

Specialist Teacher of Speech and Language

Candidate Information Pack

INTRODUCTION

Whitworth Park School and Sixth Form College is a successful, welcoming and caring school.

Whitworth Park was opened in September 2012 following the amalgamation of Spennymoor School and Sixth Form Centre and Tudhoe Grange School. Both schools were highly successful serving the community of Spennymoor and the surrounding villages. The school is situated in a semi-rural location within easy reach of the cities of Durham and Newcastle-Upon-Tyne. Spennymoor is also ideally located for access to the A1M which is situated close by whilst house prices are moderate when compared to the National average.

The school offers a broad and balanced curriculum and is committed to offering the highest quality learning experience to all of its students.

The Fred Walker Student Support Base

At the centre of the school is the Fred Walker Student Support Base – an area we are proud of and in no small part helped us to be recognised by Ofsted as providing pastoral care of the *“highest calibre”*

Whitworth Park School & Sixth Form College student support base is a friendly and supportive inclusion unit for vulnerable students and students who require additional support in order that they can fully access the curriculum; irrespective of whether they have an educational and health plan, statement of educational need or not. This includes access to inclusion staff, learning mentors and a full time counsellor.

It is the vision of the Head Teacher, Senior Leadership Team and staff to become an outstanding school in all respects and provide an aspirational and inspirational environment for all students – this includes the provision for SEND students. The school has recently been successful in its bid to provide enhanced mainstream provision for speech, language and communication for the south of Durham. The successful candidate will be joining the school at a very exciting time as we embark on our journey to move from good to outstanding support for all students, including students who will be taken into our care for their speech and language needs.

Presently, the department consists of a full-time teacher who currently runs the Student Support Base, two Higher Level Teaching Assistants (HLTA), for numeracy and literacy, three SEN Learning Support Assistants (LSA), two Learning Mentor LSAs, one Inclusion LSA, one full time Counsellor LSA and a Learning Resource LSA. *As part of the enhanced mainstream provision we have recruited a Learning Support Assistant with speech and language as a specialism and it is our intention to further enhance the staffing profile as the provision grows.*

JOB DESCRIPTION

**JOB TITLE:**

Specialist Teacher of Speech and Language

**ACCOUNTABLE TO:**

SENCO

**GRADE:** MPS/UPS (+TLR dependant on experience)

Whitworth Park School and Sixth Form College is an Equal Opportunities employer. We want to develop a more diverse workforce and positively welcome applications from all sections of the community. Applicants with disabilities will be invited for interview if the essential job criteria are met. The school is committed to safeguarding and promoting the welfare of children and young people and expect staff and volunteers to share this commitment. Any offer of employment will be subject to receipt of an enhanced DBS Certificate and Pre-Employment Health Check.

**THE ROLE:**

This is an exciting opportunity to join an already strong Student Support Team at a time when our overall provision, in line with our successful enhanced mainstream provision bid for speech and language, is being reviewed in order to be recognised as an *'outstanding'* provider for students with SEND. The successful candidate will be part of this vision. The candidate will be supported with an outstanding integral student support team of the school.

We are looking to appoint and support an experienced and outstanding teacher who has specialist knowledge and experience in the speech, language and communication needs of students. Someone who is able to inspire others and integrate the enhanced mainstream provision for students with speech, language and communication needs into the school student support umbrella through their passion for SEND provision and who is committed to getting the very best outcomes from all students. The successful candidate will be responsible for ensuring that all students with special educational needs for speech, language and communication have provision in place to meet these needs using a range of universal, targeted and innovative strategies. In addition they will assist the incorporation and adaption of existing school provision for all students with SEND to ensure students with speech, language and communication needs become an integral part of the school.

The successful candidate would need to be a highly motivated and enthusiastic co-ordinator of SEND provision. You must be committed to the needs of students and staff, with high standards and expectations. This role offers the opportunity for an imaginative, creative and inspiring teacher to work as part of a supportive, energetic and highly motivated team.

KEY RESPONSIBILITIES

**Staff are expected to support and contribute to the school ethos.**

**Success through Partnership- an inclusive education for all learners in the community of Spennymoor providing**

***“Excellence for Everyone.”***

The school creates an environment which is inspirational and aspirational, in which every learner has the opportunity to develop the skills to lead a positive and fulfilling life. We work in collaboration with parents, carers, the community, and all other educational and service providers to nurture all of our young people. Our educational programme provides a climate which inspires learning, creates trust, respect and tolerance and promotes sustainability and collaboration - ***“Excellence for Everyone”.***

