality learning in the subject and the main strategies for securing good, or better, progress for all.</p> <p>2.5 Evidence of good behaviour management skills resulting in the active participation of all students in a class</p> <p>2.6 Ability to differentiate materials to meet the needs of learners</p> <p>2.7 Successful experience working with young people in a pastoral capacity (eg as form tutor)</p>	<ul style="list-style-type: none"> <li>An experienced teacher will have the ability to consistently teach lessons that are at least good.</li> </ul>	<p>Verified examination results.</p> <p>Lesson observation</p> <p>Application Form</p> <p>References</p> <p>Interview</p>

<b>3. Professional knowledge &amp; skills</b>		
<p>3.1 An ability to inspire and manage students effectively, thereby developing positive working relationships</p> <p>3.2 Well developed interpersonal and communication skills.</p> <p>3.3 Ability to communicate clearly in writing</p> <p>3.4 Always meets deadlines and has proven administrative abilities</p> <p>3.5 Good ICT skills including use within personal teaching.</p>	<ul style="list-style-type: none"> <li>Evidence of teaching being enhanced by students having the opportunity to use IT to aid learning</li> </ul>	<p>Application form, teaching &amp; Interview</p>
<b>4. Personal qualities</b>		
<p>4.1 A desire to make a difference to the lives of young people</p> <p>4.2 Belief in the importance of high expectations</p> <p>4.3 Energy, enthusiasm and creativity</p> <p>4.4 Able to work as part of a team</p> <p>4.5 Excellent time management and self-organisation</p> <p>4.6 Resilient and an ability to work calmly and effectively under pressure</p>	<ul style="list-style-type: none"> <li>Evidence of commitment to working with students outside lesson time.</li> </ul>	<p>Application Form</p> <p>References</p> <p>Interview</p>
<b>5. Safeguarding &amp; promoting welfare of students</b>		
<p>5.1 Motivation to work with students</p> <p>5.2 Ability to form and maintain appropriate relationships and boundaries with students</p> <p>5.3 Emotional resilience in working with challenging behaviours</p> <p>5.4 Attitudes to use of authority and maintaining discipline</p>		<p>References</p> <p>Interview</p>