



SEN CLASSROOM TEACHER

GRADE: MPS / UPS + SEN1

ACTUAL SALARY: £25,714 to £41,604 + £2,270

Contract: Full time Teacher

Start Date: September 2021

CANDIDATE INFORMATION PACK





What is included within this pack?

Within this pack you will find both information and advice on applying for a role with Esteem Multi-Academy Trust including:

- Welcome from the CEO
- About Esteem Multi-Academy Trust
- Welcome from The Headteacher
- About the School
- Job advertisement
- Job description and person specification
- Safeguarding and checks
- Application process and timeline

Welcome from Esteem Multi-Academy Trust



Dear applicant,

Thank you for your interest in Esteem Multi-Academy Trust (MAT). The Classroom Teacher position presents a fantastic opportunity for somebody who shares our values and beliefs to join our team at a very important time.

We are eager to appoint an outstanding specialist classroom teacher with a passionate commitment to improving the lives and opportunities of children and young people with special educational needs and challenging behaviours.

Peak School is a small, nursery to 19, special school academy in the north west corner of Derbyshire. We cater for children and young adults with a whole range of needs, particularly those with profound and multiple learning difficulties (PMLD), communication difficulties, and those with challenging behaviour linked to their associated learning difficulties

If you think you have got what we are looking for, we look forward to receiving your application for consideration.

For further information, please contact Mel Smith, School Business Manager on 01663 750234, via email to msmith@peak.derbyshire.sch.uk or visit our website at www.esteemmat.co.uk/jointheteam. Please use the relevant application form on the MAT website; CVs alone will not be accepted.

I wish you well in your application.

Yours faithfully

Julian Scholefield
Chief Executive Officer

About Esteem Multi-Academy Trust

Esteem Multi-Academy Trust currently comprises of eleven academies throughout Derbyshire, Derby City, and east Staffordshire. Formed by a group of like-minded school leaders in August 2018, the MAT is currently responsible for the education and care of approximately 1,200 students and employs around 750 staff. The total revenue budget for the MAT is approximately £23 million and plans are in place to expand further.

Esteem Multi-Academy Trust has grown from seven to 11 academies within its first 18 months and now includes 7 special schools and 3 support centres (PRUs) and a primary school with enhanced resource provision educating young people with a range of additional needs. We wish to grow further to fulfil our vision to become a centre of excellence for special educational needs and disabilities (SEND). We have a well-defined set of values and a clear vision for the MAT to become a regional hub for expertise in SEND and inclusion. We share a collaborative ethos, believing that our collective efforts will achieve a better outcome than we can as individual schools. Our academies focus on the holistic needs of the young person, due to students' vulnerabilities. So, 'joined-up thinking', between our academies and different agencies, is essential to deliver the right support for our students.

The main aims of Esteem MAT are to:

- Provide an ambitious, inspirational, bespoke education, setting the foundation for the future and ensuring our young people are ready for the world;
- Deliver high standards and value for money from our support services, resources, estate and technology; and
- Invest in and support our people, exploiting opportunities for collaborative, continual professional development, sharing of expertise and best practice.

As a group of academies working together, we can share and deliver better practice. We will be able to commission health, care and therapy services in a fully 'joined-up' way.

Welcome from the Headteacher



Dear applicant,

Thank you for your interest in the post of Classroom Teacher at Peak School. I am very pleased that you are considering applying to work with us at our school.

We are a small, nursery to 19, special school academy in the north west corner of Derbyshire. We cater for children and young adults with a whole range of needs, particularly those with profound and multiple learning difficulties (PMLD), communication difficulties, and those with challenging behaviour linked to their associated learning difficulties. We have a high staff to pupil ratio due to the specific needs of our pupils and also have on-site nurse, physiotherapist and speech and language therapists to provide specialist services.

We are located in a beautiful, rural environment, close to the borders of Cheshire, Stockport and Tameside, where we make full use of the local amenities and make a point of filling our curriculum with outdoor activities.

We have a team of 6 teaching staff and 40 full and part-time specialist teaching assistants to support the learning experience for all our pupils. We employ a school nurse, physiotherapist and speech and language assistants who all work closely with visiting NHS staff to support the physical, medical and communication needs of our pupils.

Our website will provide you with some information about Peak School and give you an insight into the special opportunities and facilities offered at the school. More information can also be found at our Facebook page via the link on the website.

As well as making a positive contribution to the lives of our students, we can offer you:

- a supportive, collaborative, and friendly staff environment in a setting where you will have the chance to make a real and positive impact on the lives of Peak school students.
- professional and continuous training programmes and a supportive career progression.
- generous pension schemes (Teachers'/ LGPS Pension Scheme)
- Free, on-site car parking
- School social events
- A commitment to staff well-being.



