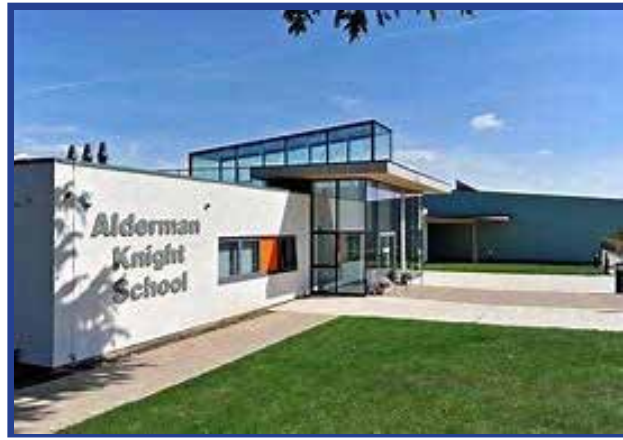


Candidate Information Pack Secondary Teacher



Closing date 5th March 2024

Start date - 2nd September 2024



We are delighted that you are considering this current post at Alderman Knight School as the next step in your educational career.

Alderman Knight is a remarkable school with a very strong school community. Working together we have achieved outstanding judgements in our last three Ofsted inspections, the last of these being in January 2019.

Alderman Knight is a maintained special school for children and young people with a range of needs, aged 7 to 19. During the last 13 years the school has undergone a complete new build for all phases and we are lucky enough to have a truly exceptional learning environment.

We are expecting approximately 230 pupils to be on roll and almost 100 staff in September 2024. Please review the school website as this provides a wealth of information about the school including the Post 16 provision.

Everyone at Alderman Knight works exceptionally hard as we are all committed to ensure the provision offered gives our young people an enriched and extended curriculum, tailored to their individual needs.

Each of our pupils and students are supported to achieve their learning potential as well as develop their self-esteem and confidence. The environment we have created allows them to feel safe and happy to learn, and as a result they flourish.

Alderman Knight School is a very special place to work. If you feel you would like to be part of our team and could bring additional and different expertise as well as passion, enthusiasm and a desire to make a real difference to our community, we would welcome your application.

Best wishes

Clare Steel

Clare Steel
Headteacher





Secondary Teacher

Start date: September 2024

Salary: MPS/ UPS + 1 SEN point

Contact: Full time and permanent.

To support the continuing growth of the school, the Governors are looking to appoint a teacher for September 2024. This teacher will teach secondary aged pupils but due to the needs and abilities of our children a confident, a competent primary trained teacher would be very welcome to apply.

Across our secondary phases we run a mainstream model with pupils following a subject specific two-week timetable, with six lessons per day. At this time we require a teacher, rather than focus on looking for a teacher of specific subjects. What we want most of all, is a talented, hard-working, enthusiastic and outstanding teacher, who really wants to make a difference to our amazing young people, on a daily basis.

Therefore, at this point what you teach is less important than what sort of teacher and person you are, please do tell us your preferences and the subjects that you currently teach within your application.

We want positive staff who are passionate about improving outcomes for all young people with additional needs and who have consistently high expectations of themselves as well as us and their pupils, and consistently deliver exciting, memorable and most importantly high quality lessons that help our pupils make excellent progress.

We will require you to have an excellent knowledge and understanding of the National Curriculum and the ability to differentiate learning experiences to match the needs of the individual. You will also be a highly motivated, energetic person with a desire to become involved in all aspects of school life.

Although special school experience is not essential, candidates will need to be able to demonstrate to us why they want to work in this area. In our secondary phase pupils follow a mainstream secondary model and are taught for many subjects by specialist teachers in specialist rooms. In the primary phase we follow a primary model.

All our staff need to be flexible in their approach and where necessary and appropriate, teach additional or different subjects to meet the needs of the pupils. We do always look to help teachers work to their strengths. This ensures we have a team of teachers who can deliver consistently high-quality lessons and a meaningful and carefully structured curriculum. Alderman Knight has a very strong and committed community with staff playing an extended role in the life of the school and contributing in many ways over and above their daily teaching commitment.

