



Peacehaven  
Community  
School

Teacher of P.E, Science and /or Mathematics  
INFORMATION





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Dear Applicant,

I am delighted that you are interested in leading our exceptional team at Peacehaven Community School into the next phase of its journey. I hope you will take a look at our [PCS Website](#) and [PCS Prospectus](#) as well as taking the time to consider the information enclosed with this letter.

Peacehaven Community School is a proudly comprehensive and fully inclusive school. This means diverse teaching opportunities, providing for students with a very broad spectrum of need. It includes a Special Facility with a Speech, Language and Communication specialism.

Standards of teaching and learning at Peacehaven Community School are high. There is a consistent approach to lesson planning, teaching and marking at the school and an explicit focus on differentiation and quality of work in books. At the heart of our vision for the school is a relentless drive to ensure that all pupils make good progress in every subject. Our curriculum is broad and balanced, offering courses to suit pupils of all abilities.

Peacehaven Community School was judged as "Good" by Ofsted in October 2018. The school has gone from strength to strength in recent years and is proudly oversubscribed at Key Stage 3. We are committed to securing excellence in learning and progress for all students through exciting and stimulating teaching, and a rich curriculum which encourages a love of learning. We want all students to have high expectations of themselves and to develop as enthusiastic, creative and positive young people who display good personal, social, emotional and spiritual development.

At Peacehaven Community School, we know all of our pupils and take the time to support and guide them towards targets and goals that are realistic and personalised. Our motto is 'Aspire, Achieve, Believe' where achievement is a focus for all. We encourage students to aspire and be their best. We promote self-confidence and belief, supporting students to face the challenges future life brings, alongside an awareness and understanding of the values of our society and other cultures. We seek to celebrate our pupils' talents and skills at every opportunity and are proud of what we achieve together as a school community. To achieve our vision, we place the recruitment, retention and professional development of excellent teachers as a top priority.

Peacehaven Community School is located in the town of Peacehaven, seven miles from the vibrant town of Brighton, situated on the south coast above the chalk cliffs of the South Downs. Our modern, well equipped building has exceptional facilities offering an inspiring modern learning environment, with well resourced classroom spaces.

Peacehaven Community School has a traditional family culture combined with an ambitious ethos for excellence. It is part of a very exciting multi-academy trust focused on school improvement, collaboration and continuous learning. Swale Academies Trust is currently made up of sixteen other schools, both primary and secondary, located in East Sussex and Kent. The Trust provides unparalleled opportunities for professional development and will grow further in the future.

Peacehaven Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to an enhanced DBS check. As a school dedicated to the principle of equal opportunities, we aim to ensure that staff recruitment is fair and open to all regardless of age, social class, disability, religion, ethnic origin or sexual orientation within the context of a detailed person specification.

Yours sincerely,

Liza Leung  
Executive Headteacher



## Teacher of Girls P.E with Science and/or Mathematices



**Peacehaven Community School is seeking to recruit for the following post:**

**Teacher of PE with Science &/or Maths**

**Permanent, Full time 1.0 FTE (0.6 P.E and 0.4 Science and/or Maths)**

**Swale Academies Trust Main Scale/UPS**

**Start Date: September 2021**

**Closing date: 12pm Monday 17th May 2021**

**Interviews to be held w/c 17th May 2021**

We are looking to appoint an enthusiastic, inspirational and experienced PE, Science &/or Teacher. Candidates will be talented, dynamic and will challenge and motivate our students to get the very best meaningful outcomes.

The candidate will:

- Be an outstanding teacher of PE, Science &/or Maths with the drive and capacity to really thrive in this role.
- Have a clear vision of how to improve standards in PE, Science &/or Maths .
- Be able to motivate and inspire students. You will be relentless in the pursuit of the highest standards of progress for every student, regardless of their ability.
- Be resilient, hard-working, solution focused, and committed to transforming student outcomes.

Peacehaven Community School is a Swale Academies Trust (SAT) School who welcomes applications from teachers who want to develop their careers and explore the opportunities that working within an established academy trust can bring. SAT has a proud history of supporting non-selective schools to out-perform grammar schools in Kent. Here in East Sussex, the Trust is applying those same principles to areas where students have not had the advantages given to their peers in more affluent areas.

Peacehaven Community School is a fully inclusive school with a Special Facility for students with a Speech, Language and Communication Specialism. There is a higher than average % of students with SEND need throughout the school and we offer Small Group Access Teaching to students where required.

At Peacehaven Community School, achievement is a focus for all within an inclusive and supportive school community. We develop confident, happy, ambitious students who take pride in their learning and flourish. Students will be socially aware and leave our school being academically successful, having the skills and qualities to face new challenges.

