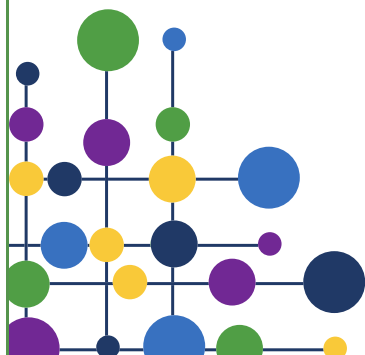
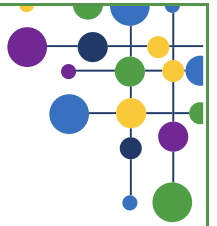


Royds Hall a SHARE Academy
Teacher within Specialist Provision
Application Pack





Welcome from the CEO

Academic Year 2020 /2021

Dear Applicant,



Thank you for taking an interest in the Teacher within Specialist Provision vacancy based at Royds Hall Academy. I hope the materials enclosed in this pack give you a good sense of what makes the Trust a special place to work and provides the information you need about the post.

Our belief in "Valuing People, Supporting Personal Best" means we are committed to investing in our staff. In providing support alongside an extensive continued professional development package to achieve the highest standards across the board. Wellbeing for staff and students is key in everything we do and provides a supportive, happy and healthy environment to work and thrive in.

Please read the details of the role and the academy below. Please do not hesitate to contact us if you need additional advice or information.

Yours faithfully,

John McNally
CEO





SHARE Multi-Academy Trust is a charitable trust currently consisting of three secondary and five primary academies in West Yorkshire. Our academies are: Shelley College, Huddersfield; Royds Hall Academy, Huddersfield; Thornhill Community Academy, Dewsbury; Heaton Avenue Primary Academy, Cleckheaton; Millbridge Primary Academy, Liversedge; Woodside Green Primary Academy, Cowlersley; Lily Park Primary Academy, Huddersfield and Luck Lane Primary Academy, Huddersfield.

We believe in helping staff and students achieve their personal best and are keen to recruit the very best talent to our Trust. As well as being part of the Trust, some of our schools are National Support Schools and National Teaching Schools and as such, we can offer our staff a wealth of career development opportunities and the support you need to enjoy your role.

More than six hundred people work hard across the Trust to ensure we provide the very best education and service across all our schools.

At SHARE MAT, we aim to:-

- Encourage all our students/pupils to go beyond what they think they can achieve, to enjoy learning, helping them to lead healthy and happy lives;
- Equip our staff to deliver their best every day, our belief is that by Valuing People, Supporting Personal Best is the key;
- Ensure our staff are happy at work, taking pride in students/pupils progress and development;
- Deliver training and guidance relevant to job role so expectations are understood and staff feel motivated;
- Offer great benefits making us the employer of choice, including outstanding CPD, supportive line management and networking opportunities across the MAT to aid personal development.

If you share our passion for challenging, improving and making our schools the best they can be, we'd love to hear from you.

Information about Royds Hall

We are part of the SHARE Multi-academy trust and Green Light Teaching Alliance. This means we can offer the successful candidate access to a fantastic support network, CPD and opportunities to develop practice across the trust.

We are a school which has an innovative curriculum that allows staff the flexibility to create an inspiring, exciting learning journey for all our pupils/students enabling them to develop into active citizens of the future, empowered to make their best contribution to society.

The Curriculum is developed in a thematic and practical way that engages both our employees and children/young people. We seek ways to make our curriculum even more interesting every year. Lessons are expected to be fascinating, engaging, exhilarating, and demand that pupils/students think for themselves whilst ensuring pupils/students see a purpose to their work. A wide range of learning styles are used ensuring personalised learning is at the heart of what we do.

The teams include teachers and support staff, all of whom work together to deliver the agreed curriculum to the children/young people. Together they assess pupils/student progress and achievement to ensure each learner's self-confidence and self-esteem rise quickly, developing their thirst for learning

We can offer a strong team spirit and very high staff morale, which has created an open and supportive environment where staff can be innovative in accelerating pupils/students learning.



