



Abbey Court School

ABBHEY COURT SCHOOL

'We grow people'



TEACHER



March 2024

Welcome to Abbey Court School,

Thank you for your interest in the position of Teacher at Abbey Court School. This information booklet provides details about both the school and the role of Teacher, including a Job Description and Person Specification.

We welcome and encourage visits to the school prior to your submission of application. Please contact the school office on 01634 338 220 to arrange this.

Closing Date: 20th March 2024

Interview Date: 27th March 2024

One of our main aims at Abbey Court is to know each individual pupil as thoroughly as we can, including any circumstances which might affect their well-being, behaviour and performance at any moment in time. This includes taking a long-term view of each child, visualising the best possibilities for each, and knowing when they are ready to take the next (challenging) step.

Abbey Court is expanding to accommodate a growing number of pupils. Our primary and secondary sites are newly constructed buildings which have been tailored to meet the specific needs of our pupils. Our Further Education Site is currently being renovated to meet the needs of our students even further. As part of our enrichment provided for our pupils we have Larkin Farm. Joining our school at this time offers an exciting opportunity to be part of our dynamic and inclusive learning community.

Pupils at Abbey Court achieve well and make very good progress.

We have some excellent resources and are very proud of school.

Ms Vicky Aspin
Headteacher



WORKING AS A TEACHER AT ABBEY COURT SCHOOL

Abbey Court has been rated 'outstanding' by Ofsted at the last four successive inspections.

Abbey Court School is a special needs school catering for pupils aged 3 to 19. All pupils have either Severe Learning Difficulties (SLD), or Profound and Multiple Learning Difficulties (PMLD), and are referred from the Local Authority through their Education Health Care Plan. The school is currently located on two sites; Nursery and Primary School in Cliffe Road, Strood, and Secondary School and Further Education Department in Rede Court Road, Strood. The Medway Towns has excellent road and rail links with London and the Kent coast.

The successful candidate can expect to find: staff who are supportive and willing to share ideas and good practice, pupils who are keen to learn, and outstanding facilities and resources to make learning positive.

The school offers excellent opportunities for career development. The school motto, 'We grow people' applies not only to pupils, but to staff too.

All employees are contracted to the school, and should be prepared to work at either site, as requested.

JOB DESCRIPTION

Job Title:	Teacher (to work with any age group of children)
Responsible to:	Headteacher
Salary Scale:	MPS/UPS + 2 SEN Points (amount dependent on experience) + TLR2C (may also be available.)
Hours:	As specified in the Teachers Pay and Conditions document.
Location:	To be based at one of the 2 school sites (All staff however are contracted to the school and although based on one site, may be required to work on either site, should the needs of the pupils/ school require this.)

GENERAL DUTIES/RESPONSIBILITIES FOR ALL SCHOOL STAFF:

Safeguarding and promoting the welfare of children is employee's responsibility. Everyone at Abbey Court School has a role to play in safeguarding pupils. In order to fulfil this responsibility, all staff should make sure their approach is always child centred. Staff will follow school policy with regard to all safeguarding matters at all times.

- To carry out school policy as documented and/or as directed by the Headteacher.
- To present the school in a positive way in the community. To respect the confidential nature of all information acquired in the performance of the job either verbally or in writing.
- To work in a responsible and safe manner, paying attention to all Health and Safety procedures operating within the school.
- To assist in the provision of a high quality educational experience for all children.



RESPONSIBLE FOR

Specific Teaching Duties

Responsible for a class group (to be negotiated).

General Duties

As specified in the School Teachers Pay and Conditions Document.

To continue to meet the standards required for Qualified Teacher Status.

In addition particular duties are required to be exercised and completed in a satisfactory manner.

