

**Tor View School**

**(Full time)**

**Class Teacher**

**Candidate Information Pack**



“We grow together, we learn together, we will achieve our best together”

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**Dear Candidate,**

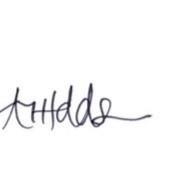
I am delighted that you are interested in the opportunity for a permanent appointment as a Class Teacher at Tor View School.

Our Trust currently has three primary schools and 2 special schools, together with Valley College (a post-16 specialist institution). The Trust supports 475 staff and in excess of 2,000 students.

We are ambitious with our plans; in the next five years, we aim to further grow the Trust by developing our specialist provisions, partnering with concurring schools and, should the right opportunity present itself, open a Free School.

More details about the role are provided in the Job Description later in this brochure. The successful candidate will work closely with their Head of Department to ensure we provide an outstanding education for our pupil cohorts across Tor View School and the wider Trust.

If you would like to know more about the school, I would encourage you to contact Sue Johnson, the Academy Business Lead. In the meantime, the school team very much looks forward to receiving your application directly.



**Ms Angela Holdsworth MBE**

Chief Executive Officer

Sea View Trust

**VACANCY INFORMATION**

The Leadership and Governors of Tor View School are now seeking to appoint a suitably qualified and dynamic Class Teacher on a permanent basis to start September 2023. We actively encourage NQT’s to apply. The successful candidate will be responsible for ensuring the day to day delivery of high-quality education for our learners. Please see later in the pack for the job description and person specification.

The successful candidate will: -

* Be an outstanding classroom teacher across our full ability range
* Have a proven track record in the development of their teaching
* Be able to share and develop a vision for the school community
* Be committed to all aspects of inclusion and to parent partnership

We would welcome applications from any teachers with QTS (including those from the mainstream sector) and NQTs wishing to develop their SEN experience.

Tor View is the lead school in the Embrace Teaching School Hub, leading on Initial Teacher Training, Early Career Teacher (ECT) induction and School Leadership Development through accredited National Professional Qualifications (<https://torview.org/educational-excellence/teaching-school-hub>). We have a strong regional reputation for providing excellent teacher training for the Primary phase with additional specialisms in Special Educational Needs. We have also recently been designated as one of 20 DfE Behaviour Hub Lead Schools (<https://torview.org/educational-excellence/behaviour-hub>).

**Overview of the Trust and Our School**

**ABOUT OUR TRUST**

In January 2017 Tor View School successfully converted to Academy Status and formed The View Trust. In November 2019 the Trust merged with the equally successful Blackpool Multi-Academy Trust which consisted of Revoe Learning Academy, Anchorsholme Academy, Devonshire Primary Academy and Park Community Academy (Special). This new partnership is known as The Sea View Trust. The academies all benefit from a unique relationship that has developed between the schools and the Trust is proud of its Sponsor Status. Further information about the wider Trust can be located on the Trust website.

**ABOUT OUR SCHOOL**

Tor View is an all through school, providing an ‘Outstanding’ education for children and young adults, aged 3 – 19 with a wide range of educational needs. Predominantly, we specialise in teaching children with learning difficulties, either moderate (MLD), severe (SLD) or profound and multiple (PMLD); many of our



children have accompanying conditions such as Autism, Down Syndrome or Cerebral Palsy. All of our children attend school because they have complex and lifelong learning disabilities which mean they need an Education, Health and Care Plan (EHCP).

Tor View School is very well equipped and benefits from a range of multi-sensory rooms, a hydrotherapy pool and a therapy dog, Ruby. Throughout the school, provision is made for pupils with additional needs arising from physical disabilities, sensory impairments and specific conditions including Autistic Spectrum Condition. In addition, the Academy has a specialist resource, the Intensive Support Centre (ISC) which accommodates young people with complex needs arising from behavioral and communication difficulties. Tor View also has a café, The Garage Café, which is open to the public and provides the learners with valuable work experience. As well as providing an **‘Outstanding’** education for its learners, Tor View is also a National Support School, has been a Teaching School since 2013 and has recently been designated as a Teaching School Hub and appointed by the DfE as a National Behaviour Hub.