Teacher - Specialist Provision - Role Profile

Role Title	Teacher - Specialist Provision	Reporting to	Teacher in charge of Specialist Provision
Section	SEND, Royds Hall		
Contract type	Temporary Maternity leave cover, Full time	Grade / Salary	MPS/UPS

Part A – JOB DESCRIPTION

Overall purpose of role	<p>For this role, you will be required to meet the general requirements of this post, as specified in the School Teachers' Pay and Conditions Document. The post will require you to work in partnership with the Specialist Provision team, SENDCO, TLR holders, Senior Leadership Team and Governors to promote and support the learning and welfare of SEND students within our Specialist Provision.</p> <p>In addition, the Specialist Teacher will be required to organise, plan, deliver and evaluate the learning for students with complex communication and interaction needs across names Kirklees schools.</p>
Safeguarding Requirements	<p>This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS).</p> <p>Applicants MUST complete the MAT's standard application form to be considered, will be required to provide evidence of identity and qualifications and offers of employment will be subject to satisfactory references. For applicants who work or have recently worked in a school, one of the references must be from the Headteacher.</p>

Key Outputs

The post holder will work within the Provision, Royds Hall and with designated schools.

1. Plan and deliver improvements to SEND provision, evaluate the impact of strategies and take action to secure further improvements based on the evidence available.
2. Assist the Teacher in Charge in ensuring the Specialist Provision complies with the SEND Code of Practice and achieves a high standard of provision.
3. Lead on the coordination and liaison with external providers for outreach work and parents of complex needs children.
4. Attend review meetings as appropriate and produce SEND provision maps and EHC plans to support learning
5. Line manage a team of TAs.
6. To establish and maintain effective and high quality relationships with parent/carers and other professionals.
7. To work with the Teacher in charge, SENDCO and SEND teams, to promote and facilitate the delivery of excellent teaching and learning for pupils with special needs.
 - a. Assist in the leadership of the Specialist Provision in accordance with the school's aims and ethos.
 - b. Improve students' levels of progress and attainment, Lead and support improvements in the quality of teaching and learning for pupils with complex communication and interaction needs.
 - c. Support students' social and emotional wellbeing.
 - d. Support high standards of student' behaviour for learning and engagement.
 - e. Contribute to maintaining a safe environment for students.
8. Lead on the development of an individual learning plan appropriate for each student to enable each student to engage positively in their learning.
9. Prepare and plan appropriate resources to meet students' needs and ensure any reasonable adjustments or access arrangements are planned and made to the learning area.
10. Prepare an appropriate supportive learning plan for each student which covers the essential subjects for the school curriculum, vocational areas and activities to for each student to gain skills, engage positively within the wider school community and make good progress in their learning, so they are able to progress in their education or onto meaningful employment.
11. Provide guidance for colleagues working within the Specialist Provision and help monitor and evaluate the quality of teaching and learning in the Specialist Provision.
12. Ensure students work well and are supported in a safe environment, taking responsibility for ensuring risks are identified and managed well.
13. Support colleagues to improve standards of teaching and learning and help them fulfil their teaching and learning responsibilities with specific reference to students with Complex Needs. Working with the Teacher in charge, SENDCO, and SEND teams to provide support to other curriculum areas to raise standards by sharing good practice (with specific reference to SEND & complex needs students).
14. Agree clear, achievable outcomes with staff and/or students.
15. Take responsibility for your own professional development, to recommend strategies and best practice to support students to reach their full potential, particularly for Complex Needs pupils.
16. Help develop schemes of learning to deliver interventions and associated resources at Royds Hall and specialist SEND settings.
17. Help track students' progress, rewarding success and intervening to improve outcomes.
18. Identify best practice in SEND teaching and provision, helping to share this with colleagues.
19. Provide regular updates for parents and other professionals on progress and to discuss any supportive action required to maintain progress and support for each student.
20. Liaise with educational specialists, nurses, psychologists, health and social care professionals, independent and voluntary bodies for student needs and support plan.
21. Ensure all relevant school records are kept up to date.
22. To undertake any other duties associated with the role, as may be decided by your line manager or the Headteacher.

