

Teacher (Qualified or Unqualified)



UQT/MPS/UPS + SEN Point, ECT welcome
Maternity cover (fixed-term contract to May 2026)
Full-time and part-time hours considered
To start: ASAP
Closing Date: Sunday 9 February 2025

Evergreen School is a special school with two purpose-built campuses in Warwick. We have over 280 wonderful children and young people enrolled who are 4 to 19 years old. This is an exciting time to join our school as we continue to develop and expand, with a new curriculum and fantastic facilities including a swimming pool, hydrotherapy pool, sensory studios, Café and soft-play rooms.

We are looking to appoint a Teacher with a passion and drive for working with children and young people with special educational needs. As one of our teachers, you will play a key part in delivering our innovative curriculum and must share our vision of *putting our children, young people, and their families at the heart of everything we do.*

You may already be a qualified teacher or you may not have a formal teaching qualification, but have the drive to embark on a fulfilling teaching journey within the school.

As a teacher at Evergreen you can expect the full support of our Senior Leadership Team and Governing Board, who will endeavour to develop your skills and experience in special educational needs, through provision of continual professional development in order to achieve the best outcomes for all our children and young people.

We will offer the successful candidate:

- A school community where we value Community, Trust, Honesty and Kindness
- Opportunities for professional development
- A passionate leadership team who will provide comprehensive support
- Teachers Pension Scheme
- Access to free healthcare support and occupational health
- Access to staff discounts and Cycle to Work scheme
- Family friendly policies and flexible working arrangements

You will be required to produce relevant certificates, demonstrating your qualifications, on the day of interview if you are shortlisted.

This school 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 subject to an enhanced DBS disclosure (with child and adult's barred list check) and prohibition from teaching check. References and online checks will be completed at shortlisting stage. One reference must be from your current/most recent employer and from the Headteacher (if from a school).

If you feel that you have the personal qualities, experience, commitment and resilience to achieve our visions and aims, please **complete the online application form**. Please ensure that you refer to the criteria in the person specification when you complete your application.

<https://www.evergreenschool.co.uk/about-us/vacancies/>

**please note, CV's are not accepted, see attached Recruitment Pack for further information*

If you wish to visit the school or have any queries about the vacancy, please email recruitment7028@welearn365.com.

About our School

Evergreen School is an all-through community special school across 2 separate campuses in Warwick. We have over 280 children and young people on roll ranging in age from 4 to 19 years old. Although our campuses aren't strictly split by age, our Deansway Campus provides for predominantly primary-aged children and our Brittain Lane Campus provides for secondary-aged children and young people.

We think that Evergreen School is a wonderful and exciting place to be and we know that we have the most incredible children. All of us here are learning all of the time. If you have the very highest standards and expectations for yourself and everyone around you, a passion for learning and developing and believe that working with children and young people is the greatest privilege anyone can ever have, then we think you will love it too.

"My leadership philosophy centres around growth mindset, where each individual is encouraged and empowered to grow and develop. I want our children and young people to be excited, and most importantly happy turning up to school each day. Our children and young people deserve to have wonderful experiences of the world around them, learn new skills that are being delivered in an innovative way, thrive and be prepared to live in and contribute to their local community, grow as individuals, follow their interests and be the heartbeat of their curriculum. This individualised and tailored approach is the essence of specialist provision." (Nick, Executive Head Teacher)

Class groups all have a teacher, senior teaching assistant and additional support staff and we have school nurses, and pastoral team that work across the campuses. A multi-disciplinary team including speech and language therapists, physiotherapists, occupational therapists and a wide range of other professionals support the work of the teaching team.

Our pupils benefit from a broad range of educational resources and learning spaces. At our Deansway Campus, we have a swimming pool which is equipped with a sensory multi-media system, brand new outdoor play area, a soft play room, cookery rooms and sensory room. We also have a fantastic forest school site, and eco project which is a shared provision with the Woodloes Primary School next door. Our secondary campus also has a hydrotherapy pool, gym, music bus, two fantastic forest school spaces, sensory garden and Community Book Café open to the public.

The school has a range of facilities which enable outside professionals to liaise and meet with parents and staff. A variety of clinics are held at the school regularly. We are very well served by computer-driven technology, with large plasma screens and iPads in every classroom. There is high speed broadband internet and Wi-Fi access throughout the school.

We are committed to parental involvement and strive to maintain strong links with families and carers. A home-school communication system is in place via ClassDojo as well as a texting service. The school holds termly parents' evenings, regular workshop sessions and in class learning opportunities alongside the class teams. We have a very active and supportive 'Friends' of the school group (PTA).

