



Grove House School

Candidate Information Pack

SEN Teacher

*With particular interest in Food Technology,
Horticulture and Outdoor Learning*

Supporting Excellence

admin@grovehouse.essex.sch.uk | grovehouseschool.co.uk

Headteacher's Letter

Grove House School

Sawyers Hall Lane, Brentwood, Essex, CM15 9DA

Headteacher: Miss L Christodoulides, BA Hons

Telephone: 01277 361498

Email: admin@grovehouse.essex.sch.uk



Dear Applicant

Thank you for your interest in Grove House School. I would like to take this opportunity to tell you a little more about us. We opened as a new special school for pupils aged 8-19 with SLCN in September 2015 and quickly grew to our capacity and beyond. We currently have 128 pupils on roll. All of our pupils have an EHCP and have come to us from mainstream settings and other provisions. Our pupils' priority need will be speech, language and communication.

Currently we have 10 form groups - one KS2, four KS3, three KS4 and two sixth form classes. Classes are ideally in groups of 12-15 pupils. Each class is generally supported by 1.5 Learning Support Assistants who stay with the class group across all lessons. Our teaching and therapy staff work together to support pupils.

We are a very friendly, supportive and welcoming staff. Our curriculum, whilst based on the national curriculum, is continually reviewed and ever changing as we look to meet the wide variety of individual pupil needs within each class group. Whilst this may have its challenges it also is extremely rewarding in that our staff have the flexibility to be creative and innovative in the development and delivery of the curriculum. We also have a team of Speech and Language Therapists who lead sessions for students and support staff with strategies and training across the school.

We are part of the SEAX Trust, a MAT consisting of 5 special schools, bringing opportunity to work collaboratively with other colleagues in our trust schools. Additionally we have a highly skilled and dedicated board of governors, some of whom were the proposers of the school in its early days. They have supported us way beyond expectations and continue to be a valuable asset to the school.

I very much hope the post is of interest to you – please do contact us for further discussion.

Kind regards

Lisa Christodoulides





SEN Teacher Main/Upper Pay Range

Job Description and Person Specification

Job Title	SEN Teacher
Grade	MPR/UPR dependent on experience + 1 SEN Allowance
Based at	Grove House School
Reports to	Headteacher
Liaison with	Teaching staff, therapists, support staff, Headteacher, pupils, parents/carers
Job purpose	To provide the highest standard of teaching and learning for all pupils with Speech, Language and Communication needs and other special educational needs
Principal Accountabilities	<p>"Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge up to date, and are self-critical; forge positive professional relationships, and work with parents in the best interests of their pupils."</p> <p><i>Teachers' Standards September 2012</i></p>

Job Description



The over-riding expectation is that employees and those engaged to work within the SEAX Trust will adopt high standards of personal conduct, in order to maintain the confidence and respect of their colleagues, pupils, the public in general and, indeed, all those with whom they work or come into contact within the course of their employment or engagement by the individual academy.

Core Duties

- Plan, prepare and deliver motivating lessons in accordance with the academy's Teaching & Learning Policy and Curriculum Offer.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- Participate in arrangements for preparing pupils for examinations (where appropriate).
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- Supervise, and so far as practicable, teach any pupils where the person timetabled to take the class is not available to do so.
- Demonstrate commitment to safeguarding and actively promoting the well-being of children and young people.
- Maintain good order and discipline among pupils.
- Direct and supervise support staff assigned to them and, where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy resources delegated to them.
- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
- Communicate with pupils, parents and carers.
- Play a full part in the life of the academy, promoting and modelling our ethos of respect and equality.

Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behavior which are expected of pupils

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities, and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
Have a clear understanding of the needs of all pupils, including those with social, emotional and mental health needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs, in order to involve and motivate them
Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Fulfil wider professional responsibilities

- Promote excellence and enjoyment in the classroom and all aspects of academy life
- Create a positive, stimulating and innovative environment for learning
- Maintain a well organised classroom with appropriate displays, resource areas and materials
- Make a positive contribution to the wider life and ethos of the academy
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Communicate effectively with parents with regard to pupils' achievements and wellbeing

General duties

- Encourage **interaction and teamwork** within the academy and Trust; sharing ideas and new initiatives
- Actively engage in the **professional development programme**, monitor and assess own performance and take a proactive approach to professional development
- Participate in the **performance and development review process**, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- Contribute to the overall **ethos, work and aims** of the academy
- Comply with all **academy and Trust policies and procedures**, including the Code of Conduct and those relating to child protection, equal opportunities, health & safety, confidentiality and data protection, reporting concerns to an appropriate person.

