



Newsome Academy

TEACHER IN SPECIALIST PROVISION FOR PHYSICAL IMPAIRMENT CANDIDATE RECRUITMENT PACK



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A proud member of



Information about our Academy



Best Wishes,
Dean Watkin, Headteacher,
Newsome Academy

It is a privilege and a source of great pride to serve both the school and wider community at Newsome. We work closely with the community, parents and carers to make sure everyone is part of our journey to continue to raise standards and create a school where everyone counts; where everyone has the chance to succeed, to discover themselves and learn how to lead a life of integrity, respect and happiness. It is vital that everyone in the community has a voice and knows that they are listened to, including pupils, staff and parents and carers.

Newsome Academy is an aspirational and inclusive school. We believe in the potential of every individual to make exceptional progress from their starting points and to thoroughly enjoy their time at our school. We believe that the wellbeing and happiness of every child is essential and the needs of our children are at the heart of everything we do. Our journey is focused on having very high expectations. It means ensuring children who are successful and strive to achieve their best, know they are valued, believe in themselves and have respect for others. We aim to consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development. **You will hear the word 'family' mentioned a lot and we operate very much in this way.**



Information about the Role and Department



Teacher of Physical Impairment

- **Contract Type:** Fixed Term initially 12 months | September 2022 – August 2023
- **Salary:** MPS/UPS and up to 2 SEN Points
- **Contract Term:** Part Time (0.6 / 0.8)
- **Closing Date for Applications:** 9am Friday 20th May 2022
- **Interview Date:** w/c 23rd May 2022

Are you a talented professional looking for a new challenge?

We are looking for a talented and experienced **Teacher** who is forward thinking, dynamic and resilient and who, working within the Specialist Provision, will contribute to a high quality, personalised teaching and learning environment for our learners with complex physical needs. The colleague appointed will be a natural inspirer, with the ability to work collaboratively with colleagues at Newsome Academy.

This role is based in the Secondary Specialist Provision for Physical Impairment. Applications are invited from qualified SEND or mainstream teachers who have experience of teaching children with SEND and/or complex needs at primary or secondary level. There will be a requirement to teach literacy, numeracy, Humanities and life skills to physically/hearing impaired children working at a variety of ability levels.

We are committed to improving outcomes for physically impaired children through working with their families, schools and a range of other professionals. We promote inclusion by supporting children's full and active involvement in all aspects of learning and development.

Although the role will initially be classroom based, for a candidate with relevant experience there would be an opportunity to work with physically impaired children and young people in an outreach capacity. Through outreach, we raise the educational achievement of physically impaired children by providing assessments, advice and training. This will be done in collaboration with support from a highly skilled and enthusiastic team of specialists.

It is crucial that the successful candidate has a sound understanding of school systems and strategies. The successful candidate will also be part of the wider academy family.

Department Information

- The PI Specialist Provision has recently had a significant investment and is well equipped with a range of accessible resources to enhance learning.
- The provision works within a mainstream school, to support the learning and welfare of students with complex needs, who have Educational Health Care plans. The team includes specialist teachers and experienced ETAs.
- The students have a diverse range of complex needs, from mobility difficulties to medical conditions and visual impairment. Many students use assistive technology to promote their independence.
- Most students require some level of support with their personal care needs. Independence is encouraged wherever possible in all areas of school.

Support and Opportunities

- We invest in and support our staff and offer a range of CPD opportunities for **career** progression.
- We support outward facing initiatives through promotion of school visits and CPD training. We also have opportunities for colleagues to gain wider experience in whole school initiatives and this has supported the promotion of a number of internal appointments over the past 12 months.

Exploring our lovely Academy Further...



Joining a new school is a huge thing and it is important to get a feel. Take a look at our website and the video links which give a flavour of what our Academy is like:

- Get a feel for our environment through our [transition video](#).
- Take a look at the Academy in action through our [Discovery week video](#).
- Take a look at our [parental welcome video](#) by the Headteacher.

Job Description

ABOUT THE POST

This post is sited in the Specialist Provision within Newsome Academy which provides support for children with complex physical needs, their families and designated local mainstream schools.

This Specialist Provision is part of a range of provision for children with Physical Impairments in mainstream schools which includes provision within KS3 and KS4 at Newsome Academy. These specialist provisions form one of three strands of support for children with: Complex Communication and Interaction Needs, Sensory Impairments and Physical Impairments.

This role is required to work as part of a team including teachers, support staff and a range of other professionals to support the learning and welfare of all targeted pupils. As a key professional for the specialist provision for physical impairments the post holder will develop and lead strategies which will impact upon the learning and inclusion of children with Physical Impairments, ensuring successful transition into mainstream schools. The post holder will be line managed by the teacher in charge of the provision for Physical Impairments at Newsome Academy.

This role will involve organising, delivering and evaluating learning for children with complex needs across the physical strand. The post also involves working in partnership with parents/carers and families in order to build confidence and trust. It will also involve working with the SENCOs, class teachers and support staff in a range of mainstream schools.