***We live and breathe our vision of:
"putting our children, young people and families at the heart of everything we do."***

Job Description

Role Profile

Job Title:	Teacher
Salary Grade:	MPS + SEN point
School:	Evergreen School
Responsible to:	Head Teacher / Head of School
Principal Contacts:	Main contacts are with pupils, teaching staff, specialist teachers, and other professional staff (e.g., nurses, educational psychologists, therapists, and advisory teachers) and parents/carers.
Purpose of Role	<p>The Teacher will:</p> <p>Teach a class of pupils, and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs;</p> <ul style="list-style-type: none"> • Maintain the positive ethos and core values of the school, both inside and outside the classroom; • Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors; • Have a working knowledge of: <ul style="list-style-type: none"> ○ The national conditions of employment for school teachers as set out in the current copy of the School Teachers' Pay & Conditions document; ○ The national standards for Qualified Teacher status
Responsibilities	<p>The Teacher will:</p> <ul style="list-style-type: none"> • Have a duty to comply with the School's Code of Conduct, Child Protection and Safeguarding policies and practices • Implement agreed school policies and guidelines; • Support initiatives decided by the Head Teacher and staff; • Plan appropriately to meet the holistic needs of all pupils in line with the school ethos, vision and the pupil's individual EHCP long term outcomes. • Plan, complete and review personalised learning plans for all pupils based on short steps from the pupils EHCP annual review, assessment of prior attainment and pupils' interests • Ensure a growth mindset culture is promoted within the school / class team with a drive for achievement of aspirational outcomes • Provide an appropriately stimulating learning environment, suitable to the bespoke needs of individual learning styles and SEND • Keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning; • Report to parents on the development, progress and attainment of pupils (e.g. daily messages, Class DOJO and end of term report on progress, annual review of EHCP) • Support and effectively manage the pupils social emotional and mental health needs in accordance with the pupils EHCP • Collaborate with others to plan, do and review individual support plans in accordance with the school's behaviour policy. • Work collaboratively with colleagues to continue to refine outstanding quality teaching, learning and assessment. • Support the whole school vision and ethos and show a growth mindset approach to the whole school development plan

- Communicate and co-operate with specialists from outside agencies ensuring that the holistic needs of the pupils are met and the families are fully included
- Plan for, organise and direct the work of support staff within the classroom;
- Ensure that all pupils are learning from the moment they arrive in school to the moment they leave.
- Facilitate meaningful learning opportunities throughout the school day including valuing playtime, mealtimes, personal hygiene times as a learning opportunity
- Facilitate opportunities for social inclusion and lifelong learning e.g. take part/lead lunchtime clubs.
- Participate in continued professional development and the performance management system for the appraisal of their own performance, or that of other teachers or support staff.

Post-Threshold Expectations:

- Provide a role-model for teaching and learning;
- Use a growth mindset approach to promote outstanding whole school practice e.g. develop new strategies using research-based evidence
- Make a substantial and sustained contribution (specifically agreed through performance management system) to the raising of pupil standards and contribute effectively to the work of the wider school team

Other Professional Requirements

- Undertake training as considered appropriate to the needs of the post
- Undergo staff performance and review scheme interviews as part of continuing professional development
- Any other reasonable duties at the discretion of the Head Teacher or Governors, which are consistent with the basic objectives and/or duties of the post.

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Degree, HLTA Status or other relevant qualification • Have considerable experience and knowledge of working to support children/pupils learning with SEND • GCSE in Math and English Grade C or above, or equivalent • Qualified Teacher status (if applying as a qualified teacher) • 	Evidence of specific qualifications/training related to SEND and commitment to further professional development
Experience	<p>The Teacher should have experience of:</p> <ul style="list-style-type: none"> • Teaching pupils with Special Education Needs and Disabilities (either in mainstream or special education) 	<p>In addition, the Teacher might have experience of:</p> <ul style="list-style-type: none"> • Teaching in a special school • Teaching across the whole Primary age range;
Knowledge and understanding	<p>The Teacher should have knowledge and understanding of:</p> <ul style="list-style-type: none"> • The theory and practice of providing effectively for the individual needs of all children • Statutory National Curriculum requirements for education • The educational health care plan process • Personalised progress including monitoring, assessment, recording and reporting of pupils' progress • Statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Safeguarding • Special educational needs and how these impacts on learning and progress • Developmental learning levels and SEN barriers to learning • SEN pedagogical approaches to developing lifelong skills resulting in positive outcomes for adulthood • Understanding and commitment to the safeguarding of children and young adults 	<p>In addition, the Teacher might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> • Assessing progress of pupils with a range of learning needs • Supporting learning for children with SEN • Supporting learning for children with profound and multiple learning difficulties/complex needs. • Supporting learning for children with autism. • Total Communication approaches and Alternative and Augmentative Communication.

Skills	<p>The Teacher will be able to:</p> <ul style="list-style-type: none"> • Promote the school's aims vision and ethos positively, and use effective strategies to motivate others; • Develop good personal relationships within the class support staff you will lead and in the wider staff team • Establish and develop close relationships with parents, governors and the community; • Communicate effectively (both orally and in writing) to a variety of audiences; • Create a happy, challenging and effective learning environment where all pupils thrive 	<p>In addition, the Teacher might have experience of planning for and managing classroom support staff</p> <p>A specialism linked to SEND or Curriculum Area</p> <p>e.g. Music Therapy, ASC, SEMH, PMLD, Work experience, Sensory needs, post 16 education.</p>
Personal Characteristics	<p>Approachable, Committed, Empathetic, Enthusiastic, Organised, Patient, Resourceful, Resilient, Motivated, Collaborative, Team player</p>	

Teachers Standards:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665522/Teachers_standard_information.pdf