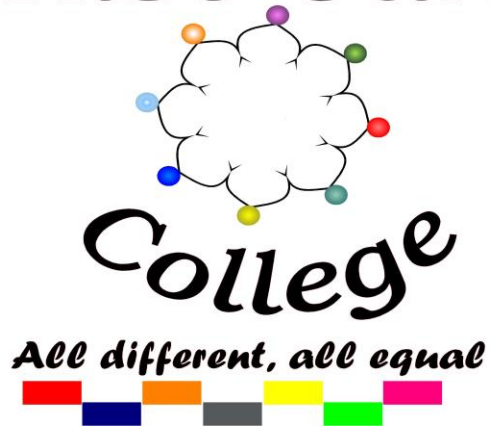


***Rise Carr***



**TEACHER IN CHARGE OF ADDITIONALLY  
RESOURCED CENTRE**

- **Candidate Information**
- **Post and Person Specification**
- **Additional Information**



**Rise Carr College**  
**Eldon Street**  
**Darlington**  
**DL3 0NS**  
**Tel: 01325 348600**

Dear Candidate,

Thank you for your interest in the post of Teacher in Charge of our new additionally resourced centre for SEMH, within Rise Carr College. I'm delighted to have the opportunity to share some information about our school, as well as some detailed information about the post.

Rise Carr College a Local Authority maintained Pupil Referral Unit and Alternative Provision which serves the eight secondary schools in Darlington. Home and Hospital Teaching Service, another Local Authority service, is co-located within the building and Clifton House is a further provision based on the Hummersknott Academy site. Clifton House is a part-time provision for children in Years 5-8 to support transition to secondary school.

In 2018/19 Rise Carr College were successful in bidding for additional capital fund to develop an additionally resourced centre for children with Education, Health and Care Plans with a primary need of Social, Emotional and Mental Health difficulties. The new centre is based in a brand new stand-alone building on the same site as Rise Carr College on Eldon Street in Darlington.

The centre will cater for 15 students across the secondary age range, split into Key Stage 3 and Key Stage 4 provision.

This post is the first appointment to the new provision and is required for May 2021 to work with the Headteacher to take the plans for the centre and the curriculum from the drawing board to reality. Our first children will join the provision in September 2021.

We are seeking to recruit an enthusiastic and committed practitioner whose outstanding classroom and organisational skills will be pivotal in the success of the provision into the future. It is our expectation that 'every child gets every chance, every day' and that they have access to an educational experience that is appropriate, aspirational and inspirational.

In our school we are committed to providing outstanding education in the broadest sense, prioritising the development of successful learners, increasing progress to ensure that all learners reach their full potential and to extend and ensure the development of 'the whole child'. If you would like to arrange a visit to our school please contact Diane Charlton (School Administrator) on 01325 348600.

Yours faithfully

A handwritten signature in blue ink, appearing to read 'Sally Hudd', with a long, sweeping horizontal line extending to the right.

Sally Hudson  
Headteacher

## **POST AND PERSON SPECIFICATION**

|                                      |   |
|--------------------------------------|---|
| <b><u>POST TITLE :</u></b>           | <b>TEACHER IN CHARGE OF ADDITIONALLY<br/>RESOURCED CENTRE</b> |
| <b><u>GRADE :</u></b>                | <b>L2-L6</b>  |
| <b><u>REPORTING RELATIONSHIP</u></b> | <b>To the Head Teacher</b>                                    |

This job description should be read alongside the range of duties of teachers set out School Teachers' Pay and Conditions Document (STPCD) 2015 as supplemented by this Pay Policy to all existing and new teaching staff.

Members of staff should at all times work within the framework provided by the College's Policy statements to fulfill the general as well as specific aims and objectives of the College Development Plan.

The postholder will agree major objectives with the Headteacher. These objectives will include:

Establishing and exercising a clear leadership and management role in relation to the operational running of the additionally resourced Centre and to raising achievement for its students.

The creation and development of policies and programmes to meet the needs of all students within the Centre.

To improve the level of attainment and progression in the Centre and support and challenge staff to develop effective, high quality learning and teaching.

To line manage staff within the Centre.

### **PURPOSE OF THE JOB:**

To work with and support the Headteacher leading and managing an effective Centre as part of the Extended Leadership Team, sharing fully in the responsibilities.

To model college policies and practice; to actively promote the aims of the college to offer guidance, support and challenge to colleagues.

To lead the staff working within the Centre and develop an effective team by establishing clear expectations and constructive working relationships, including through team working and mutual support delegating tasks as appropriate, evaluating practice and development and motivating staff in delivering high quality teaching and learning. To line manage staff working within the Centre.

To play a leading role in the general life of the college; e.g. special events, visits, assemblies.

To take a leadership role in the College's Performance Management Programme.

To ensure the highest possible of standards of education of the students

To liaise with the other key staff and ensure good transition for students entering/leaving the Centre.

To continue continuity of policy and curriculum throughout the college and actively promote equal opportunities for all.