Dimensions *(Financial/Statistical/Mandates/Constraints/No. of direct reports)*

- Range of Teachers approximately 80 across the whole school.
- Range of Students approximately 20 SEND students for the Specialist Provision.
- Line Manager responsibility for up to a team of 8 TA's

Work/Business contacts

Internal: All teachers and support staff to advise how effectively to support students to achieve their Personal Best. Nurses and education professionals, Teacher in charge of Specialist Provision, SENDCO, SLT, Safeguarding lead.

External: Parents and Families, Examinations Boards, early years providers, other schools, educational psychologists, health and social care professionals, independent and voluntary bodies.

Expertise in Role Required (At selection - Level 1)

**Essential or
Desirable**

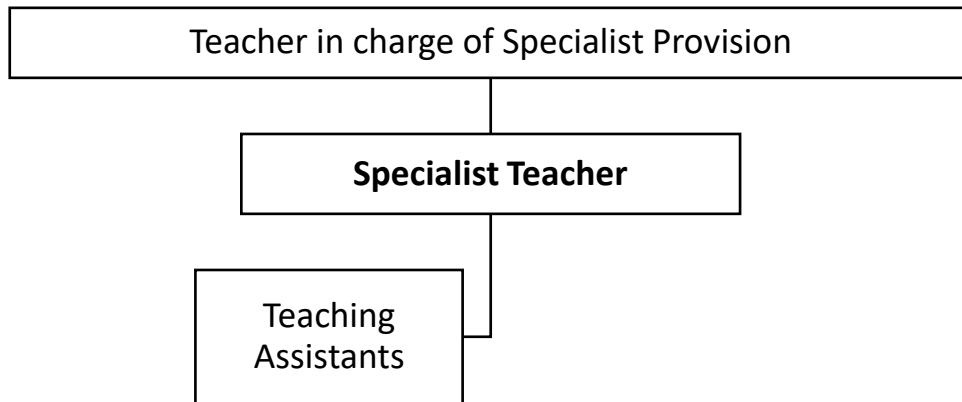
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|--|-----------|
| • Qualified Teacher Status | Essential |
| • Degree or equivalent | Essential |
| • Experience or working with SEN or less able students. | Essential |
| • Must hold or be willing to work toward a recognised SEN qualification and willingness to undertake further development as appropriate | Essential |
| • Familiar with the SEN Code of Practice and school Safeguarding Policy. | Essential |
| • Successful experience or the ability to teach essential subject areas for small groups of students with SEND in English and Mathematics. | Desirable |

• Excellent behaviour management skills	Essential
• Experience of implementing SEND strategies and interventions for key student groups.	Desirable
• Experience of teaching KS2 students.	
• Experience of delivering training to other professionals.	Desirable
	Desirable
• Able to develop strategies for engaging students, develop the curriculum and secure improvements	Essential
• Able to analyse data with a view to developing strategies to improve	Essential
• Able to monitor and evaluate impact of interventions and strategies	Essential
• Knowledge of SEN best practice and national developments	Essential
• Highly competent in ICT and the use of computers	Desirable
• Excellent communication skills	Essential
• Commitment to the safeguarding of young people	Essential
• A willingness to be fully involved in the wider life of Royds Hall, including extra-curricular activities.	Desirable
<i>Other (Physical, mobility, local conditions)</i>	
• Is willing to work flexibly within scope of overall hours, e.g. evening meetings.	Essential

Expertise in Role - After initial and advanced development

- Development of individual learning plans and strategies for the Complex Needs pupils, resulting in improved outcomes for SEND & less able students.
- Evidence that successful strategies have been shared and developed with other department, via the Teacher in charge of the Specialist Provision, SENDCO, SLT and wider school.
- Evidence of monitoring and evaluating interventions and strategies.
- Evidence of data analysis and strategies used to improve performance (with specific reference to SEND & less able students)
- Evidence of on-going continuing professional development.

Structure



Signatures

Approved by : CEO

Approved by : Post Holder/or Representative