We welcome applications from candidates who, having read the application pack, feel they have the necessary skills, experience, and strength of character to fulfil the role. The closing date for applications is 5:00pm on Thursday 20 May 2021. A meeting with the Deputy Headteacher and a visit to the site on either Thursday 13 May or Tuesday 18 May 2021 are encouraged, please contact the school on 01663 750324 to arrange this.

Interviews for this post will be held on Thursday 27 May 2021

I wish you well in your application.

Yours faithfully,

John McPherson

Headteacher
Peak School

About Peak School

We are a small, nursery to 19 Special School Academy in the north west corner of Derbyshire. We cater for children and young adults with a whole range of needs, particularly those with profound and multiple learning difficulties (PMLD), communication difficulties, and those with extremely challenging behaviour linked to their associated learning difficulties.

Most pupils at Peak work outside the National Curriculum and we are proud to offer an individualised curriculum which is built around our four key areas:

Physical and Movement
Emotional and Expressive Arts
Accessing the World and Communication
Knowledge and Know-how

We are located in a beautiful, rural environment in the village of Chinley, where we make full use of the local amenities and make a point of filling our curriculum with outdoor activities.

We also have a number of specialist on-site facilities and services:

Hydrotherapy Pool
Sensory rooms and Sensory Garden
Fully equipped kitchen / catering learning environment for our post-16 pupils
On site nurse, visiting Physiotherapist and Speech and Language therapist.
Our location in north west Derbyshire, on the edge of the Peak District, means we are also accessible for pupils who may live in Cheshire, Stockport, Tameside (Greater Manchester) and also Sheffield.

We are currently Ofsted rated 'Good' – with outstanding for Behaviour and Welfare – and we are working hard to ensure we achieve outstanding results in our next inspection.

Further information about our academy can be found on the website at
www.peak.derbyshire.sch.uk

The advertisement

Job Title: SEN Classroom Teacher

Location: Peak School, Buxton Road, Chinley, High Peak, Derbyshire, SK23 6ES

Grade/Scale: MPS / UPS + SEN1, Actual Salary: £25,714 to £41,604 + £2,270

Start date: September 2021

Contract: Full time Teacher

We are a small, nursery to 19 special school academy located in a rural environment in the village of Chinley in the north west corner of Derbyshire. We cater for children and young adults with a whole range of needs, particularly those with profound and multiple learning difficulties (PMLD), communication difficulties, and those with extremely challenging behaviour linked to their associated learning difficulties.

We are seeking an outstanding specialist classroom teacher with experience of working with young people with complex needs, including ADHD, SLD, SEMH, PMLD, ASD along with experience of appropriate behaviour management techniques for children and young people with SEN, communication difficulties and challenging behaviours

Reporting directly to the Headteacher, the ideal candidate will have previous experience in a multi-disciplinary team and leading a subject throughout school and previous experience working with PMLD pupils

Benefits include: Teachers Pension Scheme, Well-being Services and free parking.

For further information, please contact Mel Smith, School Business Manager, Peak School, on 01663 750234, via email to msmith@peak.derbyshire.sch.uk or visit our website at www.esteemmat.co.uk/jointheteam. Please use the relevant application form on the MAT website; CVs alone will not be accepted.

Closing date for applications: Thursday 20 May 2021 (5:00pm)

Interview date: Thursday 27 May 2021, time TBC

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

Job description and person specification

Job Description: Classroom Teacher

Esteem Multi-Academy Trust

Post Title:		SEN Classroom Teacher
Location:		Peak School, Buxton Road, Chinley, High Peak, Derbyshire, SK23 6ES
Purpose:		<ul style="list-style-type: none"> This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document. Members of staff should at all times work within the framework provided by the school's policy statements to fulfil the general aims and objectives of the school's improvement plan. To make a major contribution to the successful teaching and learning opportunities offered at Peak School.
Reporting to:		Headteacher
Responsible for:		tbc
Liaising with:		tbc
Working Time:		Full time Teacher
Salary/Grade:		MPS / UPS + SEN1, Actual Salary: £25,714 to £41,604 + £2,270
Disclosure level		Enhanced
PRINCIPLE RESPONSIBILITIES		
To achieve the above		<p>Relationships with children and young people</p> <ul style="list-style-type: none"> Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them. Hold positive values and attitudes and adopt high standards of behaviour in their professional role. <p>Frameworks</p> <ul style="list-style-type: none"> Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity. <p>Communicating and working with others</p> <ul style="list-style-type: none"> Communicate effectively with children, young people and colleagues. Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.

