

Seven Hills School is a Co-educational Secondary Special School co-located with a good Catholic High School near the centre of the city. We cater for pupils from 11 to 19 years of age. All pupils have learning difficulties, and many have other associated difficulties relating to communication, sensory, physical and/or medical disabilities. In common with many other special schools, pupils admitted have increasingly complex needs.

Seven Hills School is an inspirational community, which nurtures talents, shares learning and celebrates life. The Seven Hills community is a strong and resourceful one with a central commitment to provide outstanding teaching and learning opportunities for all our students. Students are challenged to achieve their full potential. Teaching is designed to inspire and create activity, curiosity and engagement. We pride ourselves on helping to influence and shape future citizens who can contribute to their own well being and that of others and who can achieve in their own individual goals and aspirations.

We are looking to appoint enthusiastic and committed individuals who are able to relate well to young people with a range of complex and behavioural needs. Students have significant challenges with social communication, emotional regulation and sensory processing.  Explicitly underpinned by SCERTS, implementation strategies include: TacPac, Intensive Interaction, Makaton, Attention Autism and curiosity programme, TEACCH

**Pathway 1**

Students on this pathway typically display ‘spikey’ profiles in their development. They are beginning to develop skills, knowledge and understanding in line with subject specific learning, but this may only be in one or two areas. While they may be able to perform above their general level of development and access more subject specific learning they continue to require an environment that is largely based around sensory processing, communication and emotional regulation needs.

**Pathway 2**

Students follow a sensory curriculum and learn best when it is related to a concrete experience.  Students will establish positive relationships with familiar adults, to explore the world around them using their sensory and physical capabilities to the full and to establish behaviours through which they can communicate with other people. Learning will be through structured and semi-structures play; functional and topic based activities.

There will be a strong focus on communication and it is a priority to support and develop students preferred methods of expressive and receptive communication.  Implementation strategies will include: AAC, Zones of Regulation, play, intensive interaction, Makaton

**Pathway 3**

Students following the subject specific pathway access the range of National Curriculum subjects, modified in the light of their developmental level and special educational needs.

From Yr 9 students working within the subject specific curriculum are likely to be entered for Entry Level exams and they follow the appropriate syllabus in each exam subject. AAC will be embedded through their whole day. Many students find generalisation and abstract thinking difficult, students will be offered practical activities to aid learning, presented in multiple ways.

Students are given creative activities and opportunities to develop their cognition and learning skills. Implementation strategies will include: AAC, zones of regulation, Makaton, colourful semantics, Blank Level Questioning, multi sensory learning, aspects of SCERTS

**Post 16 – Based at The Bridge Lees Hall Road S8 and Peaks College Waterthorpe Greenway S20**

At Seven Hills School our intent for our Post 16 learners is for them to be as prepared for adulthood as possible. To be prepared for adulthood we consider that students need to:

Experience more of the community, to be seen and recognised as part of the community and to engage in various aspects of the community.

Have developed knowledge and skills that will allow students to be able to live with as much independence as they can, whether that be supported accommodation, living independently or being more engaged when working with others.

Recognise how to remain healthy, through physical activity, what they eat and their life choices.

Be ready for their next steps, whether this be a social care placement, a college course, or employment. Our curriculum is designed to give students the knowledge of their next steps, the skills to be ready for their next steps, and the experience of meeting people and visiting places that might inform their future.

Find their passions and hobbies for the future, developing their identity, social engagement, develop higher thinking skills, and improve their wellbeing through creative projects.

Develop their functional literacy and numeracy skills to enable them to engage in the world around them once they move into adulthood.

As with the rest of the school, our Post 16 curriculum is divided into three curriculum pathways: developmental, semi-formal and formal pathways. Although there is some variation, we are attempting to prepare students for their next steps in adulthood as mentioned above. Below we set out our intent for our students in each curriculum pathway.

Accreditation in Post 16:

There are a number of accreditation options in Post 16 including:

ASDAN Towards Independence for our Developmental Pathway

ASDAN Lifeskills Challenge for our Semi-Formal and Formal Pathways

Functional Skills Entry Level Awards – for English and Maths

The successful candidates must:

* Be able to work collaboratively within a staff team and with visiting therapists.
* Provide high quality support for the learning, personal care, communication and physical needs of students, working across a range of ages and abilities.
* Have a high level of communication skills and the ability to relate positively to young people and adults
* Develop positive relationships with students, parents and staff
* Be able to adapt to changing situations
* Be flexible in order to respond to the needs of the students
* Have experience of managing students with challenging behaviour, be Team Teach trained and have a willingness to develop this further

The selection process involves shortlisting candidates through the matching of information from the application form and accompanying letter/statement to the person specification. The shortlisting panel are Safer Recruitment Trained.

Please return your completed application form to the Schools Human Resources Manager Tracy Mycroft by email [**tmycroft@sevenhills.sheffield.sch.uk**](https://www.sheffield.gov.uk/node/tmycroft@sevenhills.sheffield.sch.uk) or by post to Seven Hills School, Granville Road, Sheffield, S2 2RJ.

We are committed to safeguarding and promoting the welfare and safety of children and vulnerable adults and expect all staff to share this commitment. All successful candidates will be required to complete an Enhanced Disclosure and Barring Service Check. The school also has the right to make further checks if required through your employment.

We value our diverse workforce and aim to work together to make the most of our differences. We welcome applications from everyone.  Under the Disability Confident Scheme, disabled applicants, who meet the essential criteria of this job, are guaranteed an interview.