**Ash Field Academy**

****

***‘Reaching for Success’***

**Class Teacher**

**3 days per week (0.6 FTE)**

**Applicant Information**

**ASH FIELD ACADEMY IS COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN AND YOUNG PEOPLE AND EXPECTS ALL STAFF AND VOLUNTEERS TO SHARE THIS COMMITMENT. IT IS AN OFFENCE TO APPLY FOR THIS ROLE IF YOU ARE BARRED FROM WORKING WITH CHILDREN OR VULNERABLE ADULTS. ALL POSTS ARE SUBJECT TO AN ENHANCED DISCLOSURE AND BARRING SERVICE CHECK.**

Closing date: Fri 8th October 2021

Interviews will be held on: Tuesday 2nd November 2021

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6. **Welcome**

Thank you for expressing an interest in the post of teacher at Ash Field Academy.

We hope this information will give you an insight into the role. Please look at our website and read our most recent Ofsted report (2017).

We are planning to make a teacher appointment for Tuesday 4th January 2022. This is as an exciting opportunity to complement our talented team with a new teacher who shares our values and commitment.

The post is suitable for newly qualified teachers or experienced teachers who are looking for a new challenge. We will obviously consider your skills and experiences but the most important thing is that you have the potential and drive to be a great teacher and an ambassador for the academy, sharing our ethos and values.

Working at Ash Field will give you the opportunity to work in an exceptionally supportive environment with children who want to learn and make progress and alongside staff who recognise the importance of outstanding learning and support. Our pupils never fail to astound us with their exemplary behaviour, kindness and determination. We hope that this has been your experience during the time you have worked with us.

Our trustees offer strong leadership to the academy and are committed to honest self-evaluation and continual improvement. They have a wide range of skills and are able to provide challenge and support in equal measure.

As a Teaching School, the academy is committed to professional development for all and has a long history of successful involvement in ITT programmes across the City. We work primarily with the primary and secondary SCITT providers and Leicester University. We are proud that we have realised our vision for all trainee teachers to have some time working in a special school.

We look forward to the future with confidence and continued high ambitions. If you feel you would like to continue as a member of staff at Ash Field, then we very much look forward to receiving your application.

1. **Ash Field Academy: Teacher Job Description Job Title:** Teacher

**Ash Field Pay and Conditions:** Point 11+

**Responsible to:** Principal

The appointment is subject to the current conditions of employment contained in the Ash Field Pay and Professional Conditions document (2017). Ash Field Academy has adopted the national Teachers’ standards and the national Teacher Appraisal and Capability Policy with minor amendments.

The post holder will comply with Health and Safety requirements and specifically will take reasonable care of him/herself and other persons who may be affected by his/her acts or omissions at work (Health and Safety at Work Act 1974) and other relevant employment legislation and school policies.

The Governing Body reserve the right to amend the job description at any time after consultation with the post holder.

The Teachers’ Standards issued by the Department for Education specify that:

* Teachers make the education of their pupils their first concern
* Teachers are accountable for achieving the highest possible standards in work and conduct
* Teachers act with honesty and integrity
* Teachers have a strong subject knowledge
* Teachers keep their knowledge and skills as teachers up-to-date and are self -critical
* Teachers forge positive professional relationships
* Teachers work with parents in the best interests of their pupils

At Ash Field Academy all teachers will therefore:

* Set high expectations which inspire, motivate and challenge pupils
* Promote good progress and outcomes by pupils
* Demonstrate good subject and curriculum knowledge
* Plan and teach well-structured lessons
* Adapt teaching to respond to the strengths and needs of all pupils
* Make accurate and productive use of assessment
* Manage behaviour effectively to ensure a good and safe learning environment
* Fulfil wider professional responsibilities\*

**\*Wider professional duties include:**

Attending staff meetings, staff training, meeting with parents including annual parents’ evenings, report writing, liaison with outside agencies and other educational establishments, subject leadership activities, offsite visits, moderation, development and review of Education Health Care plans, professional evaluation and appraisal.

**Additionally:**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

* Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
* Having high regard for the need to safeguard pupils’ well- being, in accordance with statutory provisions
* Showing tolerance of and respect for the rights of others
* Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
* Ensuring that personal beliefs are not expressed in ways which exploit pupils vulnerability or might lead them to break the law

Teachers must have proper and professional regard for the ethos, policies and practices of Ash Field Academy, or any school where they teach, and maintain high standards in their own attendance and punctuality.

Ash Field Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The job description includes an expectation that all teachers will take on other appropriate roles and duties as and when directed by the Principal.