		<ul style="list-style-type: none"> Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people. Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and raising their levels of attainment. Have a commitment to collaboration and co-operative working where appropriate <p>Personal and professional development</p> <ul style="list-style-type: none"> Evaluate their performance and be committed to improving their practice through appropriate professional development. Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified. Act upon advice and feedback and be open to coaching and mentoring.
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING		
To achieve the above		<p>Teaching and learning</p> <ul style="list-style-type: none"> Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential. <p>Assessment and monitoring</p> <ul style="list-style-type: none"> Know a range of approaches to assessment, including the importance of formative assessment. Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment. Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement. <p>Subjects and curriculum</p> <ul style="list-style-type: none"> Have a secure knowledge and understanding of the curriculum areas and related pedagogy. Know and understand the relevant statutory and non-statutory curricula and frameworks. <p>Subject Coordination, (no TLR)</p> <ul style="list-style-type: none"> be responsible for the coordination of a subject as determined by the headteacher work with the relevant curriculum leader (who carries responsibility and accountability for the curriculum and who monitors attainment, achievement and with others evaluates the quality of teaching). maintain materials and resources for the subject, making them accessible to others. <p>Literacy, numeracy and ICT</p> <ul style="list-style-type: none"> Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

		<p>Achievement and Diversity</p> <ul style="list-style-type: none"> • Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences. • Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching. • Understand the roles of colleagues with specific expertise • Know when to draw on the expertise of colleagues. <p>Health and well-being</p> <ul style="list-style-type: none"> • Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people. • Know the local arrangements concerning the safeguarding of children and young people. • Know how to identify potential child abuse or neglect and follow safeguarding procedures. • Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.
PROFESSIONAL SKILLS		
To achieve the above		<p>Planning</p> <ul style="list-style-type: none"> • To take an active part in whole-school development planning. • Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge. • Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context. • Plan, set, assess homework, and other out-of-class assignments where appropriate, to sustain learners' progress and to extend and consolidate their learning. <p>Teaching</p> <ul style="list-style-type: none"> • To have responsibility for a class group (unless otherwise directed by the Headteacher). • To be responsible for delivering the appropriate Peak School curriculum. • To organise the classroom, its resources, pupil groupings and displays in order to provide a stimulating learning environment. • Teach challenging, well-organised lessons and sequences of lessons across the age and ability range in which you: • Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion • Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress • Develop concepts and processes which enable learners to apply new knowledge, understanding and skills • Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively

		<ul style="list-style-type: none"> • Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners. • Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment. <p>Assessing, monitoring and giving feedback</p> <ul style="list-style-type: none"> • To become acquainted with the planning and record keeping systems in operation in the school; to keep records efficiently and submit them for inspection on a regular basis upon request. • Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment. • Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development. • Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners. • Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching. <p>Reviewing teaching and learning</p> <ul style="list-style-type: none"> • To attend meetings when required, mainly during school hours, but sometimes out of school hours. • Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary. • Review the impact of the feedback provided to learners and guide learners on how to improve their attainment. <p>Learning environment</p> <ul style="list-style-type: none"> • To direct and coordinate the work of Support Staff in their class team. • Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school. • Follow the school's safeguarding policy and procedures • Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts. • Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework, in line with the school's behaviour policy. • Use a range of techniques and strategies to promote the behaviour, adapting them as necessary to promote the self-control and independence of learners. • Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills. <p>Team Working and Collaboration</p> <ul style="list-style-type: none"> • To promote good communications with parents via home/school diaries, telephone calls and meetings. • To liaise with other professions and support teachers to develop learning programmes for individual pupils and /or groups of pupils.
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		<ul style="list-style-type: none"> • Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them. • Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil. <p>Personal responsibilities</p> <ul style="list-style-type: none"> • To co-operate with the school's Performance Management Procedures. • To support the Headteacher in the implementation of all school policies and procedures. • To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation. • To take responsibility for safeguarding and promoting the welfare of children. • To undertake training and professional development as appropriate. • To undertake other duties appropriate to the post that may reasonably be required from time to time. <p>Performance standards</p> <ul style="list-style-type: none"> • To manage class and curriculum budgets (as appropriate) according to school policy and practice. • To keep up-to-date with developments in educational thinking. • To ensure that all services within the areas of responsibility are provided in accordance with the school's Commitment to high quality service provision to the customer. • At all times to carry out the responsibilities of the post with due regard to the school's Equal Opportunities policy.
Other Generic Responsibilities:		
<ul style="list-style-type: none"> • Represent and promote the ethos and values of Esteem Multi-Academy Trust • To take and be accountable for all decisions made within the parameters of the job description • Participate with performance management and training and activities that contribute to personal and professional development • Actively promote and act at all times in accordance with the policies of the MAT e.g. Safeguarding, Health and Safety, Equal Opportunities • Provide a high standard of customer service in all dealings internal and external to the MAT • Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified • Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description • The MAT will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition 		
<p>This job description is current at the date shown, but, in consultation with you, may be changed by the CEO to reflect or anticipate changes in the job commensurate with the grade and job title.</p>		

