

Version: June 2022

**TEacher**

**full Time 32.5 Hours per week**

**MPS/UPS +SEN1**

**£25,714 - £41,604 +£2,270**

Candidate Information Pack



**What’s included within this pack?**

Within this pack you will find both information and advice on applying for a role with Esteem Multi-Academy Trust including:

* Welcome from Bennerley Fields School Headteacher
* Welcome from Esteem Multi-Academy Trust
* Job advertisement
* Job description and person specification
* Safeguarding and checks
* Application process and timeline

**Welcome from Headteacher of Bennerley Fields School**

I feel privileged to be leading Bennerley Fields Special School Academy. We are proud to be a part of the ESTEEM Multi Academy Trust. Bennerley Fields is an inspirational place to learn and work.

We are a strong team of pupils, staff, parents and carers and governors. We value the strong links we have with the wider community. I lead a committed, skilled and highly specialised staff who provide outstanding, challenging and exciting learning opportunities for our incredible students.

Our students are independent and inquisitive learners. They never cease to amaze us with their attitude, determination and achievements. We believe strongly in teamwork and work closely with parents and carers to provide the best opportunities for our students. Together we shape our school. Together we support each other and strive to be the best we can be.

Ann Harrison Headteacher

Further information about our academy can be found on the website at [www.bennerleyfields.derbyshire.sch.uk](http://www.bennerleyfields.derbyshire.sch.uk).

**About Esteem Multi-Academy Trust**

Esteem Multi-Academy Trust currently comprises of eleven academies throughout Derbyshire, Derby City and East Staffordshire.

Formed by a group of like-minded school leaders in August 2018, the MAT is responsible for the education and care of approximately 1200 students and employs around 750 staff.

Esteem Multi-Academy Trust has a well-defined set of values and a clear vision for the MAT to become a regional hub in the Midlands for expertise in SEND and inclusion. We share a collaborative ethos, believing that our collective efforts will achieve a better outcome than we can as individual schools. Our academies focus on the holistic needs of the young person, due to students’ vulnerabilities. So, ‘joined-up thinking’, between our academies and different agencies is essential to deliver the right support for our students.

The main aims of Esteem MAT are to:

* Work collaboratively and strategically to secure high-quality education for all young people in our academies;
* Deliver a skills-based curriculum that is tailored to individual needs and the specific requirements of students attending our academies;
* Create economies of scale through commissioning services and purchasing resources;
* Share expertise, best practice and resources to ensure high standards and value for money;
* Exploit fully opportunities for collaborative, continual professional development.

As a group of academies working together, we can share and deliver better practice. We will be able to commission health, care and therapy services in a fully ‘joined-up’ way.

*Julian Scholefield, CEO*

**The Advertisement**

**Job Title:** Teacher

**Location:** Bennerley Fields School, Stratford Street, Ilkeston, Derbyshire, DE7 6LA

**Grade / Scale:** MPS / UPS + SEN 1 Actual Salary £25,714 - £41,604 +£2,270

**Start date:** September 2022

**Contract:** Teacher – Full time

Bennerley Fields is an age 2-16 special school, with 93 pupils with a range of learning difficulties and diverse needs. The school has specialist status for communication and interaction, which underpins all teaching and learning.

We are seeking to appoint an outstanding teacher to join our team. Applications from Early Careers Teachers are welcome.

If you enjoy a challenge and want to make a difference come and join our team! We promise you an exciting, stimulating journey towards excellence for our pupils.

We are part of the Esteem Multi-Academy Trust.

Please use the relevant application form available on the Esteem website [www.esteemmat.co.uk/jointheteam](http://www.esteemmat.co.uk/jointheteam) ; CVs alone will not be accepted. Completed application forms need to be sent via email to: [info@bennerleyfields.derbyshire.sch.uk](mailto:info@bennerleyfields.derbyshire.sch.uk); or posted to: Alex Pawlitta, Bennerley Fields School, Stratford Street, Ilkeston, DE7 8QZ

**Bennerley Fields School and Esteem Multi-Academy Trust are committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake an Enhanced Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.**

**Closing date for applications: 26 June 2022 (12 noon)**

**Provisional Interview Date: WC 04 July 2022**

**We reserve the right to interview suitable candidates upon application and may close the application process prior to this date.**

If you have not heard from us within 2 weeks of the closing date, please assume that unfortunately, on this occasion, your application has not been successful.

