ECT TEACHER- JOB PACK

Shorefields School is a special needs school on the coastline of Essex. We have 176 amazing pupils aged 3 to 19 identified with complex SEND. We are committed to providing an outstanding standard of education through meaningful research which informs our teaching and learning approaches.

We are recruiting qualified classroom teachers to join our special needs school. Early Career Teachers have a comprehensive development and mentoring programme.

Shorefields School

'Learning and achievement for all'
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www.shorefields.essex.sch.uk

The successful candidate will:

- Be highly motivated and committed to achieving the best for every student
- Set high expectations for themselves and students
- Have bundles of energy and enthusiasm and has a great sense of humour
- Make learning motivating, inspiring and fun
- Have good interpersonal and communication skills and enjoys working as part of a team

In return, Shorefields School can offer:

- Truly amazing learners
- Lively, enthusiastic and caring ethos
- Friendly and supportive staff team
- Staff wellbeing support package
- Opportunity to have a positive impact on learner progress
- The opportunity to develop and grow professionally within the school and beyond.

School Vision:

1. To be a centre of excellence in specialist provision for PMLD, SLD & ASD pupils
2. To be ambitious for our pupils, families, staff and friends.

About Our School

We are a maintained day special school for 176 pupils in North East Essex aged 3 – 19. Our pupils have a wide variety of needs – Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD), Autistic Spectrum Condition (ASC) with Learning Difficulty (LD), Physical and Neurological Impairment (PNI) or Complex Communication, Sensory and Physical Needs.

We are very proud of our school and what we provide to our pupils, families and wider community. Shorefields School is staffed by a highly skilled and dedicated team of teachers, assistants and therapists who work holistically to get to know every learner and build their education around each unique, individual pupil. We ensure that our pupils learn with an ethos of respect, fairness and care.

We are relentless in our pursuit for our pupil's future to be as fulfilling and independent as possible. Our parents and families are crucial partners in the education we provide. We work with our families to support their needs to benefit their children and we are committed to ensuring our families are heard, valued, informed and reassured in all aspects relating to their children.

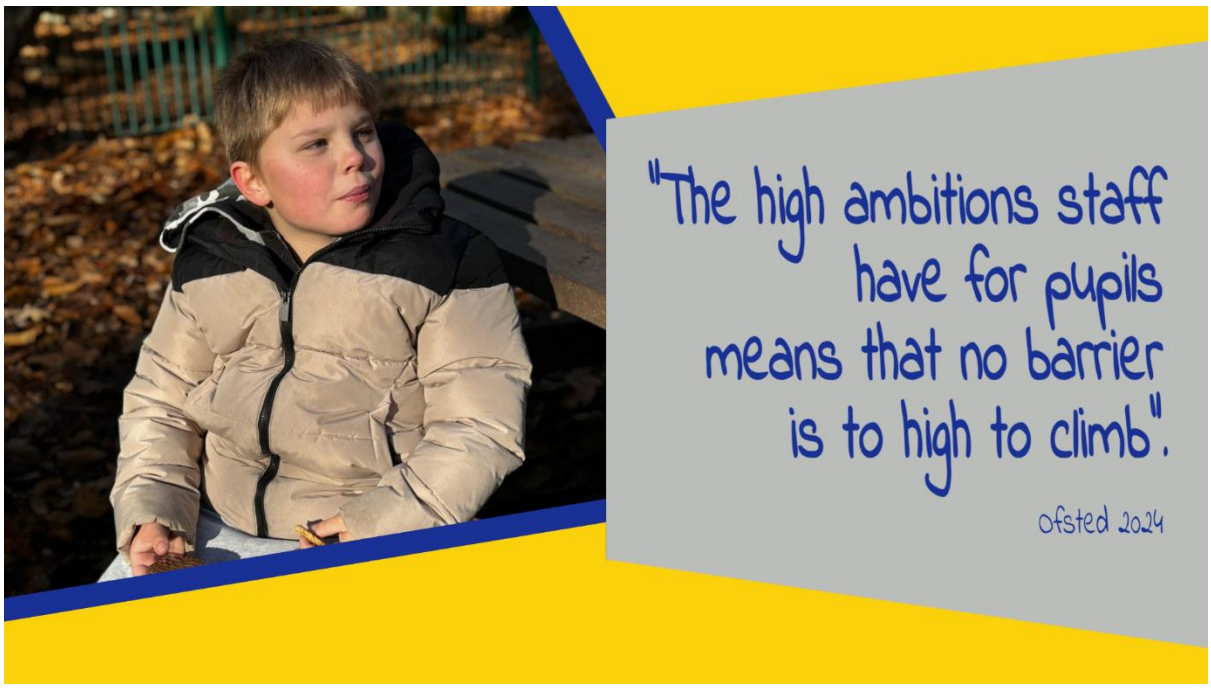
The school has 3 curriculum strands across Early Years, Primary, Secondary, and Post-16 provision within one school building. Pier Strand supports our learners with PMLD. Sunshine Strand supports our learners with a diagnosis of severe learning difficulty and Beach Strand supports pupils with a diagnosis of complex ASD.