This is an exciting opportunity to join our vibrant school on the south coast, near Brighton. Life at Peacehaven Community School does not stand still and we constantly seek innovative ways to improve standards.

You will have the ability to motivate and inspire students and will be relentless in the pursuit of the highest standards of progress for every student, regardless of their ability.



We provide constant, high quality CPD and all staff are passionate about sharing good practice.



If you are looking for an opportunity that will excite and challenge you, and have boundless energy and resilience, then we look forward to receiving your application.

Peacehaven Community School is committed to equality of opportunity. We positively welcome applications from all sections of the community

Full details of the requirements of the post can be found in the accompanying recruitment pack.

Completed applications should be sent to Liz Fulker, [liz.fulker@swale.at](mailto:liz.fulker@swale.at). Please note, we cannot accept CVs.

If you experience any difficulty in completing the application form, please contact [recruitment@swale.at](mailto:recruitment@swale.at) or 01795 426091 ( option 2)

In accordance with current GDPR compliance we will not keep any details/application forms on file once the position is filled.

Interested applicants are welcome to contact Liz Fulker, Lead Admin Officer at the school for an informal discussion regarding the post [liz.fulker@swale.at](mailto:liz.fulker@swale.at) and 01273 581100

If I am successful in gaining an interview, how will this occur during the current COVID-19 pandemic?

Due to the current situation we may plan to interview remotely using a video call. We would ensure that candidates who were successful in gaining an interview were supported with the technology so that this process is seamless. We will provide you with details of the process with your interview invite.

Our advice would be that those who were successful in gaining an interview should prepare as they would for a face to face and dress smart casual. We will allow plenty of time to ensure that you are able to answer our questions in full and you will not be judged if you are having problems with your technology.

We will leave plenty of opportunity for questions at the end of the interview, and we will spend lots of time talking and unpicking your answers. Please come prepared to share anything you'd like that we didn't cover, or any questions you have about it. We really appreciate your adaptability in these unprecedented times.

**Interview Date: Week Commencing 17th May 2021**

Swale Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is exempt from ROA and will require an enhanced DBS disclosure

**Head of School: Darren Warner-Swann**

# WELCOME

Dear Applicant,

Thank you for your interest in this role within Swale Academies Trust. Swale Academies Trust is one of the leading Multi-Academy Trusts in the south east with a highly effective record in school improvement. We are currently looking for outstanding leaders and teachers to join us as we grow. Swale Academies Trust consists of a group of seventeen primary and secondary schools based in Kent, East Sussex and South London. We are also working with a number of schools who require support prior to joining the Trust. We have a very strong track record in school improvement and are looking for dynamic people who want to transform children's lives in some of the most challenging educational contexts in the region.

We are looking for ambitious professionals who are interested in working with pupils from diverse communities in some of the region's most challenging schools. We want energetic, inspiring classroom practitioners who are highly motivated and committed to the profession. We recognise the importance of a well-ordered teaching environment for staff to flourish. Parents and teachers provide regular positive feedback about our work to create a positive climate for learning. As a result, Ofsted visits identify pupils' conduct as a strength across the Trust. We want teachers who are keen to make a positive difference to children's lives, are proud of the students they teach, the work they produce and share this pride in the achievements of all.

Our salary package, continued professional development and additional benefits are some of the best in the sector. We invest in our staff at every level with a wide range of coaching programmes, delivered across our schools, including Westlands, the Trust Teaching school. We also work closely with a number of external partners such as the University of Kent to support leadership development across our family of schools. All of our schools are unique and reflect the communities they serve but they work closely together to support each other and collaborate to raise standards. Teachers identify the well-structured collaboration as a key factor in improving their practice but also improving their work-life balance.

Since its creation in September 2010, Swale Academies Trust has become a strong and successful school improvement service, specialising in taking schools in Ofsted category and turning them into good schools. A glance at the most recent Ofsted reports for Beaver Green Primary School, South Borough Primary School, Meopham School, Regis Manor Primary School, Westlands Primary School, Istead Rise Primary School and The Sittingbourne School, will all point to the effectiveness of the Trust in bringing about change and providing and enabling excellent leadership. First and foremost, Swale Academies Trust is about the provision and development of high quality leadership and management.

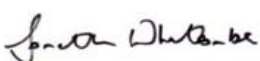
Our ambition is driven by enabling schools and children to succeed. We have a wide range of excellent and highly accomplished senior leaders who lead with a sense of purpose, charisma and a set of shared

values. The Trust is fortunate to be overseen by a Board of Directors who share leaders' values and provide the highest quality challenge and support.

We are proud of our schools and strive for a sense of shared pride in the achievements of all of our students.