HR Tel: 01623 859886 E-mail: HR@esteemmat.co.uk

**Job Description: Teacher**

Effective from: September 2022

Job title: Teacher

Responsible to: Headteacher

Salary scale: MPS/UPS (+ 1 SEN point)

The appointment is subject to the current conditions of employment for Post Threshold teachers contained in the School Teachers’ Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Post Threshold teachers as appears in the Teachers Standards Framework (2012) and any other current applicable legislation. The postholder 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 postholder.

GENERAL DESCRIPTION OF THE POST

To be an outstanding professional with emerging leadership skills who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has pupils who achieve well.

CORE REQUIREMENTS OF THE POST

The postholder will demonstrate essential professional characteristics, and in particular will:

* Engage and motivate pupils.
* Improve the quality of pupils’ learning.
* Inspire trust and confidence in pupils and colleagues.
* Build team commitment with the leadership team, with other colleagues and in the classroom.
* Engage with parents/carers as partners.
* Demonstrate analytical thinking and applicability to departmental management issues.

SPECIFIC REQUIREMENTS OF THE POST

* To co-ordinate and lead the Beyond Bennerley offer.
* Teaching commitment of 0.8 initially in the Primary Department.
* To lead English including reading across school.
* To contribute to the setting of targets for students.
* To lead on pupil voice across school, including school council.
* To develop our cultural capital and SMSC offer across school.
* To ensure that out of classroom learning including community visits, and off site life skills activities are coherently planned and considerably strengthen the school’s offer.
* To ensure that our curriculum and wider work supports pupils to be confident, resilient and independent.
* To ensure that our pupils have meaningful opportunities to understand how to be responsible and respectful citizens.
* To formulate and evaluate an action plan for the Beyond Bennerley offer.
* To act as a school Appraisal Reviewer for delegated tasks, including planning, classroom observation, review and reporting.
* To liaise with external providers in order to ensure best value for offsite accredited courses.
* To work with peers from other schools on specific, identified projects.
* To remain cognizant of developments within the education agenda nationally and collaborate with local agencies, organisations and establishments locally to promote partnerships.

Teachers Standards Framework Requirements

PUPIL PROGRESS

* Demonstrate appropriate consistent progress:
  + across all teaching areas
  + across all spectra of background, ability or behaviour
  + that compares favourably with pupils in similar settings
* Have extensive and well informed knowledge of assessment technique and arrangements for statutory procedures, where applicable.
* Use performance data to monitor and evaluate pupils’ progress and set appropriate objectives for benchmarked improvement.
* Have up to date knowledge and understanding of qualification and specifications, and pupil applicability.
* Rigorously assess pupils’ learning and needs
* Use assessment to inform next steps and set targets for pupils’ learning
* Precisely track pupil progress towards targets set
* Liaise with appropriate agencies
* Report on assessment progress to all stakeholders
* Engage parents and work closely with them towards the best outcomes for their child

PROFESSIONAL PRACTICE

* Maintain and develop subject or specialism knowledge to enable effective teaching and have appropriate knowledge of the relevant curriculum
* Share such knowledge to colleagues to improve whole school effectiveness
* Incorporate emerging knowledge regarding early years education, including multi-sensory approaches
* Demonstrate awareness of pupils’ learning needs
* Consistently use this knowledge to plan and deliver appropriate learning opportunities in class and elsewhere
* Communicate clearly and effectively with pupils
* Effectively discharge schools’ planning for personalised learning
* Understand and apply the principles of good classroom management
* Understand and apply a range of appropriate teaching strategies
* Maintain and encourage good behaviour in the classroom

WHOLE SCHOOL ETHOS

* Establish a safe and purposeful learning environment
* Initiate, contribute to, or respond in a timely manner with respect to child safeguarding procedures
* Support and encourage support staff participation through effective deployment and consultation
* Make effective use of all resources, including personnel
* Contribute to the formulation of school policies
* Execute school policies
* Use the performance management process to drive school improvement through the raising of standards of teaching and learning
* Promote the wider aspirations of the school

