



# Recruitment Pack

Tees Valley Education



## SEND Teacher Dormanstown Primary Academy

Job Ref: DPA 125



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**TEES VALLEY  
EDUCATION**  
[www.teesvalleyeducation.co.uk](http://www.teesvalleyeducation.co.uk)

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# WELCOME LETTER FROM THE TRUST



**TEES VALLEY**  
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Dear Applicant

Thank you for expressing an interest in applying for a position working with Tees Valley Education Trust.

The Trust currently comprises of five Academies - Brambles Primary Academy, Discovery Special Academy, Dormanstown Primary Academy, Pennyman Primary Academy and Wilton Primary Academy.

Tees Valley academies believe in excellence as a birthright. All children, regardless of circumstance, have an entitlement to a world-class education. The Academy Head Teachers operate in an atmosphere of trust, honesty, integrity and an unwavering commitment to excellence for children. They firmly believe there should be “no excuses or barriers!” in education.

All of the academies are located in areas of significant deprivation and its leaders are passionate about the difference education can make to children’s lives.

Therefore, if you are successful, you will be joining a brilliant team. All of our staff, regardless of their role, work together to ensure that our children are provided with the best education possible.

As a Trust, we are committed to giving our leaders and teachers time to fulfil their professional duties and responsibilities. We also offer you the opportunity to work in a vibrant, supportive and friendly atmosphere where you will be enabled to develop both personally and professionally.

Enclosed with this recruitment pack you will find the advert, job description and person specification for the post along with an application form, safeguarding information and guidance on how to apply. If you wish to apply, then please make sure that you complete the application form fully. Please do not attach a curriculum vitae: we will only consider information completed as part of the application form.

Yours faithfully

**Katrina Morley**

Chief Executive Officer and Executive Head Teacher of Pennyman Primary Academy

## **SEND Teacher**

**Dormanstown Primary Academy**

**Status: Permanent**

**Hours: Full Time**

**Salary: M3 to UPS3 + SEND allowance (£29,664 - £41,604 + £2,270)**

**Commencing: September 2021**

**Reporting to: Head of Academy**

Dormanstown Primary Academy is a thriving inclusive learning community for 270 pupils from Nursery to Year 6. Within our provision, we have 35 High Needs places for children with complex learning needs from across Redcar & Cleveland. We are looking to appoint a SEND teacher to work within our High Needs Base provision that caters predominantly for children with communication and interaction difficulties including ASD. We are seeking a candidate who is an outstanding classroom practitioner able to deliver excellent teaching and learning. You will be an inspiring teacher with a track record of delivering high quality provision for SEND pupils. You will be contributing to inclusive provision within a collaborative learning culture.

The SEND Teacher will:

- Plan and deliver appropriate provision for all pupils within the class in relation to the curriculum requirements, EHC outcomes and assessment for learning
- Providing learning activities within a clear sequence that build key knowledge, understanding, application and independence
- Ensure positive behaviour management supporting pupils with strategies and self-regulation
- Set clear academic and therapeutic targets, working closely with other professionals
- Work with mainstream colleagues contributing to the whole academy's curriculum provision and planning
- Have an understanding of inclusive practice to ensure all pupils access the best possible teaching and provision, that is appropriate to their needs, promotes high standards and fulfilment of potential

We can offer:

- A committed senior leadership team that puts the child at the centre of school improvement
- A forward-thinking school, which is committed to improvement through evidence based research
- An excellent learning environment for children with a strong community ethos
- Hard working, committed and dedicated staff who strive to gain the best outcomes for all of our pupils
- Dedicated pupils who love coming to the academy and are encouraged to be the best they can be
- A passionate and high performing team of professionals across the trust to learn from and contribute to

The successful candidate must have a demonstrable understanding of current national frameworks and developments in SEND. It is essential that the successful candidate has experience of working with children with complex SEND needs. For the right candidate, there is the potential of contributing to Trust outreach and SEND support work as a Specialist Leader in Education. There will be the opportunity as the Trust grows for promotion and leadership opportunities. This is a superb opportunity to develop and progress professionally and to join Tees Valley Education Trust, which has a strong commitment to continued professional development for all staff within an inclusive and supportive environment.

If you have any queries about the position please contact Mr Oliver Long, Head of Academy on 01642 483696 for an informal discussion.

Visits to the academy are actively encouraged and should be arranged by contacting Mrs Katie Stedman, Office Manager, on 01642 483696. During the visits, masks will be provided and there will be no access to classroom bubbles.

## HOW TO APPLY

Tees Valley Education Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS check.

Application packs can be downloaded or printed directly from the Trust website [www.teesvalleyeducation.co.uk](http://www.teesvalleyeducation.co.uk) or requested from Dormanstown Primary Academy. Only applications on Trust's official application form will be accepted.

