

Year 3/4 SEND Classroom Teacher

Dormanstown Primary Academy

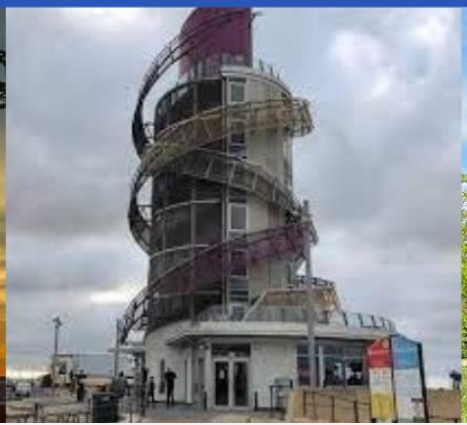
'To transform children's life chances.'

Job Ref:DPA408

TEES VALLEY EDUCATION
www.teesvalleyeducation.co.uk

INSPIRATION ASPIRATION COLLABORATION CELEBRATION
DORMANSTOWN PRIMARY ACADEMY







Introduction

Tees Valley Education's foundation and journey to date

Tees Valley Education Multi-Academy Trust (TVEd) was established in 2015, building on five years of successful collaboration between Brambles and Pennyman Primary Academies. This partnership laid the foundation for a trust committed to excellence in education and community impact. Later that year, Dormanstown joined the trust, further strengthening its reach and capabilities. In 2018, Wilton Primary Academy became part of the trust, marking another significant milestone in its growth.

That same year, TVEd proudly opened Discovery Special Academy, the first free school in Middlesbrough, providing tailored education to children with special educational needs. In August 2022, Discovery Special Academy transitioned into a state-of-the-art, purpose-designed building, enabling the expansion of its provision to include secondary-age children.

2025 is a milestone year for the Trust as it proudly marks its 10th anniversary. Over the past decade, the Trust has dedicated itself to fostering positive change and making a meaningful impact in the community. This special anniversary offers an opportunity to reflect on its achievements, celebrate the partnerships and support that have made them possible, and renew its commitment to building a brighter future. The Trust looks forward to continuing its journey towards leaving a 100-year legacy of innovation, growth, and service for generations to come.





Letter From Katrina Morley OBE

- Chief Executive Officer
Tees Valley Education Trust



Dear Applicant,

Thank you for expressing your interest in joining Tees Valley Education Trust.

At Tees Valley Education Trust, we hold a steadfast belief that excellence is a birthright. Every child, regardless of their circumstances, deserves access to a world-class education. Our academy Head Teachers operate in an atmosphere of trust, honesty, and integrity, underpinned by an unwavering commitment to excellence for all children and young people. As a Trust, we embrace a philosophy of "no excuses or barriers" in education, ensuring that every child has the opportunity to thrive.

Our academies are located in areas of significant deprivation, and we are passionately committed to the transformative power of education in changing lives. By joining us, you will become part of a brilliant and dedicated team. Across our Trust, all staff—regardless of role—work together with a shared vision: to transform children's life chances.

We are equally committed to supporting our staff. At Tees Valley Education Trust, we ensure that our leaders and teachers have the time and resources to fulfill their professional duties and responsibilities. We offer a vibrant, supportive, and friendly atmosphere where you will be encouraged to develop both personally and professionally.

Enclosed with this recruitment pack, you will find the job advert, job description, person specification, safeguarding information, and guidance on how to apply. If you wish to apply, please ensure that you complete the application form in full. Kindly note that we do not accept curriculum vitae; only information provided in the application form will be considered.

Thank you once again for considering a position with Tees Valley Education Trust. We look forward to receiving your application.

