

**Vacancy: Teacher of Science**

**Castlewood School**

Date: July 2022

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# Castlewood School



**Building Confidence and Self-belief**

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Dear Applicant,

Thank you for your enquiry regarding the above position. This post is offered on a permanent basis on the Teachers pay scales.

The school is at an exciting phase in its development. We are in the sixth school year, following academy conversion in December 2014; now being sponsored by Manor Hall Academy Trust and prior to September 2020 by the Northern House Academy Trust. We are a small school where all pupils are well known and understood by our experienced staff and we are proud of our pastoral care which ensures our pupils are well supported. I hope that this job pack you will give you a clear sense of what makes our school distinctive in an ever-changing world.

If you would like more information, or if you would like a tour of the school, please get in touch. It is important for potential employees to fully understand our culture and ethos 'at work'. I hope you will be interested in taking your initial enquiries further and look forward to receiving your completed application form, including the equal opportunities statement and your supporting statement. Please ensure your supporting statement addresses the person specification along with your reasons for applying for the post, it should be no more than two sides of A4.

Applications by email are encouraged and must be sent to [hr@castlewoodschool.co.uk](mailto:hr@castlewoodschool.co.uk) by **12:00 noon on Wednesday 7<sup>th</sup> September 2022**. Unfortunately we are only able to offer feedback to short-listed candidates.

Yours faithfully,

T Scott

Trevor Scott

Head Teacher



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### About Castlewood School



Our school stands on the site of what was previously known as 'Oaklands School' in Castle Bromwich. The building was constructed in 2009 and boasts state-of-the-art facilities.

Castlewood School is a special day school for 96 pupils aged 4-16 with Social, Emotional and Mental Health difficulties (SEMH).

Many of our pupils also have additional needs, often due to the co-morbidity of related medical conditions. Additional needs presented include Autistic Spectrum Conditions (ASC) including Asperger's Syndrome, Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD) including dyslexia and dyspraxia and Speech, Language and Communication Needs (SLCN). Some pupils have medical conditions such as Attention Deficit Hyperactivity Disorder (ADHD) requiring medication or visual and hearing impairments.

All pupils at Castlewood School have an Education, Health and Care Plan (EHCP) and are admitted following close consultation with the referring Local Authorities.

Pupils are taught in groups of a maximum size of eight by an allocated Class Teacher and Teaching Assistant. Sometimes additional adults are allocated to a group or an individual for a short period of time to meet specific needs.



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Before attending our school, many pupils have experienced 'failure' in a conventional mainstream setting, often resulting in attainment below the national expectations and significant self-esteem and confidence issues. At Castlewood School we aim to nurture pupils by building trusting relationships, enabling pupils to feel valued and to develop self-worth, raising self-esteem and supporting them to engage with learning, leading to achievement and experiencing success.



Our main focus rests on supporting all pupils, regardless of their starting points to reach their academic, emotional and social potential – we want pupils to be the best they can be, enabling them to move on and become a functional member of society. This is achieved by challenging pupils and staff to take the next step for their personal development.



Many of our pupils arrive feeling that they are not successful learners and with significant self-esteem difficulties due to their prior experience of learning. It is also common for our pupils to arrive with limited and underdeveloped skills due to missed opportunities and challenging behaviour acting as a barrier to learning. Pupils are valued as individuals and time is taken to identify learning styles and to understand the needs of the child. This approach allows us to identify activities and learning opportunities to close the gap and to move children along their educational journey.

Our school is a successful and happy one, where pupils feel valued and learn to take responsibility for themselves and others. We are blessed with children of many different age groups. The consideration and patience shown by our older pupils towards their younger peers is only one of the many remarkable features of our school.

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All pupils benefit from;

- in-house catering
- a fully-equipped drama studio
- a multi-purpose sports hall, with space and equipment to host 5-a-side football, badminton, basketball, gymnastics and trampolining
- a design technology suite
- a mechanics room
- a food technology room
- a science lab
- a music room
- an art room
- a library
- landscaped grounds
- spacious classrooms equipped with interactive screens
- Upper School pupils additionally enjoy their own outside area

We regularly feature pupils' work and successes on our website, (our new website is currently under construction) and seek to include all our children in school performances and off-site learning activities, experiences from which they may have been excluded in the past.