Teachers are also form tutors and this pastoral role is a key role for teachers at AKS. Classes on average have 12 pupils and each class will be supported by a number of teaching assistants dependent on the needs of the group and the subject being taught.

At Alderman Knight we work hard to enable staff to work to their strengths. However, it is important to us that our staff feel confident teaching and working with all our young people and so we provide plenty of opportunities to grow and develop knowledge and skills, including working in different key stages and providing high quality CPD. We welcome applications from ECTs as well as experienced teaching staff.

So, if you are passionate about teaching young people with SEND and are looking for a new, exciting and immensely rewarding role, please have a look at what we can offer – we might just be that next step, or even first step, in your career, that you are hoping for!

The job description gives an overview of the role of a class teacher at Alderman Knight and the key areas of responsibilities. The person specification demonstrates the experience, knowledge and skills that we require for the post. Please also browse our website to give you additional information about what we do – we hope a review of our weekly Celebratory news will give you a great overview of the activities, learning and opportunities our pupils have.

Obviously, a visit to our school and an opportunity to meet our children and staff is the best way to find out more about us and whether this could be the post for you. If you would like a visit to school, please contact hr@aldermanknight.gloucs.sch.uk with your request.

If you decide you would like to be considered for this role, please submit an application form through Eteach, along with a covering letter. Please make sure you detail in your application the subjects you can teach, your personal qualities and where you feel your strengths lie. Please also give examples of how and why you feel you would be an excellent addition to our teaching team.

Your choice of referees should include your present or most recent Head Teacher /employer. Please give referees from a minimum of two different educational settings, if possible.

If you are selected for interview, we will request references prior to the interview. This could be both verbal and/ or written. It is now also a requirement for the school to carry out social media checks on any person short-listed for interview.

Please note Alderman Knight is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts will be subject to an Enhanced DBS check.

Copies of our Safeguarding and Safer Recruitment Policies can be found on the Vacancies page of our website & our Eteach portal for you to read.





Job Description

Post title: Secondary Teacher
Responsible to: Headteacher
Salary: MPS/ UPS + 1 SEN point

Please note:

- The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document

Purpose of Job

To provide high quality teaching and learning experiences that enables all children to thrive. This will be achieved through focused teaching and work across the school and by being a group tutor undertaking pastoral and associated duties and responsibilities in respect to the children within the designated tutor group.

The post holder will therefore be required:

- To teach children with a wide range of special educational needs.
- As a class teacher and tutor, to undertake related pastoral and administrative duties and be responsible for the well-being and behaviour management of the class and to liaise regularly with the link Pastoral Assistant headteacher
- To work with and advise the senior team and other teachers as appropriate on the preparation, development and delivery of a broad, balanced and relevant curriculum and associated activities tailored to meet the wide-ranging needs of pupils across the school

Responsible to: The Headteacher in the first instance:

- The post holder will work closely with the subject leaders for all subjects for which there is a teaching commitment.

Responsibility for other staff:

The post holder will have responsibility for deploying appropriately and directing the work of teaching assistants and any other personnel working within the class.

Main duties and responsibilities as a class teacher and tutor

Teaching and Learning

- To undertake a teaching timetable as required by the Headteacher
- To support curriculum developments across the school and participate in the development of schemes of work, materials and resources as required to meet the needs of the children across the school and within individual teaching groups
- To plan and prepare engaging lessons effectively to ensure they meet the needs of the children within the group
- To deliver lessons in an enthusiastic and imaginative way so as to engage and motivate all pupils
- To teach according to pupils' individual educational needs including the setting and marking of work so facilitating positive pupil development
- To organise the classroom and learning resources to create a positive learning environment
- To assess record and report on the development, progress and attainment of children within the teaching group
- To ensure whole school monitoring and evaluation procedures are supported and the progress of pupils within the teaching group is effectively tracked and appropriate action taken if necessary
- Set and monitor appropriate homework to consolidate learning in the classroom