Yours faithfully,

Katrina Morley OBE
Chief Executive Officer
Tees Valley Education Trust

Strategic Partners

The Trust is committed to excellence and innovation, we therefore, invest heavily in a range of strategic partnerships. These are designed to:

- Maximise progress and entitlement of all children and young people
- Support continuous staff development
- Offer community and social impact, at scale
- Collaborate with and engage in a range of research and learning partnerships
- Lobby, influence and contribute to regional and national policy
- Contribute to a 100-year legacy around the Trust USP's – SEND & Inclusion, The Arts and STEM

PTI

Schools North East

SSAT

Teesside University

Ambition Institute

IQM

Chartered College of Teaching

Fair Education Alliance

Apple

PIXL

Whole Education

Forum Strategy

View all Strategic Partners here



Mission & Values

Mission

Our mission is to deliver educational excellence for all of our children by fostering a culture of creativity, curiosity, care, courage and commitment.

Vision

'To transform children's life chances'

Diamond Standards

Commitment

To be dedicated, hard working and always try our best.

Courage

To be adventurous, bold and brave

Care

To be kind to ourselves, each other and our communities.

Curiosity

To be inquisitive, excited and explore.

Creativity

To use our talents to imagine, innovate and inspire.

TVEd Staff Charter

- Complimentary refreshments for staff
- Free annual flu vaccination available for all staff upon request
- Trust and academy deadlines are publicised well in advance
- Sensible pragmatic approach to data collections
- Dedicated planning, preparation and assessment (PPA) for all teaching staff
- Wellbeing service free for all staff including counselling, life style support and medical referrals
- Dedicated space for teaching and learning
- Open door policy
- A range of staff social, sports and fun sessions including team celebrations
- Opportunities for professional development through excellent CPD support
- Constructive and research based approach to drop ins and lesson observations within a learning community
- Communication policy to protect time outside of the academy
- On site parking
- End of term team celebration events
- Diamond Standards to celebrate all staff who have excelled in one if not all of the 5C's
- Dedicated staff room and facilities
- Always well informed with all elements of school life through regular communications
- Staff are recognised for their over and above contribution they make in line with existing policies

ADVERTISEMENT

SEND Teacher
Status: Permanent Required: 22nd February 2027 or soon as possible
Salary: From M3 – UPS3 £38,400 - £52,835 plus Sen Allowance (£2,787 pending pay award)
Hours: 32.5
Reporting to: Assistant Head of Academy, Unit Leader
Academy: Dormanstown Primary Academy
About the Trust

The Trust was established in 2015 and provides education and enrichment activities to and Cleveland local authority areas. Academies within the Trust are:

- Brambles Primary Academy (2 to 11 years),
- Discovery Special Academy (3 to 16 years),
- Dormanstown Primary Academy (2 to 11 years),
- Pennyman Primary Academy (2 to 11 years), and
- Wilton Primary Academy (3 to 11 years).
-

About the role we are looking to appoint:

Dormanstown Primary Academy is seeking to appoint an exceptional SEND teacher, to join our thriving and inclusive learning community. We are looking for an innovative and inspirational SEND teacher who can demonstrate best practice in teaching, has high expectations for all children and has good knowledge of the primary curriculum and with strong subject knowledge, who is eager to contribute to the continued development of teaching and learning across the academy. This is a fantastic opportunity for a teacher to contribute to an environment where every pupil can thrive- achieving their academic potential while developing curiosity, a lifelong love of learning, and the skills to succeed in the future- all within a dedicated and supportive team.

What we are looking for:

We are looking for teachers who demonstrate the aptitude to be excellent practitioners through embedding science of learning into pedagogical practices and provision. Please indicate on your application, your areas of strength/expertise e.g. Phase/ Subject/ area of specialism.

What the Trust will provide the successful candidate with:

- A workplace where all staff are valued and treated with respect as outlined within the Trust's Diamond Standards
- A passionate, enthusiastic and supportive Leadership Team
- A listening and learning organisation where all staff are encouraged to be curios and share ideas for the Trust/academies/team to improve
- Hard working, committed and dedicated staff who strive to gain and the best outcomes for all children across the Trust's academies
- Dedicated approach to children's learning to encourage them all to be the best they can be:

- Career enhancement opportunities within areas of interest as well as supporting ongoing professional development and training specific to job role
- Dedicated line manager to discuss work streams and capacity
- Free access to the Trust's Wellbeing offer, which includes counselling, access to GP, Mindfulness and so much more.
- Free parking
- Enrolment into the Teachers Pension Scheme
- All teaching contracts are employed on Standard Teaching Pay and Conditions for (also known as Burgundy book)
- Benefits of the Trust's Staff Charter which can be found at TVED Staff Charter.