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Our pupils receive a broad and balanced curriculum, aiming to meet their individual special educational needs. The school is committed to equal opportunities and all our pupils are expected to leave school with accredited qualifications. At all times pupils and staff are expected to work and behave responsibly, showing respect and consideration for others.



We are developing a culture of aspiration, achievement and personal growth for all pupils and we are committed to broadening their experiences through our enrichment programme. Themed days, residential excursions and an active School Council combine to make this a busy school where everyone's talents are nurtured and stretched. I appreciate the hard work and dedication of the pupils, their teachers and support staff and I enjoy good communication with all our families. Our school motto is '**Building confidence and self-belief**', as you can see this is not merely a slogan but a guiding principle for whole school improvement.



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### **Remuneration**

The salary for the post will depend upon experience/ continuous service and paid on the Teachers pay scales along with a SEN1 allowance increasing to SEN2 after appropriate time in service as per our pay policy.

Teacher's pensions also provided.

### **The Application Process**

The closing date for applications is **Wednesday 7<sup>th</sup> September 2022 12:00 noon**.

Interviews will take place **week commencing 12<sup>th</sup> September 2022**.

Applicants are asked to provide a completed application form, detailing any gaps in employment, and ensuring your supporting statement is of no more than two sides of A4, in which you must demonstrate what you can bring to Castlewood School.

Once you have completed your application please email it to [hr@castlewoodschool.co.uk](mailto:hr@castlewoodschool.co.uk)

Applicants must provide a minimum of two references, one of which must be your current employer (or most recent permanent employer if not in permanent work). The reference must be of someone of a senior nature (normally the Head Teacher in the case of someone working in a school presently).

The school will shortlist applications based on the Person Specification provided.

Successful shortlisted candidates will be called for interview. During the interview candidates will be required to bring with them a range of Identification, as required under Safer Recruitment and Right to Work. Proof of qualifications will also be required.

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### **Safeguarding**

Castlewood School is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

All applicants will be subject to a rigorous, Enhanced Disclosure and Barring Service (DBS) check and all references obtained will be checked for authenticity and accuracy.

We are an Equal Opportunities employer and welcome applications from all members of the community.

### **Information for Job Applicants - Safeguarding of Vulnerable Groups, including children.**

**Please read this important information as the post for which you are applying is classed as Regulated Activity with regard to working or having contact with Vulnerable Groups, including Children.**

1. Exemption Orders to the Rehabilitation of Offenders Act 1974 permit us to ask you to tell us about all convictions or cautions on your application form. You are obliged to tell us.
2. Under the Disclosure & Barring Service Scheme, we will need to check that you are not barred from working or having contact with Vulnerable Groups, including Children (according to the post).

Currently we will discover this from an application by you for an Enhanced DBS check for Regulated Activity, which we will arrange for you.

3. As we have children under the age of 8 on site, we will also check that you have not been barred from working with young children due to the 'disqualification by association' legislation which is set out in the DFE's 'Keeping children safe in education' guidance
4. If you are already barred from working with either Children or Vulnerable Groups, we cannot by law employ you for this post, and you will commit an offence by making an application.
5. If you are not barred, a criminal record will not automatically bar you from employment, but you may be required to attend a meeting with a Senior Officer to discuss the details of your record.
6. All information provided by you and the DBS Disclosure, will be kept secure and only made available to persons who need to view it for employment purposes. It will be destroyed after use. We will comply with the DBS Code of Conduct relating to storage and security of all Disclosure information





## Secondary Class Teacher – Job Description

### **INTRODUCTION**

This job description should be read in conjunction with the current School Teachers' Pay and Conditions Document and the provisions of that document will apply to the post holder.

The performance of all the duties and responsibilities shown below will be under the responsible direction of the Head Teacher; and the Head Teacher, or other Senior Manager as appropriate, will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

This job description will be reviewed at least annually and any changes will be subject to consultation. The school's Grievance Procedure will be used to resolve any dispute arising out of the job description..