General

- To promote the general progress and well-being of individual children and of any class or group of children with which they are working
- To maintain and promote high standards of conduct and behaviour at all times across the school and in line with school policy
- To monitor attendance and take action as appropriate
- To lead and manage the EHCP review process for pupils in your tutor group supported by the EHCP coordinator and Pastoral staff
- To provide or contribute to oral and written assessments, reports and references relating to individual children or groups of children as required including profiles, individual education plans and annual reviews
- To liaise and communicate effectively with all staff within the school, parents/ carers, governors and external agencies as required. This will involve written and verbal communication and meetings in respect of the duties and responsibilities of the post and will ensure effective sharing of information that will support the teaching and learning of all pupils in the school
- To play a part in school assemblies, school events and activities
- To carry out supervision of pupils as detailed by the Headteacher
- To be involved in contributing to whole school monitoring and evaluation of provision

Staff development/ training/ reviews/ meetings

- To take part and contribute to team meetings and staff meetings as required
- To participate in whole school and key stage events
- To be involved in the school's on-going self-evaluation of its effectiveness and monitor and evaluate methods of teaching and programmes of work accordingly
- To participate if required in any scheme of staff development and performance review
- To participate, as appropriate in further training and professional development
- To work with staff across the school on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral programmes
- To be familiar with and take appropriate action relating to information provided through the staff handbook and school policy documents

It is intended that these job details give an overview of the duties and responsibilities of the post holder although clearly they do not as they stand, define all tasks within the role. It does not direct the particular amount of time to be spent in carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use directed time appropriately, and have regard for the Teacher's Conditions of Employment document.

In addition the job details are not necessarily a comprehensive definition of the post and the teacher maybe required to undertake such other tasks appropriate to the level of the appointment as required by the Headteacher.

February 2024



Person Specification

Qualities	
Experience, Qualifications and training	<p>Essential</p> <ul style="list-style-type: none"> Qualified Teacher Status and meets all teachers' standards. Successful teaching experience of pupils with SEND. Proven track record of outstanding teaching. Ability to teach in more than one subject area and phase (secondary teachers) <p>(Please note all teachers also teach Personal and Social Development and Communication and Interaction sessions to their tutor groups.)</p> <p>Desirable</p> <ul style="list-style-type: none"> Additional relevant and recent training/ qualifications to support the teaching of children with a range of SEND. Relevant experience, qualification and/ or training that would enable the candidate to teach across the school.
Knowledge, skills and abilities	<p>Essential</p> <ul style="list-style-type: none"> Aware of current national initiatives impacting on role within school and able to incorporate new methodology into practice. A good knowledge of relevant policies/ codes of practice and awareness of relevant legislation. Ability to plan and deliver outstanding lessons and competent in assessing, recording and reporting. Ability to build effective working relationships. Works constructively as part of a team, listens effectively and is sensitive to the views of others. Able to effectively manage, deploy and direct the work of support staff as appropriate to promote learning. Able to articulate personal values in relation to education and sustain a point of view against differences of opinion. Able to establish an ethos conducive to promoting good relationships and high achievement whilst maintaining high standards of behaviour. Communicates effectively both verbally and in writing to a wide range of audiences, especially parents and carers, and takes into account the views of others. Has the ability to self-evaluate own learning needs and actively seek learning opportunities. Uses ICT and other technological equipment effectively to support and promote children's independence, communication and learning.

Qualities

Disposition, attitude and motivation

Essential

- A clear passion for working in a school for children and young people with additional needs.
- A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school.
- Demonstrate personal and professional integrity and be an exceptional role model to others.
- Commitment to maintaining confidentiality at all times.
- Commitment to safeguarding and equality.
- Inspire, challenge, motivate and empower individuals and teams to achieve highly.
- Communicate effectively with all members of the school community and ensure positive relationships are developed.
- Ability to work under pressure while retaining high quality outcomes.
- Prioritise, plan and organise themselves and others effectively.
- Demonstrate a capacity for sustained hard work with energy and vigor, whilst retaining a good work/life balance.
- Demonstrate resilience, optimism and enjoyment in your work.
- Be aware of own strengths and areas for development and listen to, reflect constructively and act upon, as appropriate, feedback from others.
- A sense of humour and a positive can-do attitude.