**This job description may be amended at any time following discussion with the Principal and is to be reviewed periodically.**

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1. **Person Specification - Class Teacher**

Potential candidates will need to show evidence of the following essential criteria:

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| --- | --- |
| Qualifications and CPD | * Qualified Teacher Status * Commitment to self-development and/or research in teaching and learning |
| Knowledge and Experience | * Clear understanding of how children learn and an awareness of effective strategies to promote the learning of children with special educational needs and disabilities * Clear understanding of safeguarding and the role of the teacher in keeping children safe and promoting fundamental values * Involvement in wider professional duties in a school or setting * An understanding of Safeguarding legislation within education including Keeping Children Safe in Education |
| Professional Skills | * Successful classroom practitioner, including evidence of consistently excellent teaching * A real team player * Outstanding presentation and communication skills – including in written communications * Good behaviour management skills and an understanding of how to promote positive behaviour |
| Personal Qualities | * A passion for helping children and young people develop, learn and achieve their best –whatever their starting point * Strong commitment to the values and ethos of the school * Reliable, honest and trustworthy, demonstrating the highest professional standards * Enthusiastic and hard-working * Able to demonstrate resilience and perseverance * Flexible and adaptable to suit the school’s needs |

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| In addition the following are desirable:   * Proven interest in working with children with special educational needs and disabilities * Wider experiences and interests that would be relevant for this post |

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1. **Application Guidance**

**Your application**

Please complete the application form and return to the school via the Eteach website or email: [office@ashfield.leicester.sch.uk](mailto:office@ashfield.leicester.sch.uk) . Applications should include the completed form and a covering letter (supporting statement) this should not exceed two sides of A4 using size 11 font size.

**Please note the closing date for receipt of applications is** Fri 8th October 2021.

**Interview process**

The interview process is likely to include the following components:

1. A formal interview
2. A task related to teaching and learning of pupils with SEND

**De briefing candidates**

As is professional good practice, we will be delighted to offer de-briefing on the process to all shortlisted candidates, whether appointed or not. We regret that we will not offer any feedback to applicants who are not successful in being shortlisted for interview.

**The job offer**

We will endeavour to make an informal job offer to successful candidates on the same day as the interview. This offer will be subject to satisfactory reference and employment checks. A formal job offer will be made in writing when this process has been satisfactorily completed.

Candidates who have not been successful will be informed of this.

**5. Some frequently asked questions**

Please look at our website and our last Ofsted Inspection report (2017) before submitting an application.

The FAQs below may help to answer some of your questions and possibly arrive at a decision about making an application. Are you the sort of person we are looking for? Would you enjoy being a teacher at Ash Field?

These questions are not in any particular order or priority.

**Do I need any special skills or qualifications to work at Ash Field?**

No. We are looking for people who show potential to be outstanding teachers and have an interest and empathy for working with pupils with special needs. You will receive training on some of the some specialised aspects of the role including how to support children with communication needs.

**Will I have children of all abilities in my class?**

No. We group pupils according to their learning needs and in key stages although there is still quite a wide ability span in each class. We have an increasing number of pupils with profound and multiple or severe learning needs.

**How many children will I have in my class?**

Most classes have about ten pupils although this does vary. All classes are supported by at least three Teaching Assistants. You will be expected to lead and direct Teaching Assistants who will provide invaluable support for learning, personal care and health needs.

**Do all the children have physical or medical needs?**

Yes. Most children have physical disabilities and there are many who need to use wheelchairs. Some children have complex medical needs. This means they may need to receive medical interventions whilst you are teaching. You will not be expected to be involved in personal or medical care. Some of our pupils have degenerative and life limiting conditions which does demands emotional resilience and empathy.

**Do the pupils have support from other professionals?**

Yes. We have support from a Speech and Language therapist, Occupational therapist and a Physiotherapist as well as some support for children with sensory needs. As a teacher you would be expected to work alongside other professionals and attend multi-disciplinary meetings if required.

**You are a residential school. Will I have to work in the evenings?**

No. Children do not live at Ash Field but from the age of 8 they are able to access our residential provision for up to two evenings a week. Teachers are expected to liaise with the residential team but this does not include an evening commitment.

**Will I be appointed to work with pupils in one particular phase?**

No. Teachers usually spend the majority of their time working in one phase each year – Primary, Secondary or Further Education. Sometimes, the needs of the school mean that teachers need to change phase and we are looking for teachers who can be flexible. Some teachers enjoy this challenge! Wherever possible we try to match teachers with their particular strengths or preferences.