KNOWLEDGE AND UNDERSTANDING

- Have knowledge of and keep up to date with the National Curriculum and where appropriate, the variety of other curriculum pathways and the Agreed Syllabus for Religious Education.
- Understand how pupils' learning is affected by their physical, intellectual, emotional and social development, to understand the stages of child development and make all necessary adaptations to meet these and to address the needs identified in the Education, Health and Social Care Plan (EHCP) .
- Select and make good use of IT skills for classroom and management support.
- To work in a responsible and safe manner, paying attention to all Health and Safety policy and procedures operating in the school.
- Understand and know how national, local comparative and school data including National Curriculum test data can be used to set clear targets for pupils' achievement.
- To ensure pupils are kept safe and all safeguarding policy is carefully followed.

PLANNING, TEACHING AND CLASS MANAGEMENT

- Plan and teach in relation to the National Curriculum and the agreed Syllabus for Religious Education with regard for the school's aim statement, own policies and schemes of work, the teaching programme for each pupil.
- Provide clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge, and be responsible for the day to day organisation of the class.
- Make effective use of assessment information on pupils' attainment and progress and in planning future lessons.
- Ensure effective teaching of whole classes, groups and individuals, establishing high expectations of behaviour and attainment, so that teaching objectives are met. (This may include teaching in mainstream settings.)

- Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which pupils feel confident. To adhere to the school behaviour policy.
- Use a variety of teaching and learning styles to keep all pupils engaged.
- Be familiar with the Code of Practice and identification, assessment and support of pupils with special educational needs.
- To plan, monitor and evaluate the work of Teaching Assistants and to develop/maintain good productive teamwork.
- To prepare timetables, schemes of work and Individual Education Plans for pupils in the class, which take account of the pupil's EHCP.
- Evaluate own teaching critically to improve effectiveness. To be a learner.

MONITORING, ASSESSMENT, RECORDING, REPORTING AND ACCOUNTABILITY

- Assess and record each pupil's progress systematically with reference to the schools current practice, including the social progress of each child and use the results to inform planning.
- Monitor classwork and homework, providing constructive feedback and setting targets for future progress.
- Provide reports on individual progress to the Headteacher and parents as required.



OTHER PROFESSIONAL REQUIREMENTS

- Establish and maintain effective working relationships with professional colleagues and parents.
- Participate as required in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.
- Take responsibility for your own professional development and to participate in National and Local Authority appraisal arrangements.

CURRICULUM AND ADDITIONAL RESPONSIBILITIES (to be negotiated annually)

This job description describes in general terms the normal duties which the postholder will be expected to undertake. Duties may however be varied from time to time, at the discretion of the Headteacher and in consultation with you. It will be reviewed annually.

This job description describes the way the postholder is required to complete and perform the duties set out above. These duties may be varied from time to time to meet the changing demands of the school at the discretion of the Headteacher and following consultation with you. This job description does not form part of the Contract of Employment.



PERSONAL SPECIFICATION

Applications will be shortlisted on the basis of the following criteria. The appointed person will have:

- **Essential**

Education, Qualifications and Training

- A relevant teaching qualification.

Experience

- Interest in, and enthusiasm for, teaching pupils with Special Educational Needs.
- An understanding of the needs of pupils with SLD.

Knowledge

- The ability to lead and manage the work of a Teaching Assistant(s).
- A good classroom practitioner, with excellent organisation skills.
- The ability to be an effective team member.

Aptitude

- A flexible approach/self-motivation.
- The ability to form excellent working relationships with pupils, parents, teaching staff and other professionals.
- A professional approach.

Skills

- The ability to lead curriculum development including staff INSET in a negotiated curriculum area.
- Ability to communicate effectively orally and in writing.
- The ability to plan effectively for a class of SLD pupils.
- The ability to organise curriculum and classroom resources effectively.

Personal Circumstances

- General good health.