COMMISSIONING BRIEF FOR ALDERMAN KNIGHT COMMUNITY SPECIAL SCHOOL 2023/24

1.	<p>AIM AND PURPOSE:</p> <p>Alderman Knight is an educational provision for some children and young people whose needs cannot be met in mainstream. The aim is to ensure there is a continuum of provision that provides these young people with an enriched and extended curriculum, tailored to individual needs and supports them to achieve their potential within a supportive environment where they feel safe and happy to learn. This will help them develop positive feelings of self-worth and confidence and will enable them to make a successful transition to adulthood and be active and responsible citizens.</p> <p>In addition to providing education, the provision will provide a holistic approach that will develop resilience and help address additional needs that might impact on their ability to learn. This may include complex needs including learning, communication and interaction including social, emotional and mental health needs. The school is commissioned to provide a range of support strategies and approaches as needed by individual pupils in order to help pupils start to address any issues which affect their learning.</p>
2.	<p>OUTCOMES:</p> <p>The school will be child and young person centred and outcome focused. It is commissioned to achieve the following outcomes for pupils in receipt of the service:</p> <ul style="list-style-type: none"> • Young people are engaged in education, have a positive attitude to learning and confidence in their academic achievements. • Young people develop their emotional resilience. • Young people achieve stretching academic and vocational attainment targets to improve future life chances. • Young people have clear planned progression routes at 16 designed to meet their preparing for adulthood EHCP outcomes which will lead to employment, community activity and independence. • Young people are kept safe and are able to make safe lifestyle choices. <p>The school will have a key role to play in narrowing the gap and improving outcomes for vulnerable groups of children.</p>
3. 3.1	<p>DETAILS OF THE SERVICE:</p> <p>Capacity</p> <p>The service, at any one time, will provide education and support placements to a maximum capacity of 220 pupils:</p> <ul style="list-style-type: none"> • 195 Pre 16 pupils (aged 7 to 16 years) • 25 Post 16 students (aged 16 to 19 years) <p>Commissioned places are as follows:</p> <ul style="list-style-type: none"> • Number: 220 • Age range: 7 to 19 years • Gender: Co-educational <p>Worcestershire arrangements:</p> <ul style="list-style-type: none"> • Up to 35 places will be available for Worcestershire pupils • Top up for these will be payable directly to the school from Worcestershire

	<p>Client Group and Criteria</p> <p>1. Pre 16 pupils aged 7 – 16 years</p> <p>The service is for children and young people whose primary special needs have been identified as:</p> <ul style="list-style-type: none"> • Communication and Interaction and • Cognition and Learning <p>Children and young people may also have associated complex learning needs and disabilities (i.e. they may have conditions that overlap and interlock, e.g. mental health, behavioural, physical, medical, sensory, communication & interaction)</p> <p>The school does not make provision for children and young people whose primary Special Educational Need is Social, Emotional and Mental Health presenting with challenging behaviour. The school does not make provision for children and young people whose primary Special Education Need require a highly adapted sensory curriculum.</p> <p>This provision is for children and young people whose academic attainments are generally well below expected levels in most areas of the curriculum or who demonstrate significant differences between their academic ability across the curriculum. This will be evidenced by standardised tests which are generally below the 50th percentile but above the 5th percentile or by significant variation in standardised testing across the cognitive range.</p> <p>2. Post students aged 16 – 19 years</p> <p>The Post 16 provision at Alderman Knight School will provide for young people aged 16 to 19 with EHCPs and statements of special educational needs which identify they must:</p> <ul style="list-style-type: none"> • Have complex communication and interaction special educational needs usually associated with an autistic spectrum disorder including Asperger’s syndrome, and complex needs including anxieties, emotional, social and mental health needs, and: • Have the cognitive potential to attain a range of accreditations at Level 2/ GCSE equivalent Grades 9 to 4 <p>and</p> <ul style="list-style-type: none"> • Require a specialist setting to access a further education curriculum
3.2	<ul style="list-style-type: none"> • The Local Authority will determine assess children and young people on a case by case basis against the criteria as given. It is recognised that children and young people often have needs that crossover different areas and their needs can change over time. • Therefore, these areas give an overview of the range of needs that could be catered for within this specialist setting.