Safeguarding requirements for the role:

Tees Valley Education Multi Academy Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS check. 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. The Trust's Recruitment of Ex-Offender policy can be requested or visit the Trust's website.

Applications are invited from prospective candidates who demonstrate that they are able to meet the essential criteria set out in the person specification and who have the vision, values and tenacity to join an outstanding team and help continue the journey towards excellence.

JOB DESCRIPTION

To teach children in a year 3/4 mixed age class, working between EYFS-KS1 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. To contribute and participate in the team working ethos of the academy and maintains the positive ethos and core values of the academy, 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 adaptive teaching strategies.
- Providing clear structures for lessons and for sequences of lessons, which maintain pace,
- motivation and challenge for pupils with varying needs.
- Setting tasks which challenge pupils and ensure high levels of interest.
- Setting clear academic targets building on prior attainment.
- Making effective use of assessment information on pupils' attainment and progress in
- planning future lessons.
- Maintaining good order and discipline in accordance with the academy's procedures and
- encouraging good practice regarding punctuality, organisation, standards of work and
- homework.
- Using a variety of teaching pedagogy and approaches to:

    - Keep all pupils engaged.
    - Match approach to content, structure information, present a set of key ideas and
      use appropriate vocabulary.
    - Use effective questioning, listen carefully to pupils, give attention to errors and misconceptions.

- Select appropriate learning resources and develop study skills through ICT and other sources.
- Evaluate own teaching critically to improve effectiveness.
- Ensure the effective and efficient deployment of classroom support.
- Encourage pupils to develop independence, concentration and perseverance.
- Provide a stimulating, organised classroom environment, where resources can be accessed appropriately by all pupils.

MONITORING, ASSESSMENT, RECORDING, REPORTING

- Assess how well learning objectives have been achieved and use this to personalise
- teaching for individuals.
- Provide constructive feedback to children (as appropriate) and their parents/carers and set
- targets for future progress.
- Assess and record pupil progress systematically and keep records to check work is
- understood and completed, monitor strengths and weaknesses to recognise the level at
- which the pupil is achieving.
- Prepare and present informative reports on the development, progress, and attainment of
- pupils to the principal and/or parents as required.

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 planning activities.

UPS TEACHER

- Work to maintain and develop teaching across the academy.
- Develop plans which identify clear targets and success criteria for excellence in SEND.
- Contribute to the whole academy's CPD, monitoring, moderation and planning activities.
- To support the review of curriculum policy appropriate to pupils with SEND
- Contribute to the preparation and implementation of the Trust Academy Improvement
- Plans with a focus on academy development

SAFEGUARDING

- All staff must adhere to the Trust's safeguarding training (appropriate for job role)
- including policies, procedures, latest Keeping Children Safe in Education guidance and
- Working Together to Safeguard Children DfE 2018.

ADDITIONAL RESPONSIBILITIES

- The job holder may be required to undertake additional duties as could be reasonably
- required in exceptional or emergency situations. These may include:
    - to work flexibly between the hours of 8am and 6pm including weekends
    - to work across the Trust if required
    - to undertake additional training e.g. first aid, positive handling

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 procedures and tasks, but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

Elements of this job description and changes to it may be negotiated at the request of either the line manager.