### OUR VALUES

The Governors and staff of Tor View Specialist Learning Community value equal opportunities for all; they aim to provide this through:

* An inclusive ethos of respect, tolerance, and understanding of others’ needs. This develops and values pupils’ self-discipline, independence and autonomy in preparation for adulthood;
* A safe supportive, caring and dynamic school environment which extends into the wider Community where all are valued as educators and partners in school improvement;
* Access to the National Curriculum and the extended school, both are designed to accommodate individual pupil needs and to ensure maximum progress;
* An environment where creativity is nurtured and the arts provide a medium for driving forward school improvement;
* The celebration of success and positive outcomes for all.

**THE STAFF**

Our current management team is comprised of experienced and skilled school professionals who support and share best practice. Additionally, all our teaching staff assume leadership responsibilities for curriculum areas across the whole school, at primary or secondary level. Class based support staff are integral members of the teaching teams and all are supported by a dedicated team of non-class-based staff.

**OFSTED INSPECTION**

The School was last inspected in December 2019 and was judged as **‘Outstanding’**. This was the fourth successive inspection in which the school has remained **‘Outstanding’**

‘Staff have an exceptional understanding of each pupil in their care. They have very high expectations for pupils’ academic and personal development’.

‘Pupils are effusive in their praise for staff because they know that staff care for their well-being’.

‘No matter what context, this is a school that encourages and empowers pupils to shine’.

Ofsted 2019

For further information about the strengths of our school, please visit the Ofsted website to read the full report: [www.ofsted.gov.uk](http://www.ofsted.gov.uk) – ‘schools’

**SCHOOL ACHIEVEMENTS**

Tor View School is proud to have received a number of accolades and more information about these can be found on our website, or via the school office. Tor View is a National Teaching School and there are opportunities to develop mentoring, CPD delivery and outreach skills <https://torview.org/teaching-school/teaching-school-hub>. We have also recently been appointed by the DfE as a National Behaviour Hub <https://torview.org/teaching-school/behaviour-hub>.

**TRUST CURRICULUM STATEMENT**

The curriculum statement of The Sea View Trust drives the curriculum for all the Trust academies. This places an emphasis on providing a formal developmental and additional curriculum, relevant to each learner’s needs.

Pupils will have access to the Foundation Stage and the full breadth of the National Curriculum, having due regard for the relevance to each pupil at their particular age and development level.

**SCHOOL ORGANISATION**

Our school is organised in to ‘age-based’ phases:

* Early Years Foundation Stage
* Primary (Key Stage 1 [Year 1-2] and Key Stage 2 [Year 3-6])
* Secondary (Key Stage 3 [Year 7-9] and Key Stage 4 [Year 10-11])
* Further Education (Key Stage 5 [Year 12-14])

Tor View School also provides a cross-phase, pan-Authority provision which meets the needs of learners with complex Autism, acquired brain injuries and challenging conduct/behaviour. This is our Intensive Support Centre (ISC).

* **College Link Courses** **and Accreditation**

Students in Years 11 to 14, where appropriate, can access mainstream College link courses. The school offers a range of accreditations.

* **Parent Partnership**

Parent Partnership, managed by our Parent Liaison Officer, is a key feature within the pastoral care system of the school. Parent Partnership promotes a high-quality educational provision for all pupils, in an environment that reflects care, happiness, enjoyment and success. The Parent Liaison Officer supports this by working with school-based colleagues, individual families and external agencies to further develop our home school relations.

* **Other Multi Agency Staff**

Tor View School has access to a School Nurse Practitioner, for one day per week, who supports the school in addressing health related issues. The School Nurse Practitioner delivers health related programmes across the school in order to promote healthy lifestyles and good health, conducts health assessment of individuals, health surveillance and leads on health promotion to ensure that both local and national Public Health initiatives are met. We also work collaboratively with Occupational Therapists, Physiotherapists, Speech & Language Therapists and CAMHS ensuring the needs of our learners are met.

**Application Procedure**

**Application Form**

Application forms can be downloaded from the school website <https://www.torview.org/job-vacancies> and submitted, along with your cover letter to [recruitment@theviewtrust.org](mailto:recruitment@theviewtrust.org)

**Application Deadlines**

Closing date: Wednesday 22nd March 2023 - 9 AM

Planned interview date: **TBC**

Shortlisted candidates are advised that they will be contacted with details of the interview process as soon as possible following the closing date.

*To ensure compliance with Safer Recruitment Guidelines, CVs will not be accepted.*

**Safer Recruitment**

The Sea View Trust is an equal opportunities employer and welcomes applications from all sectors of the community. We are committed to protecting our students and staff and therefore have a rigorous recruitment process that includes assessing candidates’ suitability to work with children.