<p>4.</p> <p>4.1</p> <p>4.2</p>	<p>DESCRIPTION OF THE SERVICE:</p> <p>Placements: All placements into the school will be made through, the Local Authority.</p> <p>Admissions procedure: It is expected that all placements will have met the indicators for admissions at Special Schools as follows;</p> <ol style="list-style-type: none"> 1. The child or young person has an EHCP. 2. The child/young person requires a highly differentiated curriculum and/or learning environment which would not be available in mainstream settings. The child or young person's needs will have already been supported through a high level of additional resources through the Gloucestershire graduated pathway. There must be clear evidence that despite appropriate interventions, the child/young person has persistent, complex, long term learning needs as evidenced by standardised assessments and attainments which are well below expected levels in most areas of the curriculum. This will be evidenced by standardised tests, which for Alderman Knight School will be generally between the 5th and 50th percentile. 3. The child or young person has complex and significant needs in one or more of: <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning as evidenced in reports from Educational Psychologists, Advisory Teachers, Speech and Language Therapists, school or college reports from other practitioners or agencies involved with the child/young person. 4. The Resource Allocation System (RAS) score, administered by the Local Authority, needs to have indicated that a specialist provision is required to meet the outcomes on the plan. 5. The young person/parent has expressed a preference for a special school placement which is agreed by the local authority's multi agency Special Educational Needs and/or Disability (SEND) resource panel Or The parent/young person expresses preference for mainstream school but evidence indicates that no reasonable steps could be taken by the school or local authority to overcome the 'incompatibility with the efficient education of other pupils. (Education Act 2006 and January 2015 SEND Code of Practice: 0-25 years) 6. Additional indicators may include a predicted high level of dependency through life and long term multi agency interventions from both health and social care
<p>5.</p>	<p>CURRICULUM AND ACCREDITATION OF LEARNING: The school will provide access to a good quality and balanced curriculum. All learning will be of high-quality and provide a suitable curriculum designed to meet the needs of the individual child or young person. All potential opportunities for accreditation will be identified and stretching but achievable attainment targets for young people will be set.</p> <p>Pre 16 pupils will also be provided with opportunities to experience work placements and take part in vocational courses through college if required and appropriate. Post 16 students will undertake a range of different work placements as part of their curriculum to develop employability skills and support transition to adulthood and promote independent living. These students will also have access to vocational and higher level academic courses at local provider colleges if required.</p>