## **RESPONSIBILITY**

The Teacher in Charge of the SEMH Unit is responsible to the Headteacher

## **POLICY AND LEGAL FRAMEWORK**

The Teacher will work within the framework of:

National Legislation, including Education Acts from 1944 to 1993, the SEN Code of Practice 2014 and the School Teachers' Pay Document 2015; Standards for Teacher's.

School policies and guidelines on the curriculum and school organisation;

LA policies and guidelines, in particular those relating to particular those relating to curricular aims and principles, and to race and gender equality

## **LEADERSHIP AND MANAGEMENT**

To take responsibility for coordinating and leading developments at the additionally resourced Centre and in organisational aspects of college life, as directed by the Headteacher.

To devise and maintain an action plan as part of the overall College Development Plan in conjunction with the Headteacher with a focus on raising academic standards within the Centre, and to monitor its effectiveness and evaluate its impact with the Leadership Team and Management Committee.

To prepare reports for the Headteacher, Leadership Team, Management Committee and Local Authority as required.

To respond to baseline/entry assessment data and to set targets for students within the Centre

## **ASSESSMENT FOR LEARNING**

To take a leadership role in promoting Assessment for Learning, and to promote good record keeping and assessment at the Centre.

## **STAFF DEVELOPMENT**

Lead staff meetings, workshops and activities for staff. Model lessons and advise staff on good practice.

## **DISPLAYS AND ENVIRONMENT**

To ensure that displays of students work show recognition and affirmation to students, thereby creating a stimulating environment for learning.

## **MONITORING QUALITY OF TEACHING AND LEARNING THROUGH:**

Classroom observations and monitoring of staff's planning and children's work. To check appropriateness of the content, progression and continuity between classes, consistency in marking and responding, and standards of presentation and learning.

To lead a significant area of school improvement as the teacher in charge for an area of learning.

## **RESOURCES AND EQUIPMENT**

Contribute to the organisation, management and provision of resources as directed by the Headteacher.

## **OWN DEVELOPMENT**

To keep abreast of new thinking and practice, by attending courses and relevant CPD, and by reading articles newsletters, documents, etc.

## **EQUALITY POLICIES**

To help ensure local authority and college policies on race and gender equality are adhered to.

## **GOVERNORS**

Prepare information on the Centre's progress and achievement as well as liaise in order for the Headteacher to report to the Management Committee meetings.

## **BEHAVIOUR AND ATTITUDE**

To develop good attitudes to learning and good behaviour in the classrooms and generally around the college.

## **TASKS AND DUTIES AS CLASS TEACHER**

1. Planning

To plan and prepare courses, schemes of work and individual lessons, appropriate to student needs, interests, experience and existing knowledge.

2. Setting and supervising work

To teach and to set tasks to be undertaken both at college or elsewhere, having regard for the requirements of accreditation routes.

3. Marking and Recording

To mark and assess work, and to record their development, progress and attainment, both at college and at times elsewhere, having regard to the requirements of the curriculum/ accreditation and to inform future planning, all the while ensuring personalisation

4. Discipline and Relationships

To maintain good order, discipline and respect; to promote understanding of the college's rules and values; to safeguard health and safety; and to develop relationships with and between students conducive to optimum learning.

5. Communication with parents

To build and maintain co-operative relationships with parents, and to communicate with them on their child's learning and progress, drawing attention to special skills and talents as well as to problems or difficulties

6. Displays and environment

To maintain an attractive and stimulating learning environment, and to contribute to displays in the college as a whole.

7. Overall policy and review

To take part in whole-college reviews of policy and aims and in the revision of formulation of guidelines.

8. Reports

To provide or contribute to oral and written assessments, reports and references, both at college and elsewhere, relating to the development and learning of individual students and groups, having regard to the requirements of subject accreditation routes.

9. Review

To evaluate and review own teaching methods, materials and schemes of work and to make changes as appropriate.

10. Professional

To keep-up-to-date with current educational thinking and practice both by study and by attendance at courses, workshops and meetings and to participate in national or local arrangements for appraisal of staff performance.

11. Corporate life

To take part in the corporate life of the college by, for example, attending assemblies, registering the attendance of children, and supervising students before and after school sessions.

12. Equality policies

To help ensure that subject-matter and learning resources reflect borough and college policies on race and gender equality, and that the implications of these policies are borne in mind in relation to all tasks and duties listed in 1 - 12 - above.