The schools within our Trust are committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment.

All staff will be required to hold an enhanced DBS Disclosure.

**Equal Opportunities**

At our Trust we believe that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in the Trust have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation and religion or belief.

**Sea View Trust: External Vacancy – Teacher – Permanent**

**Job Description and Person Specification – Tor View School**

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| **Job Description** | |
| **Job Title** | Teacher – Permanent |
| **Pay Grade/ Scale/ Range** | Teacher’s Main Pay Scale - (M1 – UPS) |
| **Working Hours** | 5 days per week - Hours in accordance with School Teachers’ Pay and Conditions |
| **Location** | Tor View School |
| **Staff Responsible to:** | Head of School / Head of FE and Valley College |
| **Staff Responsible for:** | Team of Classroom Teaching Assistants |
| **Start Date** | September 2023 |
| The Governors are seeking to appoint 3 suitably qualified and inspirational teachers. We actively encourage NQT’s to apply. | |
| **Key Skills and Responsibilities** | |
| The successful candidate will: -   * Be an outstanding classroom teacher across our full ability range * Have a proven, track record in the development of their teaching * Be able to share and develop a vision for the school community * Be committed to all aspects of inclusion and to parent partnership | |
| **Teacher Job Description** | |
| The post includes the professional duties of teachers as indicated in the Teachers Pay and Conditions Document and the school’s policy for the use of 1265 hours.  **Purpose of Job**  To offer a broad and balanced curriculum to the children within the class group and to endeavour to meet their various needs, physical social academic. To assess, record and report the progress and needs of these children to their parents and professional support agencies. To lead specified National Curriculum subject/s and curriculum aspects across the school and to be cognisant of early development curriculum in planning.  **Relationships**  Responsible to the Deputy Headteacher and the Head of School/ Head of FE and Valley College. To liaise with the relevant Head of Department and other members of the school management team as appropriate.  Responsible for the children within the class, direction of the TA Staff within the class; liaison with other members of the secondary or FE teams; communication with professional agencies, e.g. specialist teachers, occupational therapist, speech therapist, physiotherapist, members of welfare staff.  **Main Duties and Tasks:**  **1. Teaching**  a.) Planning and preparing schemes of work and individual pupil termly plan.  b.) Teaching the pupils according to their educational needs, including the setting and marking of work to be carried out by the pupils in school and elsewhere.  c.) Assessing, recording and reporting on the development, progress and attainment of pupils in all areas.  d.) Employ a range of appropriate teaching and learning styles and monitor and evaluate their effectiveness.  e.) To ensure proper use and maintenance of all materials and equipment.  f.) To ensure that there are relevant and meaningful displays relating to the areas of study being followed, in each case having regard to the curriculum for the school.  g) To deploy TA effectively  **2. Other activities**  a.) Promoting the general progress and wellbeing of pupils.  b.) Communicating and consulting with the parents and carers of pupils.  c.) Communicating and co-operating with other professionals and agencies.  d.) Participating in meetings arranged for any of the purposes described above.  **3. Assessments and reports**  a.) Provide, or contribute to, oral and / or written assessments, reports and references relating to individual pupils on a regular basis or as required.  b.) Review and evaluate teaching methods employed with individual and groups of pupils, as necessary.  c.) To follow schools data process, analyse progress and implement appropriate  intervention.  **4. Staff Development**  Participating and assisting in the management of a wide range of professional development activities, including Staff Meetings and Appraisal.  **5. Curriculum and Policy Development**  a.) To participate in the development of, and take responsibility for, curriculum areas including whole school responsibility for at least one area.  b.) To participate in the development of, and take responsibility, for specified policy areas  **6. Discipline, Health and Safety**  Maintaining good order and discipline among the pupils and staff, and safeguarding their health and safety at all times.  **7. Staff meetings**  Participating in meetings at the school that relate to the curriculum, administration or organisation of the school, including pastoral arrangements.  **8. Cover**  Supervise when required and, as far as practicable; teach any pupils whose teacher is not available:  **9. Extra - curricular**  a.) Arranging visits to places of interest to stimulate children’s awareness and appreciation of educational/leisure activities; these provide opportunities for development / practicing of social skills.  b.) Taking assembly on a rota.  c.) Playground duty on a rota. 10. Policy Awareness of, and adherence to, school policy and procedure (see staff handbook)  **11. School Development Plan.**  a.) To fulfil agreed commitments relating to the ongoing school development plan.  b.) To write the Detailed Planning Sheet for agreed areas of responsibility.  **Teacher Bureaucracy and Workload Statement:**  It is the stated aim of the school to work together to reduce the level of bureaucracy and workload impacting upon teaching and non-teaching staff. Senior Management is committed to working with teaching staff to maintain a manageable and reasonable workload including paperwork without undermining the professional status of the teaching body. Where staff have concerns, these should be conveyed to senior staff by the usual channels. | |
| **Generic Duties** | |
| 1. Comply with policies and procedures relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to an appropriate person 2. Contribute to the overall work and ethos of the organisation, working harmoniously with colleagues and demonstrating loyalty to the Trust 3. Attend and participate in meetings as required 4. Improve own practice through training, observation, evaluation and discussion with colleagues 5. Recognise own strengths and areas of expertise and use them to support others 6. Work across The Sea View Trust and partner organisations if required 7. Understand the importance of inclusion, equality and diversity when working with pupils, students and colleagues, promoting equal opportunities for all 8. Take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school 9. Participate and engage with workplace learning and development opportunities, subject to the school’s CPD plan, working to continually improve own performance and that of the team/school 10. To undertake any other additional duties commensurate with the grade of the post, including after school and in holiday periods if necessary the team/school 11. To undertake any other additional duties commensurate with the grade of the post, including after school and in holiday periods if necessary | |
| **Special Conditions**  An enhanced Disclosure and Barring Service (DBS) check is required for this post | |