6.	<p>ANNUAL REVIEWS OF EHCPs AND REINTEGRATION:</p> <p>Pupils' continuing needs will be monitored through the subsequent process of the Annual Review of the EHCP. Where appropriate, this process will support reintegration into mainstream schools with transitional support.</p> <p>In any case where a change in provision is being considered, the school will call a review meeting. The school in conjunction with the LA should plan an appropriate package to support the pupil to effectively manage their transition to their next provision.</p>
7. 7.1	<p>INFORMATION, ADVICE AND GUIDANCE, TRANSITIONS PLANNING AND PROGRESSION for PUPILS AT 16 AND STUDENTS from 16 to 19 YEARS:</p> <p>The school will deliver good quality information, advice, guidance, and support to pupils and students aged 14 to 19 years. The school will work with them, considering their aspirations and progression options post -16 into employment, further education or training. This should include opportunities for relevant work experiences and aspirational visits to colleges. The school will work with the Local Authority, colleges, training agencies and employers to develop good progression routes at key stage 4 and key stage 5 and support smooth transitions into college, training, apprenticeships and employment and work based placements.</p> <p>Partnership working with schools and other agencies</p> <p>The school will fully participate in partnership and multi-agency working both at a strategic and operational level.</p> <p>The school will support children, young people and their families through a wider approach to access and secure additional support and services where this is needed to achieve good outcomes and help them to receive a seamless service. The school will have good links with other key services including:</p> <ul style="list-style-type: none"> • Children's Social Care • The Virtual School • The Education, Outcomes and Intervention Service • EHCP Casework Team • Families First • Early Help • Colleges and work placements/apprentice providers • The Educational Psychology service, • CYPS • School Nurse Service • Targeted youth support, including youth offending teams, substance misuse services and sexual health services. • Other local voluntary sector children and young people's organisations <p>The service will promote and support the maintenance and continuation of children and young people's relationships with friendship and peer groups, and local communities, as appropriate to the young person.</p>

<p>8.</p> <p>8.1</p> <p>8.2</p>	<p>PARTICIPATION:</p> <p>Parent / Carer engagement</p> <p>The importance of parental and / or carer engagement and the home learning environment in children and young people’s education will be recognised and supported by the school.</p> <p>The school will meet the legal requirements to report to parents and a clear process will be in place to ensure:</p> <ul style="list-style-type: none"> • Parents/carers are actively encouraged to be involved in the education/support plan discussions and progress reviews. • Parents/carers are made to feel welcome on-site and appropriate opportunities are available for them to visit provision. • Parents are aware of their legal responsibility to ensure regular attendance at the school. • As a minimum, face to face contact with parent /carers should be made 3 times per academic year for instance through parents’ evenings. • Annual reports should be provided to parents. <p>Participation and involvement of children and young people</p> <p>The involvement of children, young people and families in the design, delivery and review of the provision should be encouraged and supported and the school is expected to comply with Gloucestershire County Council’s protocols.</p>
<p>9.</p>	<p>MONITORING AND REVIEW:</p> <p>This commissioning brief will be reviewed annually.</p>



Vision Statement:

The vision of the school is to be a dynamic, vibrant, centre of excellence that is an integral part of the local community and county's provision for pupils with special educational needs and wholly committed to ensuring they grow up to lead safe, happy, healthy and successful lives.

Mission Statement

'Learning and achieving together'

Aim of the School:

'To provide a supportive learning community that enables all children to thrive'

To achieve this, the school will ensure:

- Pupils are provided with an enriched and extended curriculum, tailored to individual needs. This will help them develop positive feelings of self-worth and confidence and will enable them to make a successful transition to adulthood and be active and responsible citizens.
- Parents, carers and families are encouraged and enabled to engage in their children's learning. They will be consulted and involved in decision-making processes and this will enable the school to ensure provision both for their children and themselves, is accurately matched to need.
- Staff will have their individual needs recognised and will be helped to build on their strengths and enabled to develop their skills further through appropriate professional development opportunities.
- It works together with its local community of schools to extend the opportunities for all pupils to develop their individual strengths and potential.



Where you can find us

The school is located just off [Junction 9 of the M5](#). Both the main school building and the Post-16 Centre are new, attractive and spacious buildings being built in 2013 and 2017 respectively. Our third phase of our building project, Knight View was completed ready for September 2021. The learning and working environments are second to none.



Contact Details

Alderman Knight School
Ashchurch Road
Tewkesbury
Gloucestershire
GL20 8JJ

Main Reception - **01684 295639**

Email - hr@aldermanknight.gloucs.sch.uk

Website - www.aldermanknight.gloucs.sch.uk

Applications can be submitted through Eteach using the following link:

<https://www.eteach.com/job/teacher-1405183>

To contact Alderman Knight School to arrange a visit or for further information please email:

hr@aldermanknight.gloucs.sch.uk