**Specific responsibilities for the post are:**

* to contribute to improving the quality of educational outcomes and learning experience for the students of Whitworth Park School & Sixth Form College and students with speech, language and communication needs;
* implementing the policies of the Local Authority regarding arrangements for enhanced mainstream provision for students with speech, language and communication needs;
* provide feedback to the Head Teacher and the Inclusion and Achievement (SEND) Team Manager on the progress of students with speech language and communication needs with respect to academic progress and progress against agreed outcomes;
* assisting in the organisation of, and taking part in, South Durham in-service training for staff with respect to speech, language and community needs;
* responding to requests for advice from Head Teachers and heads of other educational establishments or services within South Durham;
* assisting in the organisation of, and taking part in, County Council in-service training and personal development programmes;
* to co-ordinate speech, language and communication provision across the school and to work towards creating a communication friendly environment;
* to contribute to the monitoring, review and evaluation of provision mapping with respect to students with speech, language and communication needs;
* to co-ordinate the tracking and monitoring of all SEND students across the school utilising the tracking and monitoring system developed for the speech, language and communication provision;
* to produce regular reports on the progress of the SEND students with speech, language and communication needs tracked against prior attainment, targets and agreed outcomes;
* to support subject areas to meet student learning needs by providing support and guidance, CPD for subject areas, year teams and other staff as required with respect to students with speech, language and communication needs;
* to co-ordinate a programme of student centred reviews for those students with a speech, language and communication need;
* to write Personalised Learning Profiles for students with a statement of educational need or students with complex needs with respect to speech, language and communication needs;
* to ensure the SEN details of students are maintained on the school SIMS database where appropriate and to disseminate other sensitive information to staff on a need to know basis;

1. to contribute to improving the quality of SEND provision and learning opportunities for all students of Whitworth Park School & Sixth Form College;
2. to carry out other reasonable tasks of the school SENCO that contribute to the integration of students with speech, language and communication needs into the school care and support programme;
3. to liaise with other agencies including the Speech and Language Therapist and Educational Psychologist;
4. to jointly plan targets and provision with Speech and Language Therapist and Support Staff;
5. to set up communication links with parents in order to provide feedback and to access their views;
6. to devise creative ways to enable students to be able to express their views;

**Accountability and Management Climate**

The post holder will report to the School SENCO. Because of the nature of the post, the post holder will also work closely with the our partner schools and the Inclusion and Achievement (SEND) Team Manager through the school SENCO in support of their duties associated with the speech, language and communication needs of students.

**General Expectations**

Staff will:

* contribute effectively to the work of the school and to the achievement of the ‘School Improvement Priorities’;
* play a full part in the life of the school community, to support our distinctive aims and ethos, to encourage staff and students to follow this example;
* follow school policy regarding care, support and supervision of students;
* attend training and development activities and courses, ensuring continuing, personal and professional development;
* contribute to a welcoming school culture by promoting mutual respect for all;
* comply with any reasonable request from a leader to undertake work of a similar level that is not specified in this job description;
* work as a team member;
* act as a role model to students in speech, dress, behaviour and attitude;
* have common duties in the areas of: Quality Assurance, Communication, Professional Practice, Health & Safety, General Management (where applicable), Financial Management (where applicable), Appraisal, Equality & Diversity, Confidentiality and Induction.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedure and tasks but sets the main expectations of the school in relation to the post holder’s professional responsibilities and duties.

Whitworth Park School and Sixth Form College is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This post is subject to signing our ICT Staff User Policy and having a satisfactory Enhanced DBS Certificate.

**Duties and Responsibilities for all Teaching Staff**

All teaching staff will:

* work within the National Conditions for Employment of School Teachers (STPCD);
* uphold and observe the Professional Code for Teachers (GTC) and meet the National Standards for Qualified Teachers;
* promote the school’s stated ethos and support the school’s policies in student leadership and Management;
* support and encourage colleagues at all levels within the school;
* contribute to and implement the annual School Improvement Plan and agreed policies;
* teach as directed throughout the school, subject to appropriate training;
* expect, monitor and improve progress in student learning;
* contribute to the personal and social development of all students;
* participate in the pastoral management and delivery of the schools Personal Social Health Citizenship Education programme (PSHCE) as requested;
* take part in quality assurance and performance management procedures outlined in an agreed school policy;
* take responsibility for personal development.

**Responsibilities for all Subject Teachers**

All subject staff will:

* take full responsibility for ensuring a scheme of work is delivered to students in their allocated classes;
* plan lessons using a range of strategies to meet student’s individual learning needs understood from attainment and supporting data;
* have a thorough knowledge and understanding of their subject, its teaching and place in the

National Curriculum and that of the school;

* use the models set out in School Policies for delivery of lessons;
* set homework according to school and department policies;
* mark, assess record and report on student’s achievements, setting appropriate targets;
* keep to deadlines for reporting, marking, submission of coursework and assignments;
* prepare students for examinations when required, taking part in standardising and moderating activities required by departments and examination boards;
* contribute to the development of schemes of work, school and department policies as appropriate;
* attend and contribute to appropriate meetings and professional development activities;
* take an active part in the school’s self-evaluation process, including the completion of appropriate documentation, and contribute to this process within the subject area;
* undertake whatever other duties might reasonably be requested by the Head Teacher or Subject Leader.