If you are submitting your completed application form by e-mail please be aware that the academy cannot be responsible for any formatting anomalies when printing. Hand written or electronic printed copies should be posted or hand delivered to the following address:

Mr Oliver Long,  
Head of Academy  
Dormanstown Primary Academy  
South Avenue  
Redcar  
Cleveland  
TS10 5LY

Closing Date: Wednesday 14<sup>th</sup> April 2021 9am

Shortlisting: Wednesday 14<sup>th</sup> April 2021

Interviews: Thursday 22<sup>nd</sup> April 2021

## JOB DESCRIPTION

To teach children with a range of special educational needs including planning, preparing lessons, assessing, recording and reporting on the development, progress and attainment of pupils assigned to you. The ideal candidate will demonstrate on a daily basis the visions and values of the academy, and participate in the team working ethos by embodying and promoting the core values in all aspects of their role, both inside and outside of the classroom.

## PLANNING, TEACHING AND CLASS MANAGEMENT

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- Planning and delivering the teaching program for all pupils within the class in relation to their specific needs and through differentiation of tasks.
- Providing clear structures for lessons and for sequences of lessons, which motivate and challenge pupils with varying needs.
- Setting clear academic and therapeutic targets, building on prior achievements.
- Making effective use of assessment information on pupils' attainment and progress in planning lessons.
- Maintaining good order and discipline in accordance with the academy's procedures and encouraging good practice with regard to punctuality, behavior, standards of work and homework.
- Using a variety of teaching pedagogy and approaches to:
  - Keep all pupils engaged in learning
  - Match approach to core content, exposition, use of appropriate vocabulary
  - Use effective questioning and feedback to give attention to errors and misconceptions
- Evaluate own teaching critically to improve effectiveness.
- Ensure the effective and efficient deployment of classroom support.
- Encourage pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and wider learning dispositions
- Provide a stimulating, organised classroom environment, where resources can be accessed appropriately by all pupils.

## MONITORING, ASSESSMENT, RECORDING, REPORTING

- A secure understanding of Assessment for Learning (AfL) and the impact on progress.
- Assess how well learning objectives have been achieved and use this information to improve specific aspects of teaching.
- Mark and monitor classwork and homework, providing constructive feedback, addressing misconceptions and setting outcomes to ensure progress.
- Assess and record pupils' progress systematically and keep responsive teaching records to check work is understood and completed, recognising the level at which the pupil is achieving.
- Prepare and present informative reports on the development, progress and attainment of pupils to SLT and/or parents as required.
- Work with other professionals to develop appropriate targets for pupils' therapeutic and social/emotional development.

## CURRICULUM DEVELOPMENT

- Share or lead responsibility for a subject or aspect of the academy's work and develop plans which identify clear targets and success criteria for its development and / or maintenance.
- Contribute to the whole academy's curriculum development, provision and planning activities.

## OTHER PROFESSIONAL REQUIREMENTS

- Have a working knowledge of teachers' professional duties and legal liabilities.
- Operate at all times within the stated policies and practices of the academy.
- Know subject(s) or specialism(s) to enable effective teaching.
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.

- Endeavour to give every child the opportunity to meet high expectations.
- Take part in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy.
- Take part in liaison activities such as Open Evenings, Parents Evenings, Review days and events within the Trust
- Liaise effectively with other professionals and specialists from outside agencies
- Take responsibility for own professional development and duties in relation to academy and Trust policies and practices.
- Participate in the performance management system for the appraisal of own performance, or that of other staff.

The job holder may be required to undertake additional duties as could be reasonably required in exceptional or emergency situations.

The job holder may be required to work flexibly between the hours of 8am and 6pm.

The job holder may be required to work across the academy group.

The job holder may be required to undertake additional training e.g. first aid, positive handling.

**Important:** In the first instance, applications are assessed against the following criteria:

\*overall presentation

\*use of standard English

\*grammatical accuracy

Where applications do not meet the expected standard, they will be discarded before being matched to the person specification.

