Abbey Court School

ABBEY COURT SCHOOL

‘We grow people’



TEACHER

ASDAN Registered Centre

EDI QM

BRITISH COUNCIL International School Award 2022–25

Ofsted Outstanding Provider 2022 | 2023 2017 | 2018 2012 | 2013 2009 | 2010

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Abbey Court School

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November 2026

Dear Applicant

FULL-TIME TEACHER

This information booklet provides details about both the school and the position in question. We welcome and encourage visits to the school prior to the submission of applications. Please telephone the school office on 01634 338220 to arrange this.

This advert expires on **Sunday, 15 November 2026.**

Please find enclosed:

◊ Information about the school and post (including Job Description and Person Specification)

◊ Application form (please refer to the school website)

◊ Prospectus (please refer to the school website)

Please note that we will follow up on references in advance of interview.

Due to the conditions and complex needs of the pupils at Abbey Court School, continuity and consistency of support is paramount and therefore candidates for all positions will need to commit to the full working hours of the post.

The school is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. Any offer of appointment for post is subject to a satisfactory Disclosure and Barring Service certificate, satisfactory references and medical clearance. As part of the updated KCSIE guidance, the school reserves the right to conduct online searches as part of their due diligence on the shortlisted candidates to identify any publicly available information about the candidate that may be relevant to their suitability to work with children.

(To view policies pertaining to the schools Safer Recruitment procedures (including Child Protection, Safer Recruitment and Confidentiality), and additional information, please refer to the school website (http://www.abbeycourt.medway.sch.uk/384/safeguarding).

I look forward to receiving your completed application.

Yours sincerely



Ms Vicky Aspin
Headteacher

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WORKING AS A TEACHER AT ABBEY COURT SCHOOL

Abbey Court has been rated 'outstanding' by Ofsted at the last four successive inspections.

Abbey Court School is a special needs school catering for pupils aged 3 to 19. All pupils have either Severe Learning Difficulties (SLD), or Profound and Multiple Learning Difficulties (PMLD), and are referred from the Local Authority through their Education Health Care Plan. The school is currently located on two sites; Nursery, Primary and Secondary School in Cliffe Road, Strood, and Further Education Department in Rede Court Road, Strood. The Medway Towns has excellent road and rail links with London and the Kent coast.

All employees are contracted to the school, and should be prepared to work at either site, as requested.

Please see pages 8 and 9 for Leadership/Senior Management Team and school organisation structures.

The successful candidate can expect to find: staff who are supportive and willing to share ideas and good practice, pupils who are keen to learn, and outstanding facilities and resources to make learning positive.

The school offers excellent opportunities for career development. The school motto, 'We grow people' applies not only to pupils, but to staff too.

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Contract

This is a full time post, on a permanent contract. A flexible approach to each working day is expected by all postholders.

Salary

The successful candidate will be employed on the teachers Main Pay Scale or Upper Pay Scale + SEN points (1 to 2 points, dependent on experience).

Holidays

Please note that holiday leave must be taken during school breaks to ensure minimal disruption to school life.

Continuous Professional Development

In addition to a comprehensive induction programme, professional development and training will be provided to develop specialised skills associated with working with the pupils at Abbey Court School.

Start Date

It is hoped that the successful candidate will be able to take up post in September 2026.



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The Governing Body

The Headteacher has responsibility for running the school supported by the Leadership and Senior Management Teams. The Governing Body is the statutory authority that has responsibility for the strategic governance and management of the school, and all Governors work on a voluntary basis. Governors, therefore, have a significant role to play in monitoring and evaluating the work and progress of the school. Full Governing Body meetings take place 6 times per year, with committee meetings being held in addition, attended by Governors holding the relevant responsibility.

Appointment Procedure

Candidates invited for interview will be provided with an opportunity to tour the school.

Appointment to post will be based on the following checks:-

⇒ Enhanced DBS certificate

⇒ Qualification/registration to professional body - Qualified Teacher status is required.