We look forward to receiving your application.

Yours sincerely,



Jon Whitcombe  
Chief Executive Officer

# JOB DESCRIPTION



**Job Title: SENCo Speech and Language Specialist**

**Responsible to: Assistant Headteacher and SENCo**

## **Purpose of the job**

To advise and support school staff identifying and meeting the needs of children and young people with Speech Language and Communication Needs (SLCN), Autism Spectrum Condition, and/or Specific Learning Difficulties (SpLD) to ensure inclusion and improved outcomes.

To support the planning and assessment of children and young people with SLCN, ASC and/or SpLD, working jointly with key professionals from a range of services.

## **Main duties and responsibilities (Accountabilities):**

- Assist school staff in analysing the needs of young people with SLCN, ASC and/or SpLD and identify appropriate teaching and learning strategies to support them in and out of class.
- Model person-centred planning across the school and with key partners, ensuring that the outcomes-based assessment is evident in all areas of work with a clear focus on engagement with families, children and young people.
- Establish an appropriate programme for students, supporting the development of school-based plans and ensuring regular review and evaluation of programmes.
- Develop and maintain a good understanding and knowledge of technological and augmentative hardware and software which can be used to support children and young people with communication needs (AAC), liaising effectively with colleagues in health services to ensure that these are utilized effectively.
- Maintain accurate records on interventions and outcomes with young people and contribute to data collection and monitoring exercises as required, including tracking activities.
- Provide quality written reports and where these are about assessment, ensure that they are at a standard recognized by professional organisations. Develop and maintain a clear understanding of how to support SLCN, ASC and/or SpLD and evidence outcomes for children and families.
- To ensure that the short and long-term targets identified on students' EHCPs are met.



# JOB DESCRIPTION



- Use a range of appropriate interventions, strategies and programmes in structured communication sessions to target barriers to learning.
- Use a range of appropriate interventions, strategies and programmes in structured communication sessions to develop successful social communication and interaction.
- Use a range of appropriate interventions, strategies and programmes in structured communication sessions to support the social, emotional and mental health of students with SLCN/ASC.
- To plan and provide support for generalization of targeted skills across the curriculum.
- Provide staff training and support all aspects of SLCN/ASC, its impact on learning, emotional development and behaviour, and on strategies to support these needs in the classroom.
- Provide Parent/Carer training and support on all aspects of SLCN/ASC, its impact on learning, emotional development and behaviour, and on strategies to support these needs at home and in the community.
- To coordinate and lead whole school projects to develop provision for SLCN/ASC.
- Provide general and specific recommendations to staff to support whole class and individual students' learning, comprehension and social emotional development.
- Assess needs of students referred by staff members, and provide subsequent advice or intervention as appropriate.
- Maintain up to date records of all assessments, interventions and outcomes.
- Support the SENCO with EHCP applications and referrals to the local authority.
- Be responsible for own continuing professional development in specialist area, attending training, implementing new approaches, reading to ensure that practice and resources reflect current research and developments in SLCN.
- Liaise with range of professionals from other disciplines/services.
- Maintain positive, professional relationships with parents and carers.
- Contribute to the annual review process.
- Transition support to incoming students and to school leavers.
- Demonstrate commitment to best possible outcomes for students on caseload.
- Flexibility to respond quickly to social/emotional/behavioural issues that arise with students on caseload – from supporting students to give accurate, reliable statements on specific incidents to planning and delivering focused interventions.

# PERSON SPECIFICATION



CRITERIA			ESSENTIAL/ DESIRABLE
Qualifications & Training	1	Qualified Teacher Status.	E
	2	Degree level education	E
	3	An appropriate additional accredited postgraduate qualification in Speech, Language and Communication/Dyslexia/ Autism qualification recognized by a professional body.	D
	4	SENCO Qualification Level 7 postgraduate diploma.	D
Experience	5	Understanding of issues affecting the families of young people with SLCN, ASD and/or SpLD.	E
	6	Knowledge of relevant assessment methods and tools for the identification and monitoring of progress of children and young people with SLCN and literacy difficulties.	E
	7	Knowledge of the additional safeguarding risks to students with SEND/SLCN/ASC and of protective measures to mitigate such risks Good knowledge of methodologies of supporting children with SEND in mainstream schools.	E
	8	Knowledge of children's developmental needs.	E
	9	Knowledge of how children acquire literacy and other learning skills.	E
	10	Knowledge of how integrated practice can improve outcomes for children and young people with SEND.	E
	11	Knowledge of effective teaching and learning methodologies for children and young people with SLCN, ASC and/or SpLD.	E
	12	Secure knowledge of assistive technology or software	E
	13	Knowledge of the additional challenges to social interaction and SEMH arising from SLCN/ASC and of appropriate interventions to support these areas.	E
	14	Ability to demonstrate significant successful teaching experience.	E
	15	Experience of person-centred planning Experience of delivering outcomes-based planning and assessment.	E
	16	Experience of strategic planning to maintain quality interventions within existing budgetary limits.	E
	17	Experience of working collaboratively with other staff and other agencies to achieve positive outcomes.	E
	18	Experience of demonstrating good progression of children with SLCN, ASC and/or SpLD in schools and evidence of successful outcomes.	E
	19	Experience of training or advising school colleagues on supporting children with SLCN, ASC and/or SpLD.	E
	20	Experience which demonstrates commitment to equal opportunities.	E