**Person Specification: Teacher**

|  |  |  |  |
| --- | --- | --- | --- |
| Area | Requirement | Essential | Desirable |
| Professional Qualifications | * Hold QTS * Have undertaken CPD in leadership eg NPQML or commitment to do so | \*  \* |  |
| Experience | * Be an outstanding practitioner * Experience of teaching SEN pupils (with diverse profiles) in a Special or Mainstream School * Experience and knowledge of working with families of young people with SEN * Experience of curriculum development and management of resources * Experience in improving the quality of teaching of others * Experience of using augmentative communication systems eg signing, symbols * Experience of budget management * To have experience in multi-disciplinary working | \*  \*  \*  \* | \*  \*  \*  \* |
| Professional knowledge and understanding | * Excellent understanding of assessment and how to use it to maximise pupil progress * Ability to lead and manage support staff in the classroom * Ability to lead English across school * Have excellent positive engagement/ behaviour management strategies * Knowledge of working with young people with an attachment disorder. | \*  \*  \* | \*  \* |
| Skills | * Excellent communication skills both written and spoken * Ability to lead initiatives across school * Ability to work and plan as part of a team * Coaching skills * Well-developed listening and resolution skills | \*  \*  \* | \*  \* |
| Abilities and attributes | * Able to develop and maintain good relationships with pupils * Ability to stay calm and level headed in difficult and stressful situations * Ability to be assertive and firm if necessary * To be able to anticipate and solve problems * Demonstrate a clear understanding of equal opportunities particularly issues relating to special educational needs | \*  \*  \*  \*  \* |  |

**Safeguarding and checks**

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

Esteem Multi-Academy Trust’s Safeguarding Policy applies to all adults, including volunteers and agency staff, working in or on behalf of the MAT.

Each student’s welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with special educational needs and disabilities, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world positively. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all students within our academies.

The MAT pays full regard to the DfE ‘Keeping Children Safe in Education   
September 2021’ guidance. We ensure that all appropriate measures are applied in relation to everyone who works for the MAT who is likely to be perceived by the students as a safe and trustworthy adult including volunteers and agency staff. As part of our safer recruiting practises, we scrutinise applicants; verify their identity, academic or vocational qualifications, obtain professional and personal references, check full employment history and ensure the applicant’s health and physical capacity is suitable to undertake the role. Interviews and DBS checks are also undertaken.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as “spent” must be declared.

If you are currently working with children, either paid or voluntary, your current employer will be asked about disciplinary offences, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and, if so, the outcome of any investigation or disciplinary proceedings.

If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.

Where neither your current or previous employment has involved working with children or young people, your current employer will be asked about your suitability to work with children and young people, although it may be answered “not applicable”, where appropriate, if your work has not brought you in to contact with children or young people.

**Application process and timeline**

Application forms are available on our website at [www.esteemmat.co.uk/jointheteam](http://www.esteemmat.co.uk/jointheteam) or you can email [hr@esteemmat.co.uk](mailto:hr@esteemmat.co.uk) to request a copy. Please specify the job vacancy for which you wish to apply.

After the closing date, shortlisting will be conducted by a panel who will match your skills and experience against the criteria in the Person Specification. You will be selected for interview purely on your application form, so please ensure that you read the Job Description and Person Specification carefully before you complete your application form.

All candidates invited to the interview and assessment day must bring the following documents; original documents only, copies will not be accepted:

* Documentary evidence for your right to work in the UK
* Documentary evidence of identity which meets the DBS requirements i.e. current photocard driving licence including a photograph and/or a passport and/or a full birth certificate
* Documentary proof of current name and address i.e. utility bill, financial statement etc.
* Where appropriate, documentation evidencing a name change
* Educational or professional qualifications that are necessary or relevant for the post

Further information relating to DBS check documentation requirements can be found on the Government website at <https://www.gov.uk/guidance/documents-the-applicant-must-provide>.

If you are not the successful candidate, all your personal information will be destroyed, in a secure way, in line with UK General Data Protection Regulations (UK GDPR) guidelines.

References will be sought for shortlisted candidates for any central office-based positions and we may approach previous employers for information to verify experience or qualifications prior to interview. Any relevant issues arising from references will be discussed at interview.

Your completed application form and supporting letter should address and evidence the essential and desired criteria in the Person Specification.

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