⇒ Medical clearance

⇒ 2 x references

Interviews will take place as soon as possible after the closing date, and the panel and details of interview format will be advised to invited candidates.



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School Aims

- To know each individual child/pupil as thoroughly as we can, including any circumstances which might affect their well-being, behaviour and performance at any moment in time. This includes taking a long-term view of each child, visualising the best possibilities for each, and knowing when they are ready to take the next (challenging) step.
- To maintain high but realistic expectations for each pupil, enabling the development of independence.
- To ensure we always see, first and foremost, the child not the disability and to ensure that education (and not care) remains paramount. This will include identifying what motivates each child, and use the knowledge to encourage them to "have a go", "fail safely" and learn from their mistakes.
- To ensure that pupils feel safe, secure and comfortable to enable them to focus on learning, ensuring staff have clarity and act on policies and procedures.
- To give great emphasis to the celebration and communication of pupil achievements thus enabling a positive impact on pupils, parents and the local community.
- To have and realise a bespoke vision for each and every pupil and each and *every* member of staff.
- To do everything we can to ensure that people in the local community see our school and pupils in a positive and informed light in order to close the gap between the community's perceptions of the school and its pupils and what they are really like.

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- To enable our pupils to develop into good citizens and to participate actively in their local communities finding ways to encourage those in the wider community to notice what they have in common with the pupils as much as what makes them different.
- To offer opportunities and experiences for pupils to learn in a multitude of different ways and through a rich, varied and individualised curriculum.
- To give pupils an equal voice in and ownership of their education so that they are able to express opinions, choices and preferences, promoting their independence, confidence and self-efficacy.
- To use individuals' interests, skills and experiences to enhance the education of pupils and staff.
- To ensure that leadership is in the hands of as many staff as possible; to have high expectations of all staff and enable career progression.
- To learn and share information to the benefit of our pupils through mutually supportive relationships with parents, visiting specialists and outside agencies.
- Through self evaluation methodologies, and responding to external evaluations, seek to know our school better to inform focussed school improvement, and so that others can know us better.
- To function and be recognised as an authentically exemplary school in its field, sharing our practice with others to the benefit of pupils locally, nationally and internationally.