### **GENERAL DUTIES/RESPONSIBILITIES**

You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and conditions Document currently in operation, or any subsequent legislation.

To take appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally-adopted policies; including taking responsibly for raising concerns with an appropriate manager.

To take appropriate responsibility for promoting and safeguarding the welfare of children and young persons for whom you are responsible, or with whom you come into contact.

### **GENERAL DESCRIPTION OF THE POST**

To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, takes responsibility for professional development and ensures pupils who achieve well.

### **CORE REQUIREMENTS OF THE POST**

In fulfilling the requirement of the post, the teacher will demonstrate essential professional characteristics and in particular will:

- Inspire trust and confidence in pupils and colleagues
- Build team commitment with colleagues and in the classroom
- Engage and motivate pupils
- Demonstrate analytical thinking
- Improve the quality of pupil learning
- Be able to liaise with professionals in other agencies



### **PUPIL PROGRESS**

Demonstrate appropriate consistent progress:

- For the majority of pupils
- Across all teaching areas
- Across all spectrums of background, ability and behaviour
- That compares favourably with pupils in similar settings
- Use performance data and incident data to evaluate pupils' progress and set appropriate targets for improvement
- Use assessment to inform planning and teaching

### **PROFESSIONAL PRACTICE**

- Maintain an up to date knowledge of good practice in teaching techniques
- To use positive physical intervention techniques as required
- Know subject specialism to enable effective teaching
- Take account of wider strategies in all teaching curriculum developments
- Incorporate national strategies in all teaching curriculum developments
- Incorporate national strategies in all teaching
- Use knowledge of pupils' learning needs
- Communicate learning objectives
- Effectively use homework and other extra-curricular learning opportunities
- Understand and apply a range of teaching strategies
- Positively target and support individual learning and behavioural needs
- Maintain high levels of behaviour and discipline
- Make best use of all resources
- Undertake professional development to enhance teaching and pupils' learning and apply outcomes and identify impact, sharing outcomes with colleagues
- Take responsibility for professional learning

### **CONTRIBUTE TO THE ETHOS AND PRIORITIES OF THE SCHOOL**

- Contribute to school improvement and development planning and promote the learning priorities of the school SDP
- Contribute to the development and/or implementation of school policies
- Use the Performance Management Process to advance pupil learning and enhance professional practice in line with the school's aspirations and priorities
- Have lead responsibility for your subject and develop plans which identify clear targets and success criteria for its development
- Promote the wider aspirations and values of the school





**PERSON SPECIFICATION – Secondary Science**

Key Criteria	Essential	Desirable
<b>Professional Qualifications</b>	Relevant degree or equivalent qualifications.	Further study/qualification in SEN
	Qualified Teacher Status	
<b>Experience</b>	Planning for and teaching pupils with SEN.	Evidence of building links with parents, other schools and the wider community
	Experience of working with children with SEMH	Experience of working with other SEN categories
	Experience in providing pastoral care for pupils	Experience of liaison with a wide range of outside agencies.
	Successful Science teaching experience in key stages 3 & 4	
<b>Professional knowledge and skills</b>	Knowledge of safeguarding policies and procedures	Knowledge and experience of setting, monitoring and evaluating targets
	Awareness of fundamental British Values	
	Knowledge and experience of developing a purposeful learning environment and using strategies to promote good behaviour	
	Up to date subject knowledge of current curriculum developments	
	Respect for pupils’ social, cultural, religious and ethnic backgrounds with an understanding of how these may affect their learning	
<b>Competence summary</b>	Ability to teach across the complete ability and age range	Willingness to take an active role in all aspects of school life
	Excellent organisational and time management skills	
	Good knowledge and use of ICT	
<b>Personal Skills</b>	Sense of humour	Ability to work alone
	Committed to providing a high standard of education for all pupils	
	Enjoys working as part of a team	
<b>Professional Development</b>	Evidence of commitment to personal professional development	