The duties above are neither exclusive nor exhaustive and the post-holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

The SEAX Trust and all of its academies are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful candidate will be required to complete a Disclosure & Barring Service (DBS) application, medical checks and references.

This job description will be reviewed annually and may be subject to change or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post-holder's professional responsibilities and duties.

Person Specification



Personal and Professional Conduct

'A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct thorough out a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, with-in and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and belief
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.'

Teachers' Standards 2021

Education	Essential	Desirable
Educated to degree level or equivalent	✓	
QTS, QTLS or equivalent teaching qualification	✓	
Experience		
Current experience of working in an educational environment	✓	
Experience of working with special educational needs		✓
Experience of managing and developing a small, effective team and motivating the team to achieve its full potential		✓
Experience of developing and sustaining positive relationships with a wide range of internal and external stakeholders		✓

Skills, abilities and knowledge	Essential	Desirable
Knowledge and understanding of education policies and practices relating to the education and training of children and young people	✓	
A 'can do' attitude and ability to generate high expectations, enthusiasm and commitment in both adults and young people	✓	
Ability to differentiate between individuals within a group setting	✓	
Relentless pursuit of the best possible education and learning in the interests of all children and young people	✓	
Strong inter-personal skills in coaching individuals at all levels to perform against their targets and objectives	✓	
Strong organisational skills	✓	
The ability to analyse and use data to establish benchmarks and set realistic targets for improvement	✓	
The ability to make effective use of stretched resources, including an ability to be creative	✓	
An understanding of what constitutes an effective classroom with high quality provision	✓	
Good subject knowledge	✓	
Personal qualities		
A belief in the rights of children and young people to high quality education and to raising standards of achievement while recognising the value and worth of each individual and providing an experience which meets their needs	✓	
A consistently high level of professionalism	✓	
The ability to uphold the individual academy and wider Trust's vision	✓	
Decisiveness, including challenging children, young people and others to produce positive outcomes	✓	
Ability to work calmly, patiently and sensitively under pressure and to manage and resolve conflict	✓	
A flexible style that involves appropriate stakeholders in decision making	✓	
A lifelong learner who understands the value of creative and innovative thinking	✓	

Application Process



Required:	September 2024
Visits to school:	If you would like to visit the school, please contact Michelle Cooper HR Manager using details below
Closing date:	7th May 2024—10am
Interview:	14th May 2024
Salary and Band:	Main or Upper Pay range dependent on experience & SEN1 allowance
Hours and Weeks:	100% of a full Teaching Role/Job share considered
To apply:	Candidates should download and complete a SEAX Trust application form which can be found on the recruitment section of our website or on Essex School Jobs
Queries:	Michelle Cooper, Business & HR Manager Email: michelle.cooper@grovehouseschool.com Grove House School, Sawyers Hall Lane, Brentwood, Essex, CM15 9BZ Tel: 01277 361498
Staff Well-being Cover	Grove House offer extensive Staff Wellbeing Support

Selection process

Applications will be ranked against the person specification for the role. All shortlisted applicants will be subject to a face to face interview with the selection panel. There may also be a skills test or practical assessment.

Further details regarding selection panel members and any planned assessments will be made available to shortlisted candidates in due course.

Shortlisted candidates

Applicants who have been shortlisted for the post will be notified as soon as reasonably practical upon completion of the shortlisting process. The school will only contact shortlisted applicants and therefore if you have not received any communication from the school by this date your application has not been successful on this occasion.

References

References are required at interview, as they form an important part of the selection process. Referees will therefore be contacted **prior to the interview date** in relation to all shortlisted candidates. Please ensure that you have given consent to your referees so that provision can be made without delay. The school may review social media relating to shortlisted candidates as part of the screening process to ascertain whether candidates demonstrate appropriate conduct and behaviour and suitability for employment in a school

The SEAX Trust and all of its academies are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to complete a Disclosure & Barring Service (DBS) application, medical checks and references.