Why work at Shorefields?

All staff are employed to work here at Shorefields because they have a passion for supporting pupils with a range of complex needs. Shorefields School promotes "learning and achievement for all", we therefore believe that our pupils deserve to be given the time and understanding to approach tasks in a variety of ways. Our staff are here first and foremost because they care and are able to be resilient and flexible.

Teaching staff have the ability to differentiate, use outstanding teaching strategies and plan stimulating lessons which support the learners; communication and interaction, cognition and learning, social emotional and mental health as well as their sensory and physical needs. Shorefields school firmly believes that these are the basics of successful learning and social development.

Staff wellbeing is important to us and with this in mind all school staff are able access a comprehensive wellbeing service provided by school's advisory service.



What our staff say:

"I am a teacher and I love my role because there is nothing more rewarding than planning sessions, working on targets to see the children make progress and get enjoyment from their day. I enjoy working at Shorefields because everything we do is child-centred, unique approaches to each individual child. I also admire how the school go above and beyond for our families. That is why I am proud to be part of Shorefields".

\- Class Teacher

"Working at Shorefields has taught me how to build connections with the students via different methods of communication. I really enjoy encouraging students to achieve their targets, throughout their school day". – Apprentice TA

"Working at Shorefields is continuously a positive and uplifting experience. I feel valued and appreciated as a staff member here and thoroughly enjoy witnessing all of the good that is carried out across the school". - Admin

"I am a Teaching Assistant in our Beach Strand, which is in the autism strand. I love my role and working with the students as they are so amazing. Helping them gain independence and overcome challenges is such a rewarding part of my job and colleagues working together. The students make Shorefields a special and amazing place to work". – Teaching Assistant

"Shorefields provides me with daily diverse challenges. My job allows me to work across all of the school and give me the privilege to see all the students flourish and thrive". - HLTA

"I've been an MDA at Shorefields for just over two years! It is a truly amazing experience, being able to be such a small part of the child's school day; seeing their smile on the playground or helping them develop their independence with eating". – MDA

About The Position- Job Description

Post Held: **ECT Class Teacher (SEN)**

Pay Scale: Teachers MPS 1-2
+ SEN Allowance point 1

Contract Type: Fixed Term 1 Year

Responsible to: Strand Leader

Accountable to: Headteacher, Deputy Head, Assistant Head

Purpose of the job: To secure high quality teaching, effective use of resources and high standards of learning and achievements for pupils within the class.

Line Management: Teaching Assistants and Mid-Day Assistants

Duties: The Professional duties of teachers, (other than the Headteacher) are set out in the School Teachers pay & Conditions Document and describe the duties required of all teachers. In addition, the specific requirements of the post of classroom teacher, along with the particular duties expected of the post holder have been set out below:

Leading teaching and learning:

- Support your class team to work together in a creative and solution focussed way
- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the team.
- Ensure there is highly individualised planning; with a full understanding that something new and unique may need to be created rather than relying on pre-existing strategies and resources.
- Ensure that Annual Review documentation and your contributions to meetings have a significant impact on the quality of the young person's experience and achievements; and that these meetings play an important part in developing shared priorities with the family.
- Work with your class team to raise standards through staff performance management

- Assist with the development and delivery of training, and support your class team in the areas of teaching and learning
- Work in collaboration with Strand Leaders on the development and review of the curriculum including planning, recording, reporting, and assessment for each learner in your class
- To plan, review and evaluate Therapeutic Thinking plans, care and therapy programmes in line with school policies and in conjunction with other professionals.
- To manage class team effectively
- Support the Senior Leadership Team with all processes including monitoring and evaluating the quality of education taking place to ensure a consistently high quality
- Ensure communication and safeguarding across school staff and families is highly effective
- To ensure that the schools equal opportunities policy is reflected in all areas of school life.
- Participate in arrangements for professional development as detailed in the school development plan.
- To promote social inclusion at all times
- Contribute to the day-to-day effective organisation and running of the school
- Undertake any professional duties, reasonably delegated by the headteacher

Other Clauses

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The postholder is expected to work to the best of their ability, to be diligent, honest and ethical in the performance of duties, and to conduct personal and professional life to the highest standard such that public confidence in their integrity is sustained.
2. This job description does not form part of the contract of employment and is not a comprehensive definition of the post. The duties of this post may vary from time to time according to the needs of the school following consultation with the job holder. It will be reviewed periodically.
3. The postholder is expected to participate and engage with workplace learning and development opportunities to continually improve their own performance.
4. The postholder may deal with sensitive material and should maintain confidentiality in all school related matters as set out in their statement of terms and condition of employment.
5. Information about how and why we collect your data can be found in the " Schools Privacy Notice for Staff" which you are required to comply with.
6. You are expected to take reasonable care of your own health and safety and to be mindful of the safety of others, to cooperate with instructions, to

minimise and mitigate potential hazards and risks to others, and to appropriately report hazards, illnesses, or injuries in accordance with our Health & Safety Policy.