**Responsibilities of all Form Leaders**

All Form Leaders:

* are responsible for day-to-day administration in the form group;
* review and discuss student’s work and welfare, setting targets as necessary;
* meet with parents including school calendared meetings;
* promote good behaviour and positive attitudes at all times;
* support form, year and school activities as appropriate;
* deliver an appropriate programme of form group activities, including the agreed PSHCE programme.

**Responsibilities of Post Threshold Teachers**

Teachers who have passed the Threshold should ensure that they continue to meet Threshold Standards and should demonstrate that they make an active contribution to the policies and aspirations of the school.

Specifically;

* they provide a role model for teaching & learning;
* make a distinctive contribution to the raising of student standards;
* contribute effectively to the work of the wider team;
* take advantage of appropriate opportunities for professional development, using outcomes effectively to improve students’ learning.

There is a clear expectation that Post-Threshold Teachers will take a lead role in the development of other teaching staff and will welcome Student and Newly Qualified Teachers and visitors, by prior arrangement, into their learning environment.

PERSON SPECIFICATION

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Essential | Desirable |
| **Application** | A well-structured letter of application indicating interests and strengths in the subject | \* |  |
| Fully supported in references | \* |  |
| **Qualifications and Professional Development** | Qualified Teacher Status (QTS) | \* |  |
| Recent and relevant in-service/professional development in SEN Speech, Language and Communication Needs. | \* |  |
| A further qualification in SEN and/or Speech and Language. |  | \* |
| A degree in a relevant subject | \* |  |
| Commitment to further study including any in-service training during the last three years | \* |  |
| Ability to use ICT as a learning tool |  | \* |
| Teaching across Key Stages 3 and 4 |  | \* |
| **Experience** | A proven track record of raising standards, good examination results and delivery against targets | \* |  |
| Ability to demonstrate high standards of classroom practice | \* |  |
| Knowledge of a wide range of speech, language and communication difficulties and their impact on learning. |  | \* |
| Use of data to inform planning, teaching, measuring progress and to aid target setting and improving performance against identified outcomes |  | \* |
| Experience of multi-agency working and liaison with Speech and Language Therapy Departments and Educational Psychology Services. |  | \* |
| **Qualities and Values** | A clear educational philosophy that underpins pedagogy to support high quality teaching and learning | \* |  |
| Ability to manage the deployment of support staff. | \* |  |
| A drive to make learning fun, engaging and exciting | \* |  |
| The ability to inspire others, share good practice and reflect on local/national education pressures | \* |  |
| Good communication skills with the ability to relate effectively to all ages and abilities | \* |  |
| An ability to educate the whole child and contribute effectively to pastoral systems | \* |  |
| A commitment to promoting inclusion | \* |  |
| Ability to provide and present evidence for statutory assessment and annual reviews. | \* |  |
| Ability to provide advice to school staff and liaise with parents/carers. | \* |  |
| **Personal Attributes** | Ability to work under pressure and retain a sense of humour | \* |  |
| Ability to work as team member to achieve common goals | \* |  |
| Initiative, energy and perseverance | \* |  |
| Good health and attendance record | \* |  |
| Enthusiasm and self-confidence | \* |  |
| Personal presence and impact | \* |  |

Assessment against the criteria outlined above will be through the Application Form, Letter of Application, Work Related Assessment, Interview Process and References. In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

* motivation to work with children and young people;
* ability to form and maintain appropriate relationships and personal boundaries with children and young people;
* emotional resilience in working with challenging behaviours;
* attitudes to use of authority and maintaining discipline;

Any relevant issues from references will be taken up at interview.

APPLICATION

Please return a completed application form including the names, addresses and relevant contact details of two referees together with your letter of application.

The letter of application should be no more than two sides of A4 and should set out the particular strengths that you would bring to the post, how you feel you meet the criteria outlined in the job description and person specification as well as a response to the following questions:

* What does outstanding SEND provision look like and how would you contribute to this?
* How do you track and monitor students with SEND?
* What are the Key difficulties for students with Speech, Language and Communication difficulties in an inclusive mainstream school and how can these difficulties be overcome?

Please ensure you also complete and return the required DCCR form. Completed applications must be received by the school by **noon** on **Friday 6th March 2015** addressed to:

Mr P Gillis

Headteacher

Whitworth park School and Sixth Form College

Whitworth lane

Spennymoor

County Durham

DL16 7LN

or by e-mail to the Headteacher’s PA, Mrs J Woodward at:

[j.woodward@whitworthpark.org.uk](mailto:j.woodward@whitworthpark.org.uk)

Interviews are scheduled to be held week commencing **Monday 16th March 2015** If you have not heard from us within 4 weeks please assume that you have been unsuccessful on this occasion.

Whitworth park School and Sixth Form College:

* is committed to the protection and safety of its students. Appointment will be subject to an enhanced DBS check, satisfactory medical report and satisfactory references
* is an Equal opportunity employer
* operates a strict no-smoking policy

Unfortunately we are unable to acknowledge receipt of your application.