Equal Opportunities

- A commitment to the Council's Equal Opportunities policies and the ability to understand and implement the policies in relation to the job

Desirable

Evidence of ongoing Professional Development





School Aims

- To know each individual child/pupil as thoroughly as we can, including any circumstances which might affect their well-being, behaviour and performance at any moment in time. This includes taking a long-term view of each child, visualising the best possibilities for each, and knowing when they are ready to take the next (challenging) step.
- To maintain high but realistic expectations for each pupil, enabling the development of independence.
- To ensure we always see, first and foremost, the child not the disability and to ensure that education (and not care) remains paramount. This will include identifying what motivates each child, and use the knowledge to encourage them to "have a go", "fail safely" and learn from their mistakes.
- To ensure that pupils feel safe, secure and comfortable to enable them to focus on learning, ensuring staff have clarity and act on policies and procedures.
- To give great emphasis to the celebration and communication of pupil achievements thus enabling a positive impact on pupils, parents and the local community.
- To have and realise a bespoke vision for each and every pupil and each and every member of staff.
- To do everything we can to ensure that people in the local community see our school and pupils in a positive and informed light in order to close the gap between the community's perceptions of the school and its pupils and what they are really like.

- To enable our pupils to develop into good citizens and to participate actively in their local communities finding ways to encourage those in the wider community to notice what they have in common with the pupils as much as what makes them different.
- To offer opportunities and experiences for pupils to learn in a multitude of different ways and through a rich, varied and individualised curriculum.
- To give pupils an equal voice in and ownership of their education so that they are able to express opinions, choices and preferences, promoting their independence, confidence and self-efficacy.
- To use individuals' interests, skills and experiences to enhance the education of pupils and staff.
- To ensure that leadership is in the hands of as many staff as possible; to have high expectations of all staff and enable career progression.
- To learn and share information to the benefit of our pupils through mutually supportive relationships with parents, visiting specialists and outside agencies.
- Through self evaluation methodologies, and responding to external evaluations, seek to know our school better to inform focussed school improvement, and so that others can know us better.
- To function and be recognised as an authentically exemplary school in its field, sharing our practice with others to the benefit of pupils locally, nationally and internationally.



The Governing Body

The Headteacher has responsibility for running the school supported by the Leadership and Senior Management Teams. The Governing Body is the statutory authority that has responsibility for the strategic governance and management of the school, and all Governors work on a voluntary basis. Governors, therefore, have a significant role to play in monitoring and evaluating the work and progress of the school. Full Governing Body meetings take place 6 times per year, with committee meetings being held in addition, attended by Governors holding the relevant responsibility.

Appointment Procedure

Candidates invited for interview will be provided with an opportunity to tour the school.

Appointment to post will be based on the following checks:-

- Enhanced DBS certificate
- Qualification/registration to a professional body
- Medical clearance
- 2 x satisfactory references
- Interview will take place as soon as possible after the closing date, and the panel and details of the interview format will be advised to invited candidates.
- We are fully committed to safeguarding and protecting the children at Abbey Court School. All posts are subject to a safer recruitment process, which includes an enhanced criminal and records barring checks, and do not apply if you are barred from engaging in regulated activity with children. As part of KCSIE our system of safeguarding is underpinned by a range of policies and procedures which encourage and promote safe working practices across the school.



Contract

This is a full time post, on a permanent contract. A flexible approach to each working day is expected by all postholders.

Salary

The successful candidate will be employed on the teachers Main Pay Scale or Upper Pay Scale . (Teaching and Learning Responsibility may be available) + SEN points (amount dependent on experience).

Holidays

Please note that holiday leave must be taken during school breaks to ensure minimal disruption to school life.