Safeguarding

Shorefields School are committed to ensuring the highest levels of safeguarding and promoting the welfare of our students, and we expect all our colleagues and volunteers to share this commitment. We adopt a strong, fair, and consistent recruitment process which is in line with Keeping Children Safe in Education guidance. This may include online checks for shortlisted candidates. All offers of employment are subject to an Enhanced DBS check, references, and where applicable, a prohibition from teaching check, and you are required to complete them and advise us immediately should you subsequently be convicted of an offence

Person Specification

General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	Degree Qualified Teacher Status Knowledge of approaches appropriate to meeting the needs of pupils with SLD, PMLD, ASD or complex behaviour

	Knowledge of relevant policies and procedures	Knowledge of First Aid Good knowledge of appropriate procedures, regulations and guidance.
	Literacy	GCSE English or equivalent
	Numeracy	GCSE Maths or equivalent
	Technology	Good working knowledge of ICT to support learning and for administrative/ organisational effectiveness
Communication	Written	Ability to write detailed reports, complete returns and write complex letters
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Languages	Specialist language/communication skills if appropriate
	Negotiating	Ability to negotiate effectively with adults and children
Working with children	Behaviour Management	Ability to demonstrate effective implementation of the school's behaviour management policy
	SEN	Successful completion of training to support SEN if appropriate Ability to demonstrate effective strategies to achieve inclusion of pupils at risk of social exclusion Experience working with students with Special Educational Needs is essential. A committed and proven interest in the education of pupils with special needs
	Curriculum	Good understanding of the school organisation, timetable and learning and pastoral support systems Experience in curriculum planning and evaluation
	Child Development	Good understanding of child development and pastoral issues such as inclusion and transition
	Health & Well being	Understand and support the importance of physical and emotional wellbeing
Working with others	Working with partners	Ability to work with a wide variety of multi-agency staff to support students learning and development.
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	Ability to work effectively with a range of adults and different agencies
	Information	Contribute to the development and implementation of effective systems to share information
Responsibilities	Organisational skills	Good organisational skills Ability to remain calm under pressure
	Line Management	Ability to manage and support the work of others Ability to complete Performance Management for line managed staff.

	Time Management	Ability to manage own time effectively Ability to meet deadlines
	Creativity	Demonstrate creativity and an ability to resolve problems independently Ability to plan adaptive and creative lessons
General	Equalities	Awareness of and promotion of equality
	Health & Safety	Good understanding of Health & Safety
	Child Protection	Good understanding and effective implementation of Child Protection procedures
	Confidentiality/Data Protection	Understand and comply with procedures and legislation relating to confidentiality
	CPD	Demonstrate a clear commitment to develop and learn in the role Ability to effectively evaluate own performance

Recruitment and Selection Policy Statement

1. The Governing Board is committed to:

   - safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
   - promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
   - promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs;

   and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

2. The Governing Board recognises the value of and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy, gender re-assignment, disability or health, race (which includes colour, nationality and ethnic origin), religion or belief.

3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.

We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.

4. The following pre-employment checks will be required where applicable to the role and setting:
   - receipt of satisfactory references

- verification of identity
- a satisfactory DBS disclosure if undertaking Regulated Activity
- verification that you are not barred from working with Children
- verification that you are not prohibited from teaching
- verification of medical fitness for the particular role
- verification of qualifications and of professional status where required e.g. QTS status
- the production of evidence of the right to work in the UK
- verification of successful completion of/exemption from statutory induction period
- verification that you are not subject to a section 128 direction preventing you from holding a management position within a school
- a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2018 or that you have provided a valid disqualification waiver from Ofsted

NB It is illegal for anyone who is barred from working with children to apply for or undertake Regulated Activity.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.

7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all shortlisted candidates will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police) and any prohibitions prior to interview. When making a recruitment decision School will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

   Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and/or consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service. A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.

   The Governing Board is committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2018 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the school (unless a waiver can be obtained from Ofsted).

   Positive disclosures will be discussed with candidates and decisions made on a case-by-case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

   - The seriousness/level of the disclosed information e.g. was it a caution or a conviction.
   - How long ago the incident(s) occurred and whether it was a one-off incident or part of a repeat history/pattern.

- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

This Governing Board operates in accordance with The Disclosure and Barring Service Code of Practice in relation to the processing, handling and security of Disclosure information.

8. In line with recommended practice in the statutory guidance "Keeping Children Safe in Education", the school will conduct searches for information on shortlisted candidates which is publicly available on-line. The purpose is limited:

- to identify issues which call into question the applicant's suitability to work with children;
- to verify employment history.

Only information related the purposes stated will be shared with the Panel. Any information will be discussed with candidates at interview before any decisions regarding the recruitment process are made.

9. The school processes personal data collected during the recruitment process in accordance with its data protection policy. Data is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment process. On the conclusion of the process, data collected will be held in accordance with the school's retention schedule.

   A copy of our Recruitment Procedure is available upon request.