Professional Responsibilities

To carry out the professional duties of a teacher outlined in the most recent Teacher's Pay and Conditions document, including Teachers' Professional Standards. Additionally, the post holder will be required to work with named mainstream schools to assist support and transition in partnership with the school and parents, and offer advice and support with regard to pupils with Special Educational Needs.

Pupil Progress

- Coordination of EHCPs of identified pupils in partnership with designated local schools.
- Monitor, report on and evaluate the effectiveness of the support provided by teachers and support staff in mainstream schools.
- Take pastoral responsibility for named pupils within the specialist provision.
- Responsibility for sharing progress with schools, parents and agencies, through home reports, placement reports and transition plans.
- Set individual targets (academic and personal/social) including IEPs, review and report on progress for all designated pupils.

General Teaching Responsibilities

- To plan, deliver and review specific teaching programmes (including schemes of work) for individuals and groups of pupils.
- To provide and give advice about creating a stimulating educational environment for specific children and young people with a range of difficulties.
- To contribute towards curriculum development and differentiation.
- To contribute to the planning, delivery and review of the overall curriculum.
- To share in maintaining good order and discipline.
- To support pupils and staff in mainstream schools to facilitate inclusion.
- To prepare reports as necessary for assessing, planning, monitoring, reviewing and evaluating pupils' progress.
- To attend meetings as required by the Headteacher or strand senior teacher.
- To advise schools with regard to the SEND Code of Practice.
- To contribute to the maintenance of an up-to-date database on pupils supported in mainstream and/or placed at the specialist provision.
- Support of pupils and their parents/carers in enabling pupils to make the most of the educational opportunities offered by the service.
- To establish and maintain effective and high quality relationships with parents/carers and other professionals
- To liaise with other agencies when appropriate e.g. Social Care, health agencies, voluntary and community sector organisations.
- To organise and attend, annual and interim reviews for pupils with statements of SEND.

- To keep abreast of developments in the areas of the National Curriculum, National Strategies, teaching and learning, social inclusion and the Inclusion Team.
- To participate in Continuing Professional Development (CPD) and Performance Management as negotiated with the Headteacher.
- To carry out any other duties, appropriate to the level reasonably expected of a teacher paid on SEN points, relating to the efficient organisation of the service.
- The teacher's duties must at all times be carried out in compliance with the Trust's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.
- Take reasonable care of the health and safety of self, other persons and resources whilst at work.
- Co-operate with management of the Service as far as is necessary to enable the responsibilities placed upon the Service under the Health and Safety at Work Act to be performed, e.g. operate safe working practices.
- It is the duty of the teacher not to act in a prejudicial or discriminatory manner towards service users or employees, including those who may be for example from minority ethnic communities, women, disabled or older people, lesbians or gay men. The teacher should also counteract such practice or behaviour by challenging or reporting it.
- To be responsible for carrying out the appropriate duties set out in the Teachers' Pay and Conditions Document as directed by the Headteacher.
- Carry out your duties with due regard to current and future Trust policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through Trust communications.
- As part of your wider duties and responsibilities you are required to promote and actively support the Trust's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It is not just about the very old and the very young, it is about everyone who may be vulnerable.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed annually.

Person Specification

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criterion on your application form. The letters A, B and C in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the As on day one to be able to do the job, you need to have all the Bs to do the job, but they could be learnt during the induction, and if you have C criteria this would be an additional bonus.

We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.

ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
RELEVANT EXPERIENCE	1.1	Recent experience of teaching primary and/or secondary pupils with complex needs including learning difficulties	Application / Selection Process	B
	1.2	Experience of leading, managing and delivering personalised learning programmes / interventions for pupils	Application / Selection Process	A
	1.3	Experience and knowledge of managing pupils with physical/sensory impairments	Application / Selection Process	B
	1.4	Excellent classroom practitioner with the ability to motivate and inspire pupils and meet individual needs	Application / Selection Process	A
	1.5	Experience of writing IEPs and contributing to EHCP	Application / Selection Process	A
	1.6	Experience of assessing pupils with physical/sensory impairments	Application / Selection Process	B
	1.7	Experience of working in partnership with parent(s)/ carer(s) and colleagues in other agencies and provisions	Application / Selection Process	A
	1.8	Experience of monitoring and evaluating the effectiveness of teaching and learning, including personalised learning programmes	Application / Selection Process	A
	1.9	Experience of managing support staff/staff	Application / Selection Process	B
EDUCATION AND TRAINING ATTAINMENTS	2.1	Qualified Teacher Status	Application / Selection Process	A
	2.2	Recent and relevant INSET	Application / Selection Process	A
	2.3	Commitment to continued professional development	Application / Selection Process	A
	2.4	Willing to undertake any relevant training both school based and relating to outreach	Application / Selection Process	A

ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
GENERAL AND SPECIAL KNOWLEDGE	3.1	A thorough working knowledge of the SEND Code of Practice	Application / Selection Process	A
	3.2	Extensive knowledge and understanding of physical/sensory impairments and effective strategies and approaches to support children with physical/sensory impairments	Application / Selection Process	B
	3.3	Ability to promote inclusion and meet the additional needs of all pupils	Application / Selection Process	A
	3.4	Ability to chair and/or participate in annual and interim reviews and professional meetings for pupils	Application / Selection Process	A
	3.5	A well developed understanding of the principles and practices associated with excellence within secondary education	Application / Selection Process	A
	3.6	Commitment and ability to raise standards for all pupils	Application / Selection Process	A
	3.7	A well developed current knowledge of the primary/secondary curriculum	Application / Selection Process	A
	3.8	A working knowledge of effective assessment procedures including the recording, reporting and analysis of children's progress and development	Application / Selection Process	A
	3.9	A good working knowledge of ICT and its use across the curriculum	Application / Selection Process	A
SKILLS AND ABILITIES	4.1	Ability to support staff development	Application / Selection Process	B
	4.2	Ability to work in a solution-focused, flexible manner	Application / Selection Process	A
	4.3	Ability to work with a positive team spirit, communicate effectively, delegate and negotiate, when necessary, with sensitivity	Application / Selection Process	A
	4.4	Willingness to lead aspects of INSET	Application / Selection Process	B
	4.5	Effective communication skills	Application / Selection Process	A
	4.6	Ability to supervise support staff including Performance Management	Application / Selection Process	A
	4.7	Ability to participate in policy and improvement decisions as part of the Specialist Provision Team	Application / Selection Process	A
	4.8	Ability to contribute to the review and evaluation of the effectiveness of the specialist provision	Application / Selection Process	A
	4.9	The ability to analyse and interpret data	Application / Selection Process	A

ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
ANY ADDITIONAL FACTORS	5.1	Ability to adapt and be flexible to the needs of the school and specialist provision sector	Application / Selection Process	A
	5.2	Positive approach to the management of change	Application / Selection Process	A
	5.3	Willingness to undertake an enhanced Disclosure and Barring Service check and factors concerning the safeguarding, duty of care and promotion of the welfare of students. Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.	Application / Selection Process	A

Information about our Multi-Academy Trust (Impact)



Best Wishes,
Mick Kay, Chief Executive Officer &
Accounting Officer

I am proud to welcome you to Impact Education Academy Trust. The Trust is on a mission to improve the life chances of children and young people and improve social mobility for the disadvantaged. Our vision is to be a Trust where hearts and minds connect; values-driven partners working collaboratively to ensure education impacts positively on students, families, communities and staff. Impact Academies are aligned to the Trust Mission, Vision and Aims. Our Academies have individual identities which reflect the diverse communities they serve. They have the autonomy to create, explore and learn from different practices and our Headteachers believe that leadership and personal accountability are founded on self-direction and reflection. We believe that collaborative leadership and strong partnership development can lead to significant positive impact on the quality of education through sharing the best collective practice. Our values of Heart, Mind and Connect underpin everything we do and our Core Principles and Aims articulate how we will live these out.



The Whitley
AP Academy



The
Halifax Academy



Newsome
Academy
Everyone Exceptional Everyday



WARLEY
ROAD
Academy



Hill View
Academy
Working together to achieve

Our Trust. Our Family.

Where Hearts and Minds Connect



4200 students | 630 staff | £25m budget



Our Vision

A Trust where hearts and minds connect; values-driven partners who work collaboratively to ensure **education impacts** positively on students, families, communities and staff.

Our Mission

Impact Education Multi Academy Trust is on a mission to **improve the life chances** of children and young people.

Core Principles - Our 'Golden Threads' throughout the Trust 'Family'...



Values Driven
Impact Academies are communities where hearts and minds connect. Each Academy is built around a clear set of values which are focused on transforming the lives of our students.



Learning & Research Focused
Impact Academies transform learning through high quality teaching, coaching and using what works best from research. Academies are on a journey of continuous improvement, whilst ensuring student and staff wellbeing is at the heart of our work.



High Expectations
Impact Academies transform learning through high quality teaching, coaching and using what works best from research. Academies are on a journey of continuous improvement, whilst ensuring student and staff wellbeing is at the heart of our work.



Collaborative Leadership
Impact Academies provide clarity of vision which will enable us to develop shared goals with leaders feeling empowered to share their skills and knowledge for the benefit of the wider trust. Our leaders will inspire, motivate and lead with emotional intelligence.



Effective Relationships
Impact Academies place the development of effective relationships at the heart of their work. How we connect with each other, the community, culture, our learning and the wider world is the foundation of everything we do. Our relationships are built on mutual respect, professional trust and challenge.



Development Opportunities
Impact Academies invest in the personal development of students and professional development of staff. Impact Academies provide all students with opportunities to make a contribution to their communities and beyond.

Impact
Education
Multi Academy Trust





WE LOOK
FORWARD
TO HEARING
FROM YOU
SOON.

Impact
Education
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