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| **Person Specification** |
| **PLEASE NOTE: Governors/Trustees will use the criteria below to shortlist. Only those applicants who demonstrate that they meet those criteria (to the Governors/Trustees satisfaction) will be invited to interview.**  **MPS/ UPS plus \*SEN 1, 1a or 2, dependent on experience and qualifications.**  This post includes the professional duties of teachers as listed in the School Teachers Pay and Conditions document and is in line with the requirements of Teachers’ Standards  \* SEN allowance £2,384 - £4,703 |

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|  | **Essential Criteria** | **Method** |
| 1 | A recognised teaching qualification | **A, Q** |
| 2 | An enthusiasm and commitment to work with young people with a wide range  of special educational needs (SEN) | **A, S** |
| 3 | Experience in teaching and differentiating schemes of work including  National Curriculum programmes of study / 14 – 19 Curriculum | **A, S, I** |
| 4 | Experience, or awareness, of the duties and roles of a form tutor and or  class teacher | **A, S, I** |
| 5 | Knowledge of statutory and non-statutory assessment | **A, S, I** |
| 6 | Experience of planning, recording and evaluating pupil learning | **S, I** |
| 7 | Ability to lead and manage a subject across key stages including managing  a budget | **A, S, I** |
| 8 | A person with good communication skills (oral and written) and a high  standard of presentation | **A, S, I** |
| 9 | A willingness to work as part of a team including working alongside  and managing support staff | **S, I** |
| 10 | A willingness to develop and manage the personal care, mobility  and independence of young people in the school | **S, I** |
| 11 | An interest and willingness to undertake further professional development  and to contribute to the professional development of others | **S, I** |
| 12 | A willingness to develop skills in Information and Communication  Technology (ICT) | **S, I** |
| 13 | Competent in the use of ICT | **S** |

**Desirable Criteria for the Post**

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|  | **Desirable Criteria** | **Method** |
| 1 | A Knowledge and experience of teaching young people with special  educational needs including the whole curriculum in relation to a wide range  of learning difficulties | **A, S, I** |
| 2 | Qualifications or evidence of training in a relevant aspect of SEN | **A, Q** |
| 3 | Recent direct experience in a relevant aspect of SEN | **A, S, I** |
| 4 | Specialist subject expertise | **S, I** |
| 5 | A knowledge and understanding of the role of support staff employed by the school and contributing outside agencies | **S, I** |
| 6 | Experience working closely with parents/carers | **S, I** |
| 7 | A commitment to inclusion across the school | **S, I** |
| 8 | A commitment to supporting the whole school community | **S, I** |
| 9 | Experience working with relevant age groups | **A, S** |
| 10 | Detailed knowledge of systems and approaches to the care & control of young people | **S, I** |

**Method of assessment:**

(A) Application form

(S) Supplementary evidence (on application form)

(I) Interview

(Q) Evidence of qualifications to be presented if shortlisted for interview

**Safeguarding and Welfare Commitment**

***Tor View School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***