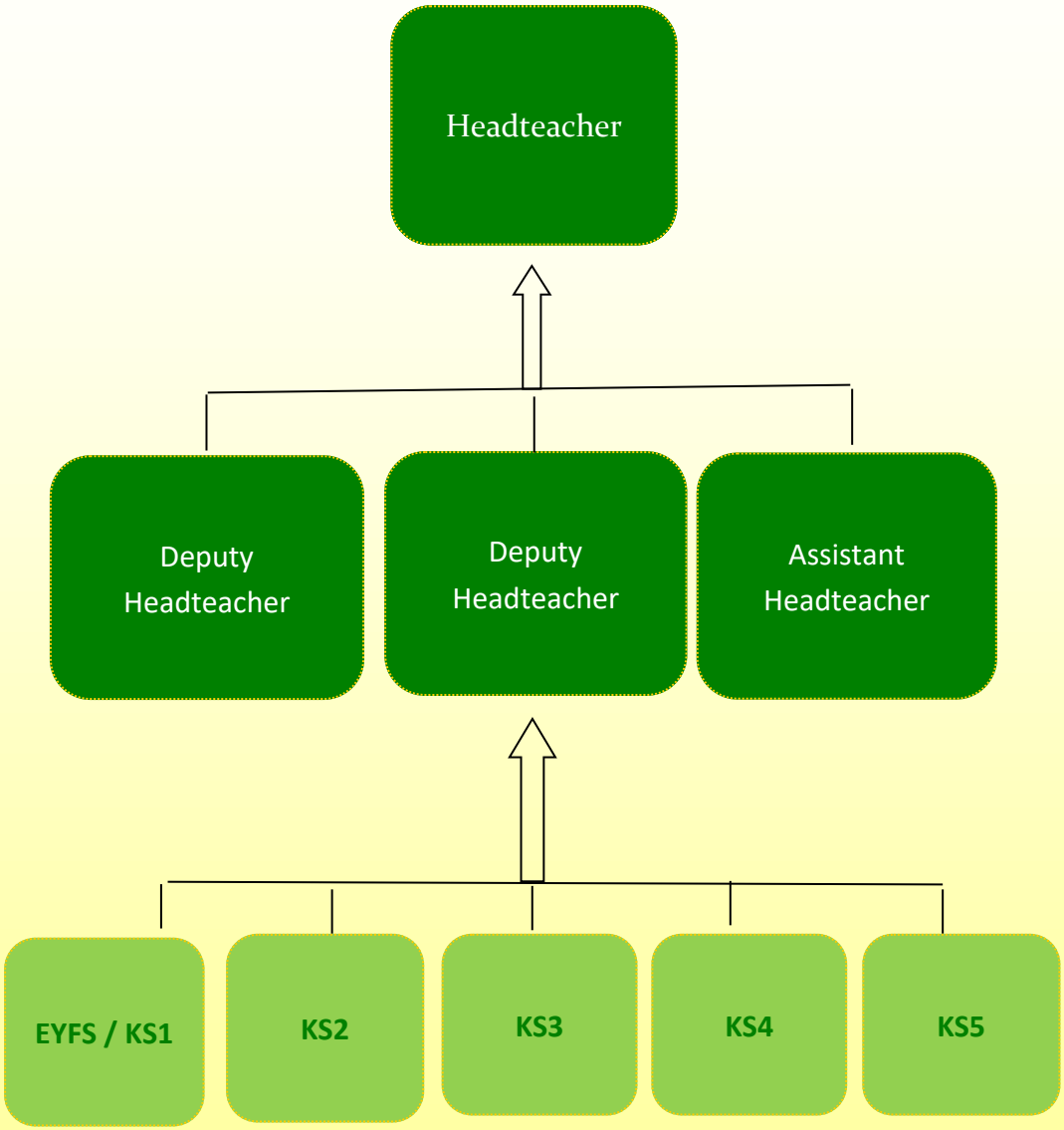
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ADDITIONAL INFORMATION