PERSON SPECIFICATION		
QUALIFICATIONS	AM	E/D
Degree or relevant qualification and experience.	A	E
Qualified Teacher Status.	A	E
Postgraduate qualifications and / or a willingness to undertake them.	A	D
EXPERIENCE		
A secure understanding and experience of working with children with complex learning needs	A, I, R	E
A secure understanding of SEND pedagogy	A, I, R	E
Evidence of outstanding teaching and impact on progress for SEND learners.	A, I, R	E
KNOWLEDGE, ABILITIES AND SKILLS		
An understanding of the current National Curriculum frameworks and SEND assessment tools such as PIVATS.	A, I, R	E
Provide quality provision to meet the needs of children at different stages in their development	A, I, R	E
A sound understanding of strategies to support all children's learning.	A, I, R	E
Excellent behaviour and classroom management strategies including how to establish routines for learning	A, I, R	E
The use of a variety of techniques for assessment for learning in order to impact positively on children's progress.	A, I, R	E
An understanding of and working knowledge of the needs of children with complex SEND in relation to communication & interaction and ASD	A, I, R	D
Outstanding organisational skills with the ability to self-direct as well as work successfully within a team.	A, I, R	E
The ability to work productively and positively with a range of colleagues both internal and external professionals	A, I, R	E
A commitment to further professional development.	A, I, R	E
Ability to contribute to the whole academy improvement journey	A, I, R	D
Ability to contribute to Trust SEND developments and SEND support work	A, I, R	D
PROFESSIONAL CHARACTERISTICS		
Commitment to meeting the educational, social and emotional needs of all children	A,I	E
Commitment to high standards and continuous improvement	A,I	E
Excellent interpersonal skills and emotional intelligence	A,I	E
Ability to demonstrate the Trust Diamond Standards of Commitment, Curiosity, Courage and Care	A,I	E

AM (Assessment Method) - A - Application Form, I - Interview, R – Reference

E – Essential

D – Desirable

## SAFEGUARDING CHILDREN

**The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.**

*Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Working Together to Safeguard Children DfE 2018*

The Trust pays full regard to DfE guidance 'Working Together to Safeguard Children DfE 2018'. Anyone who works for the Trust, who is likely to be perceived by children as a safe and trustworthy adult (including volunteers and staff employed by contractors), is subject to appropriate checks in line with current legislation and best practice.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking checking details with the Disclosure and Barring Service.

## EXPLANATORY NOTES

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted.

### **Safeguarding Children & Young People**

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including DBS checks. Candidates should be aware that all posts in Tees Valley Education involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Accordingly, 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.

### **General Data Protection Regulation**

Refer to our privacy policy on how we will process your personal data including how you can request to access your personal data via Tees Valley Education website: <http://www.teesvalleyeducation.co.uk>.



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## Dormanstown Primary Academy Information

Dormanstown Primary Academy is an inclusive thriving learning community of 270 pupils aged 3-11. Our context is challenging, serving an area of socio-economic deprivation with a high proportion of children who are eligible for pupil premium. Within our provision, we have 35 High Needs places for children with complex learning needs from across Redcar & Cleveland.



Our children are entitled to an excellent education; we ensure children have the essential knowledge, learning dispositions and key values to embrace the opportunities and challenges they encounter to go out into the world and make a difference to their own lives and that of others. We achieve this through expert teaching routed in cognitive science and underpinned by:

- A positive climate and routines for learning
- A well-sequenced, knowledge rich curriculum
- Planning for learning rather than performance
- Responsive teaching and effective feedback approaches
- Explicit teaching to extend and enrich vocabulary learning to address language development and the word gap
- A commitment to continual development by all staff



We have a shared understanding that 'Learning is a persistent change in the long-term memory'. Using Trust plans as a starting point, teachers at Dormanstown plan clear sequences of learning which address and activate prior knowledge, introduce new knowledge in granular steps and make meaningful connections between old and new learning. This includes how to use spaced retrieval to ensure information is regularly revisited to enable the information to move from the working to the long term memory.

Our responsive teaching approach to feedback ensures we are constantly consulting and co-constructing learning with our pupils. Pupils are encouraged to be independent and teacher's assessment for learning is pivotal in this process.



The recent relaunch of our school logo in collaboration with our whole community ensures our children display learning behaviours underpinned by our core values: 'aspiration, inspiration, collaboration and celebration', creating a nurturing environment that enables children to be successful learners.

Our children have excellent learning behaviours, are eager to learn and are supported by a team of hard-working and dedicated staff. The children of Dormanstown Primary are happy learners, who work hard to reach the challenges set by their teachers.

We work as part of Tees Valley Education, a Trust that has been operating since September 2015. We work very closely with our partner academies: Brambles, Pennyman, Wilton and Discovery. This gives us the opportunity to develop best practice and deliver improved outcomes for our children. It also allows us to ensure that all our staff receive high quality CPD to support them in achieving their professional goals.

Our vision for Dormanstown is ambitious, and presents a significant challenge, but we are already a long way into this journey. With inspirational pupils who share a love of learning, a passionate staff team and the resources of the Tees Valley Education Trust professionals, we ensure that our children set aspirational goals, inspire one another, collaborate and celebrate together.



Please visit our website for further information [dormanstown.teesvalleyeducation.co.uk](http://dormanstown.teesvalleyeducation.co.uk)