PERSON SPECIFICATION

QUALIFICATIONS	AM	E/D
Degree or relevant qualification and experience.	A	E
Qualified Teacher Status	A	E
Qualifications or experience in pedagogy and child development.	A	D
Experience of skills outside of teaching.	A, I, R	D
Positive handling trained or a willingness to undertake it.	A, I	D
EXPERIENCE		
A secure understanding and relevant experience of working with children in the primary phase. Particularly EYFS and KS1	A, I, R	E
A secure understanding of SEND pedagogy and experience of this in a classroom setting.	A, I, R	E
Evidence of good teaching and impact on progress of learners with additional needs.	A, I, R	E
KNOWLEDGE, ABILITIES AND SKILLS		
An understanding of the current KS1/2 National Curriculum frameworks	A, I	E

A broad understanding of the curriculum and creative opportunities for cross curricular learning.	A, I, R	E
A sound understanding of strategies to support children's learning with additional needs.	A, I, R	E
The use of a variety of techniques for assessment for learning to impact positively on children's progress.	A, I, R	E
An understanding of and working knowledge of the needs of children with SEND.	A, I, R	E
Outstanding organisational skills with the ability to self-direct as well as work successfully within a team.	A, I, R	E
Excellent behaviour management strategies.	I, R	E
A commitment to further professional development.	I, R	E
Excellent interpersonal skills.	I, R	E
Flexible and adaptable.	A, I	E
Ability to inspire and motivate all children to learn and reach their full potential.	I, R	E
Tenacity, enthusiasm and drive.	A, I,	E
Commitment to safeguarding and protecting the welfare of children and young people	A, I, R	E
The ability to work productively and positively with a range of colleagues both internally and externally	A, I, R	D
Evidence of continued professional development	A	D
Awareness of SEND assessment tools such as PIVATS, MAPP	A, I, R	D
Ability to/willingness to contribute to the whole school context (including INSET).	I, R	D

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

E – Essential, D - Desirable

Important: In the first instance, applications are assessed against the criteria listed above, in addition to overall presentation, use of standard English and grammatical accuracy.

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

SAFEGUARDING CHILDREN

The Trust, and its academies, are committed to Safeguarding and Promoting the Welfare of all children. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

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, where appropriate, 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 enhanced CRB checks and 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.

If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, 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, your current employer will be asked about your suitability to work with children, although it may be answered 'not applicable' if your duties have not brought you into contact with children or young people.

HOW TO APPLY

To apply please complete the Tees Valley Education application form. Your supporting statement should address and evidence the selection criteria detailed in the Person Specification.

Applying:

Application packs can be downloaded or printed directly from the Trust website www.teesvalleyeducation.co.uk. Only applications on Trust's official application form will be accepted.

If you are submitting your completed application form by e-mail to dormanstown@tved.org.uk - please be aware that the academy cannot be responsible for any formatting anomalies when printing. Please add Dormanstown SEND Learning Assistant as the subject.

- Email to Dormanstown@tved.org.uk please be aware that the Trust cannot be responsible for any formatting anomalies when printing;
- By post to: Dormanstown Primary Academy, South Road, Dormanstown, Redcar. TS10 5LY

If you have any queries about the application process or the position please feel free to contact Allyson Eden, Academy SENDCO, on 01642 483696 or email allyson.eden@tved.org.uk

Shortlisting Process

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

Shortlisted candidates will receive:

- Letter confirming interview details.
- Details of original ID documentation is required to confirm candidates. Photocopies or certified copies are not accepted.
- Criminal Record Self-Declaration Form, which must be brought on the day of the interview in the sealed envelope provided.

The Trust may undertake social media searches in accordance with keeping children safe in education guidance.

References for successful Candidate/s

We may seek references for shortlisted candidate/s, we may also approach previous employers for information to verify particular experience or qualifications before the interview. Finally, we may also undertake a social media search in accordance with Keeping Children Safe in Education guidance. Any relevant issues arising from references will be taken up post interview.

Interview Process

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

Conditional offer: Pre-Employment Checks

- Any offer to a successful candidate will be conditional upon:
- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check
- Verification of professional status such as e.g. QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

Visits to the academy are actively encouraged and should be arranged by contacting the academy office on 01642 483696.

For your information, the recruitment timetable is detailed below:

Closing Date: Wednesday 25th November 12:00 noon

Shortlisting Date: Wednesday 25th November PM

Interviews: Monday 30th November 2026



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