Person Specification: Classroom Teacher

Esteem Multi-Academy Trust

QUALIFICATIONS AND EXPERIENCE		
Essential		<ul style="list-style-type: none"> • Qualified teacher status • Evidence of relevant training within the past five years • A commitment to undertake further relevant training • Ability to use a range of different teaching styles and strategies appropriately • Experience of appropriate behaviour management techniques for children and young people with SEN, communication difficulties and challenging behaviours • Recent experience of working as a class teacher
Desirable		<ul style="list-style-type: none"> • Previous work in a multi-disciplinary team and leading a subject throughout school • Experience of working with young people with complex needs, including ADHD, SLD, SEMH, PMLD and ASD.
KNOWLEDGE AND ABILITIES		
Essential		<ul style="list-style-type: none"> • A demonstrable, passionate commitment to improving the lives and opportunities of children and young people with special educational needs and challenging behaviours • Knowledge of the teachers' standards • Evidence of a sound knowledge of the current curriculum Initiatives to promote good to outstanding teaching, learning and behaviour. • Safeguarding and Child Protection awareness • Awareness of the needs of pupils with PMLD • Knowledge of different communication strategies • Provide direct support for pupils with a range of complex special needs • Communicate professionally and confidently with colleagues, other professionals and families • Ability to work co-operatively with multi-disciplinary professionals, governors and other agencies. • Organise time and resources effectively • Ability to promote a positive image of the School together with high standards of education, care and behaviour. • Ability to contribute effectively to school self-review • Ability to remain calm and reflective when working in a challenging environment. • Good IT skills to support the organisation and management of own work as well as a teaching tool. • Proven ability to work on own initiative, be well organised, prioritise effectively and achieve results against deadlines • Able to demonstrate knowledge and understanding of Equal Opportunities and the Equalities Act 2010.

Desirable		<ul style="list-style-type: none"> • Good problem-solving strategies • Sensitivity and Tenacity
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Safeguarding and checks

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

Esteem Multi-Academy Trust's Safeguarding Policy applies to all adults, including volunteers and agency staff, working in or on behalf of the MAT.

Each student's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with special educational needs and disabilities, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world positively. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all students within our academies.

The MAT pays full regard to the DfE 'Keeping Children Safe in Education September 2020' guidance. We ensure that all appropriate measures are applied in relation to everyone who works for the MAT who is likely to be perceived by the students as a safe and trustworthy adult including volunteers and agency staff. As part of our safer recruiting practises, we scrutinise applicants; verify their identity, academic or vocational qualifications, obtain professional and personal references, check full employment history and ensure the applicant's health and physical capacity is suitable to undertake the role. Interviews and DBS checks are also undertaken.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.

If you are currently working with children, either paid or voluntary, your current employer will be asked about disciplinary offences, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and, if so, the outcome of any investigation or disciplinary proceedings.

If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.

Where neither your current or previous employment has involved working with children or young people, your current employer will be asked about your suitability to work with children and young people, although it may be answered "not applicable", where appropriate, if your work has not brought you in to contact with children or young people.

Application process and timeline

Application forms are available on our website at www.esteemmat.co.uk/jointheteam or you can email msmith@peak.derbyshire.sch.uk to request a copy. Please specify the job vacancy for which you wish to apply.

After the closing date, shortlisting will be conducted by a panel who will match your skills and experience against the criteria in the Person Specification. You will be selected for interview purely on your application form, so please ensure that you read the Job Description and Person Specification carefully before you complete your application form.

All candidates invited to the interview and assessment day must bring the following documents; original documents only, copies will not be accepted:

- Documentary evidence for your right to work in the UK
- Documentary evidence of identity which meets the DBS requirements i.e. current photocard driving licence including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address i.e. utility bill, financial statement etc.
- Where appropriate, documentation evidencing a name change
- Educational or professional qualifications that are necessary or relevant for the post

Further information relating to DBS check documentation requirements can be found on the Government website at <https://www.gov.uk/guidance/documents-the-applicant-must-provide>.

If you are not the successful candidate, all your personal information will be destroyed, in a secure way, in line with General Data Protection Regulations (GDPR May 2018) guidelines.

References will be sought for shortlisted candidates for any central office-based positions and we may approach previous employers for information to verify experience or qualifications prior to interview. Any relevant issues arising from references will be discussed at interview.

Your completed application form and supporting letter should address and evidence the essential and desired criteria in the Person Specification.

Closing date for applications: Thursday 20 May 2021 (5:00pm)

Interview date: Thursday 27 May 2021, time TBC

Completed application forms can be returned electronically to the HR team via email to msmith@peak.derbyshire.sch.uk

If you wish to submit your application form by post, please return it to the following address:

Private & Confidential: Mel Smith, Peak School, Buxton Road, Chinley, High Peak, Derbyshire, SK23 6ES