1. Line Management Structure

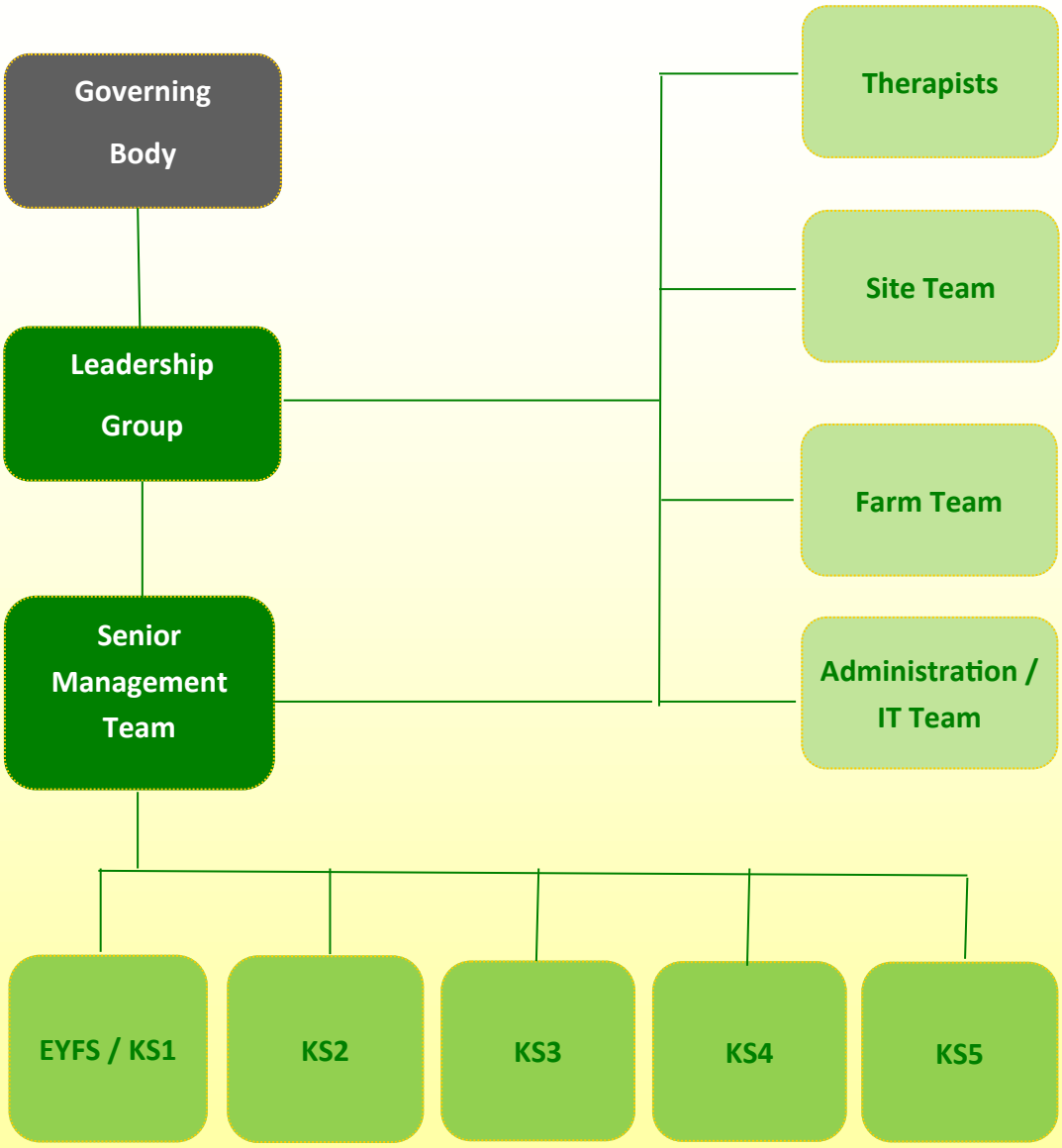
Leadership & Senior Management Teams



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Whole School



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JOB DESCRIPTION

HOURS:	As specified in the Teachers Pay and Conditions document
SALARY SCALE:	MPS/UPS + SEN Points (1 to 2 points, dependent on experience)
LOCATION:	To be based at one of the 2 school sites (All staff however are contracted to the school and although based on one site, may be required to work on either site, should the needs of the pupils/ school require this.) To work with any age group of children.
REPORTS TO:	Headteacher

GENERAL DUTIES/RESPONSIBILITIES FOR ALL SCHOOL STAFF:

Safeguarding and promoting the welfare of children is employee's responsibility. Everyone at Abbey Court School has a role to play in safeguarding pupils. In order to fulfil this responsibility, all staff should make sure their approach is always child centred. Staff will follow school policy with regard to all safeguarding matters at all times.

1. To carry out school policy as documented and/or as directed by the Headteacher.
2. To present the school in a positive way in the community.
3. To respect the confidential nature of all information acquired in the performance of the job either verbally or in writing.
4. To work in a responsible and safe manner, paying attention to all Health and Safety procedures operating within the school.
5. To assist in the provision of a high quality educational experience for all children.



RESPONSIBLE FOR

Specific Teaching Duties

Responsible for a class group (to be negotiated).

General Duties

⇒ As specified in the School Teachers Pay and Conditions Document.

⇒ To continue to meet the standards required for Qualified Teacher Status.

⇒ In addition, particular duties are required to be exercised and completed in a satisfactory manner.

KNOWLEDGE AND UNDERSTANDING

1. Have knowledge of and keep up to date with the National Curriculum and where appropriate, the variety of other curriculum pathways and the Agreed Syllabus for Religious Education.
2. Understand how pupils' learning is affected by their physical, intellectual, emotional and social development, to understand the stages of child development and make all necessary adaptations to meet these and to address the needs identified in the Education, Health and Social Care Plan (EHCP) .
3. Select and make good use of IT skills for classroom and management support.
4. To work in a responsible and safe manner, paying attention to all Health and Safety policy and procedures operating in the school.
5. Understand and know how national, local comparative and school data including National Curriculum test data can be used to set clear targets for pupil's achievement.
6. To ensure pupils are kept safe and all safeguarding policies are carefully followed.



5. Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which pupils feel confident. To adhere to the school behaviour policy.
6. Use a variety of teaching and learning styles to keep all pupils engaged.
7. Be familiar with the Code of Practice and identification, assessment and support of pupils with special educational needs.
8. To plan, monitor and evaluate the work of Teaching Assistants and to develop/ maintain good productive teamwork.
9. To prepare timetables, schemes of work and Individual Education Plans for pupils in the class, which take account of the pupil's EHCP.
10. Evaluate own teaching critically to improve effectiveness. To be a learner.

PLANNING, TEACHING AND CLASS MANAGEMENT

1. Plan and teach in relation to the National Curriculum and the Agreed Syllabus for Religious Education with regard for the school's aim statement, own policies and schemes of work, the teaching programme for each pupil.
2. Provide clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge, and be responsible for the day to day organisation of the class.
3. Make effective use of assessment information on pupils' attainment and progress and in planning future lessons.
4. Ensure effective teaching of whole classes, groups and individuals, establishing high





MONITORING, ASSESSMENT, RECORDING, REPORTING AND ACCOUNTABILITY

1. Assess and record each pupil's progress systematically with reference to the schools current practice, including the social progress of each child and use the results to inform planning.
2. Monitor classwork and homework, providing constructive feedback and setting targets for future progress.
3. Provide reports on individual progress to the Headteacher and parents as required.

OTHER PROFESSIONAL REQUIREMENTS

1. Establish and maintain effective working relationships with professional colleagues and parents.
2. Participate as required in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.
3. Take responsibility for your own professional development and to participate in National and Local Authority appraisal arrangements.

ADDITIONAL RESPONSIBILITIES (to be negotiated annually)

This job description describes in general terms the normal duties which the postholder will be expected to undertake. Duties may however be varied from time to time, at the discretion of the Headteacher and in consultation with you. It will be reviewed annually.

This job description describes the way the postholder is required to complete and perform the duties set out above. These duties may be varied from time to time to meet the changing demands of the school at the discretion of the Headteacher and following consultation with you. This job description does not form part of the Contract of Employment.



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PERSONAL SPECIFICATION

Applications will be short-listed on the basis of the following criteria. In your application, please show with relevant examples how you meet the requirements detailed.

EDUCATION, QUALIFICATIONS & TRAINING

- A relevant teaching qualification.

EXPERIENCE

- Interest in, and enthusiasm for, teaching pupils with Special Educational Needs.
- An understanding of the needs of pupils with SLD.

KNOWLEDGE

- The ability to lead and manage the work of a Teaching Assistant(s).
- A good classroom practitioner, with excellent organisation skills.
- The ability to be an effective team member.

APTITUDE

- A flexible approach/self-motivation.
- The ability to form excellent working relationships with pupils, parents, teaching staff and other professionals.
- A professional approach.

SKILLS

- The ability to lead curriculum development including staff INSET in a negotiated curriculum area.
- Ability to communicate effectively orally and in writing.
- The ability to plan effectively for a class of SLD pupils.
- The ability to organise curriculum and classroom resources effectively.

PERSONAL CIRCUMSTANCES

- General good health.

EQUAL OPPORTUNITIES

- A commitment to the Council's Equal Opportunities policies and the ability to understand and implement the policies in relation to the job.



Abbey Court School

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Cliffe Road
Strood
Kent
ME2 3DL

Further Education
Rede Court Road
Strood
Kent
ME2 3SP

Tel: 01634 338220

Website: www.abbeycourt.medway.sch.uk

E-mail: office@abbeycourt.medway.sch.uk





"I am incredibly overwhelmed with the amount of training offered at Abbey Court School."

"Team work, training and quality of resources are strengths."

"The moment I stepped inside the school, the atmosphere was positive."

Staff Survey