February 2021

Job Description prepared by: Headteacher

**PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL COLLEGE POLICIES, INCLUDING THE NO SMOKING POLICY.**

*THE POST IS SUBJECT TO A DBS (DISCLOSURE & BARRING SERVICE) CHECK AND WILL BE SUBJECT TO RELEVANT VETTING CHECKS BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED AND WILL BE SUBJECT TO RECHECKING AS APPROPRIATE*

**PERSON SPECIFICATION - TEACHER - TLR2B + SEN**

| <b>ESSENTIAL</b>                      |                     |  |                         | <b>DESIRABLE</b>    |   |                         |
|---------------------------------------|---------------------|--|-------------------------|---------------------|---|-------------------------|
|                                       | <b>Criteria No.</b> | <b>ATTRIBUTE</b>   | <b>Stage Identified</b> | <b>Criteria No.</b> | <b>ATTRIBUTE</b>  | <b>Stage Identified</b> |
| <b>Qualifications &amp; Education</b> | E1                  | To hold a degree in a relevant subject.<br>Qualified Teacher Status and evidence of regular participation in continuing professional development             | A, C, R                 | D1                  | National Award for Special Educational needs Coordination | A, C                    |
| <b>Training</b>                       | E2                  | Evidence of regular participation in Continuing Professional Development<br><br>To have completed 'Team Teach' training, or be willing to undertake training | A, C, I<br><br>A, C, I  |                     |   |                         |
| <b>Experience &amp; Knowledge</b>     | E3                  | Minimum of 3 years recent successful teaching experience in a relevant provision and working with children with additional needs                             | A, I, R                 | D2                  | Experience of leading literacy                            | A, R                    |
|                                       | E4                  | Proven experience of high standards of classroom practice and of teaching area of responsibility.  | A, I, R                 |                     |   |                         |
|                                       | E5                  | Experience of making a significant impact upon children's learning and progress  | A, I, R                 |                     |   |                         |
|                                       | E6                  | Experience of successfully leading and developing a curriculum area or whole school area.  | A, I, R                 |                     |   |                         |
|                                       | E7                  | A thorough and up to date knowledge of teaching and wider curriculum developments  | A, I                    |                     |   |                         |



| ESSENTIAL     |              |   |                  |              | DESIRABLE                                 |                  |
|---------------|--------------|---|------------------|--------------|---|------------------|
|               | Criteria No. | ATTRIBUTE   | Stage Identified | Criteria No. | ATTRIBUTE                                 | Stage Identified |
|               | E8           | Full working knowledge of the relevant polices/codes of practice/legislation  | A, I             |              |   |                  |
|               | E9           | Experience of working with multi-agency teams   | A, I             |              |   |                  |
| <b>Skills</b> | E10          | Ability to utilise a range of teaching styles and strategies to ensure high levels of learning and achievement          | A, I, R, O       |              |   |                  |
|               | E11          | Able to demonstrate an understanding of curriculum planning, delivery and assessment                                    | A, I, R, O       | D3           | Ability to enhance the practice of others | A, R             |
|               | E12          | Ability to motivate and enthuse children and staff  | A, I, R          |              |   |                  |
|               | E13          | Ability to understand how children learn  | A, I, R, O       |              |   |                  |
|               | E14          | Willing to develop specialist skills and subject knowledge  | A, I, R          |              |   |                  |
|               | E15          | Ability to lead a team of staff and to be aware of everyday issues that affect them and the running of the Centre       | A, I, R          |              |   |                  |
|               | E16          | Flexibility and adaptable in order to be able to work and communicate with adults, parents and other external agencies. | A, I, R          |              |   |                  |
|               | E17          | Well organised and be able to work under pressure   | A, I, R          |              |   |                  |
|               | E18          | Well organised and able to work under pressure  | A, I, R          |              |   |                  |
|               | E19          | High quality and reflective practitioner  | A, I, R          |              |   |                  |

| ESSENTIAL                  |              |   |                  | DESIRABLE    |           |                  |
|----------------------------|--------------|---|------------------|--------------|-----------|------------------|
|                            | Criteria No. | ATTRIBUTE   | Stage Identified | Criteria No. | ATTRIBUTE | Stage Identified |
| <b>Personal Attributes</b> | E20          | Enthusiastic, ambitious and adaptable   | A, I, R          |              |           |                  |
|                            | E21          | Ability to form and maintain appropriate relationships and personal behaviour with children                                       | I, R             |              |           |                  |
|                            | E22          | Emotional resilience in working with children with challenging behaviour  | I, R             |              |           |                  |
|                            | E23          | High degree of motivation for working with children and young people  | A, I, R          |              |           |                  |
|                            | E24          | Evidence of being able to build and sustain effective working relationships with staff, governors, parents and other stakeholders | R                |              |           |                  |

| Key – Stage identified |                  |   |            |
|------------------------|------------------|---|------------|
| AF                     | Application Form | I | Interview  |
| C                      | Certificates     | R | References |
| O                      | Observation      | D | DBS check  |

**Issues arising from references will be taken up at interview. All appointments are subject to satisfactory references.**

The College is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS clearance (certificate of disclosure from the Disclosure and Barring service) and pre-employment checks will be undertaken before an appointment is confirmed.

## ADDITIONAL INFORMATION

The closing date for applications is Friday 12<sup>th</sup> March 2021  
Interviews will take place on Friday 19<sup>th</sup> March 2021

Please email completed application forms to [k.loftus@rise carr college.org.uk](mailto:k.loftus@rise carr college.org.uk)  
Or post to:

FAO Kerry Loftus  
Rise Carr College  
Eldon Street  
Darlington  
DL3 0NS

If you would like an informal chat with Sally Hudson, Headteacher, please contact Diane Charlton in the first instance on 01325 348600 to arrange a call back.