# PERSON SPECIFICATION



CRITERIA			ESSENTIAL/ DESIRABLE
Skills, abilities and knowledge	21	Knowledge of both primary and secondary school systems.	D
	22	Teaching experience in both primary and secondary settings.	D
	23	Excellent teaching and coaching skills and skills in effective INSET delivery.	E
	24	Ability to assess children and young people in the areas of SLCN, ASC and/or SpLD.	E
	25	Ability to write clear reports and to design and deliver outcome focused programmes.	E
	26	Ability to communicate clearly orally and in writing and to give constructive feedback to professionals.	E
	27	Able to converse at ease with others and provide technical and/or professional advice in accurate spoken English.	E
	28	Ability to draw up detailed support plans for young people and programmes of intervention work.	E
	29	The ability to communicate and monitor effective strategies and good practice.	E
	30	Ability to analyse and problem solve to raise the performance of children and young people.	E
	31	Ability to build and maintain good productive working relationships with colleagues within the school and other services.	E
	32	Ability to manage own workload/caseload and meet targets and deadlines.	E
	33	Ability to think creatively and initiate changes in practice in a constructive way.	E
	34	Ability to motivate others to understand a shared agenda.	E
Personal Qualities	35	Self-motivated and persuasive communication skills.	E
	36	Evidence of good organisational skills, including the planning and prioritising of work.	E
	37	A commitment to achieving the best outcomes for vulnerable young people.	E
	38	A flexible and creative way of thinking High level interpersonal skills and ability to resolve conflict.	E



## The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

Application forms can be found on the TES website and all electronic application should be made via this route. Alternatively, completed forms can be sent by post to the following address:

HR Team  
Swale Academies Trust  
Ashdown House  
Johnson Road  
Sittingbourne  
Kent  
ME10 1JS

## The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form.

After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

## Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment.

# OVERVIEW

The Swale Academies Trust, based in Kent, came into being in September 2010 as one of the first few Academy Converter Schools based around Westlands School in Sittingbourne. As a National Support School and an Academy Sponsor, Westlands and Swale Academies Trust have developed into one of the South East's leading Academy Sponsors, currently consisting of five secondary schools and ten primary schools. The Trust provides support for other schools, located in Kent and East Sussex.

As the Trust has grown and developed we continue to ensure that effective school support and leadership is maintained. Most of the schools that join us have had inherent weaknesses and challenges that need to be addressed. This involves intensive support and considerable levels of experience and intervention. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

## Swale Academies Trust – Schools

### Primary

- Beaver Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne



### Secondary

- Meopham Secondary School, Meopham
- Causeway School, Eastbourne
- Peacehaven Community School, Eastbourne
- The Sittingbourne School, Sittingbourne
- The Eastbourne Academy, Eastbourne
- The Whitstable School, Whitstable
- Westlands Secondary School, Sittingbourne



### Central Support Services (based at Trust Head Office), Ashdown House, Sittingbourne

- Human Resource Team
- Finance Team
- ICT Team
- Building/Estate Management

# SWALE ACADEMIES TRUST SAFEGUARDING POSITION

## Introduction and Ethos

Swale Academies Trust is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. All schools within the Trust recognise their moral and statutory responsibility to safeguard and promote the welfare of all children.

Trust Schools recognise the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The Trust core safeguarding principles are:

- It is a whole school responsibility to safeguard and promote the welfare of children
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

There are four main elements to our safeguarding policy:

- Prevention (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures)
- Protection (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns)
- Support (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm)
- Working with parents and other agencies (to ensure appropriate communications and actions are undertaken)

The procedures contained in our policy apply to all staff and governors and are consistent with those of each school's local safeguarding boards.



## Retention of information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

## Privacy Notice

Please refer to the Trust's Privacy Notice for job applicants for information about how we use any personal data about them we hold.

This can be downloaded here: <https://www.swale.at/page/?title=Privacy+Notice&pid=33>