Continuous Professional Development

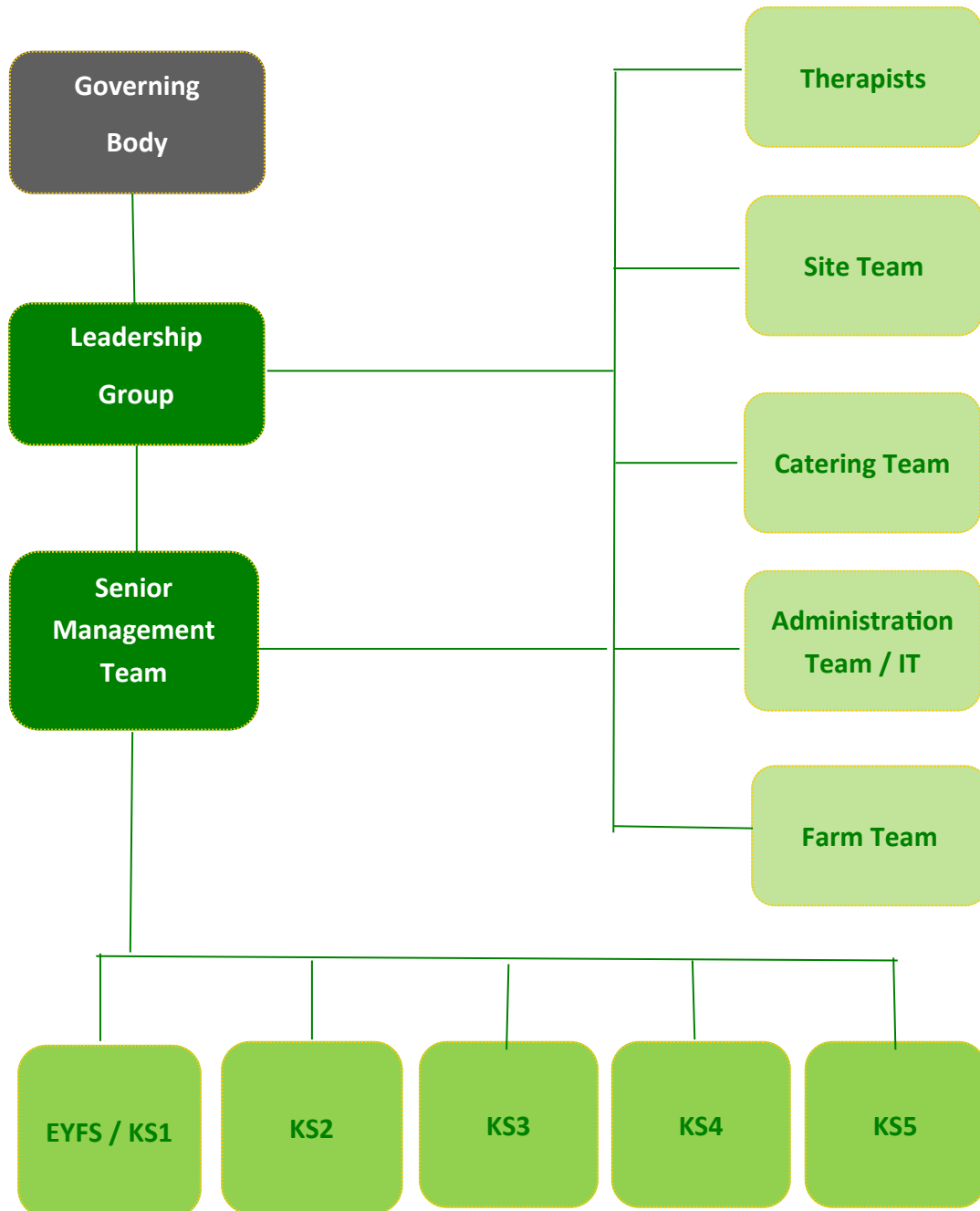
In addition to a comprehensive induction programme, professional development and training will be provided to develop specialised skills associated with working with the pupils at Abbey Court School.

Start Date

It is hoped that the successful candidate will be able to take up post for September 2024 start date, on completion of all checking requirements.



Whole School – Line Management Structure





Abbey Court School

Nursery & Primary & Secondary
Cliffe Road
Strood
Kent
ME2 3DL

Further Education
Rede Court Road
Strood
Kent
ME2 3SP

Larkin Farm
Templars Drive
Strood
Kent
ME2 3FD

Tel: 01634 338220

Website: www.abbeycourt.medway.sch.uk

E-mail: office@abbeycourt.medway.sch.uk



“I am incredibly overwhelmed with the amount of training offered at Abbey Court School.”

“Team work, training and quality of resources are strengths.”

“The moment I stepped inside the school, the atmosphere was positive.”

Staff Survey