

**Application Pack**

**Specialist Teacher - STLS (Permanent)**



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**Letter from the Principal**

Dear Applicant

Thank you for your interest in the position of **Specialist Teacher** at Meadowfield School. The successful candidate will be an outstanding Teacher with experience in providing highly effective outreach support.

Meadowfield School, judged to be outstanding in all areas by Ofsted (November 2014), is proud of all of its work including:

* Our highly regarded inclusion and outreach service which supports all schools and settings throughout Swale, comprised of Meadowfield’s Inclusion and Development Centre (MIDAS) and our team of Specialist Teachers
* Being a founding member of the Kent Special Educational Needs Trust (KSENT)

Meadowfield School has talented pupils and students, skilled and caring staff, a committed Governing Body and supportive parents and carers.

Application is through Kent Teach and please note that CVs **will not** be accepted.

The timeline for this appointment is as follows:

Closing date for applications: 09th October 2022

Shortlisting and notification: 10th and 11th October 2022

Interviews: Week Commencing 17th October 2022

Commence Post: As soon as Possible

I look forward to receiving your application.



**Jill M. Palmer**

**Principal**

**Meadowfield School**

**Specialist Teaching and Learning Service (STLS)**

Our Specialist Teaching and Learning Service is comprised of our team of Specialist Teachers, Inclusion Support Assistants and Administrators. We are located in MIDAS - Meadowfield Inclusion Development and Support Centre.

MIDAS offers a range of training courses, the majority of which are led by our Specialist Teachers, for professionals for example:

* Dyscalculia Awareness
* Auditory Processing Disorders
* Understanding Attachment and Trauma
* Paediatric First Aid
* LEGO as an Intervention

MIDAS also offers a range of workshops for families, parents and carers, for example:

* Sleep Easy
* An Introduction to Makaton
* OMG ADHD and Success on the Spectrum

Our Specialist Teachers have a range of areas of expertise, including Early Years, Cognition and Learning, Communication and Interaction and Social, Emotional and Mental Health. The team provides support and advice to all schools and settings in Swale in order to increase capacity in meeting the needs of all pupils with special educational needs across the district.

Support for schools and settings is accessed mainly through the Local Inclusion Form Team (LIFT). LIFT meetings are held regularly and are attended by school representatives, primarily SENCOs, in order to receive school to school support during the meeting and/or to request Specialist Teacher support.

*‘The school’s highly regarded outreach service provides specialist teaching and learning advice to other schools, including for the Early Years Foundation Stage. It also offers a full programme of special education training for all of staff in schools’*

Ofsted, November 2014

Please have a look at our website for further information about Meadowfield School and STLS:

[www.meadowfield.kent.sch.uk](http://www.meadowfield.kent.sch.uk)

**Job Description**

|  |  |
| --- | --- |
| **Job Title** | Specialist Teacher  *with responsibility for:*   * *Supporting schools and Early Years settings throughout Swale as a member of the Specialist Teaching and Learning team.* |
| **Responsible to** | Principal, Swale STLS District Lead, Governors and appropriate personnel as defined within the school leadership and management structures |
| **Salary** | UPS plus SENA depending on experience |
| **Responsible for** | Serving as a member of the Swale Specialist Teacher and Learning Team |
| **Conditions** | Teacher Terms and Conditions |

**Job Purpose:** Key aims will include:

* Raising standards
* Closing attainment gaps and improving pupil progress
* Collaboration to reduce rates of exclusion
* Building SEN capacity in schools and Early Years setting
* Ensuring full access to learning for all the children with SEND in Swale schools

**Specific Responsibilities:**

* Support schools and Early years settings, by providing **advice**, **support** and **training**, in increasing their capacity to meet the needs of pupils with SEND
* **Record**, **monitor** and **evaluate** support and advice provided to schools and settings
* Participate in the **Local Inclusion Forum Team** (LIFT) as required
* Develop and provide **training** for schools and settings. Training will include: Swale STLS ‘core offer’, bespoke training, courses in the MIDAS Centre at Meadowfield School as well as training in schools and settings
* Ensure that each pupil is appropriately **assessed** and that progress is constantly monitored, recorded and evaluated. Ensure that learning and achievement is systematically recorded and is used to plan individual objectives

Other

* Undertake **other duties** as may be required by the Principal which are commensurate with the job
* Contribute to **whole school events** as and when required
* Promote and maintain the standards of the school’s commitment to **safeguarding** children
* Be aware of the schools’ **duty of care** in relation to staff, pupils/students and visitors and at all times carry our duties with due regard to the school’s health and safety policy
* Be aware of and comply with the **codes of conduct, policies and practices** of Meadowfield School and its commitment to equal opportunities
* Be aware of and support **diversity** and ensure all pupils have equal access to opportunities to learn and develop
* Work **collaboratively** with the multi professional team and with all members of the school community
* Participate in **continuing professional development**

Note

This job description sets out the main duties of the post at the time when it was prepared. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed.

The role of specialist teacher necessitates the use of own car, mileage is paid at the rate for casual users.

**Safeguarding responsibilities**

* To understand the role and responsibilities of all staff in the safeguarding of children in the School and in providing a safe environment in which children can learn
* To understand and meet the responsibilities as set out in the latest edition of Keeping Children Safe in Education
* To engage in and complete all training in regards to safeguarding and ensure school policy and practice is followed

**Equal Opportunity**

The post holder will be expected to carry out all duties in the context of and in compliance with KCC’s Equal Opportunities Policies.

**Person Specification**

E = Essential D = Desirable

|  |  |  |
| --- | --- | --- |
| Qualifications | Qualified Teacher Status | E |
| Additional qualifications within a relevant field of study | E |
| Leadership Qualification | D |
| Experience | A track record of successful teaching experience | E |
| Successful experience of teaching and supporting children and/or young people with special needs | E |
| Experience of working in both mainstream and special needs settings (at EY, primary and secondary) | D |
| Experience of monitoring and evaluating classroom/pre-school practice and the quality of learning and teaching | E |
| Experience of training and supporting staff resulting in improved practitioner confidence and skill as well as improved outcomes for pupils | E |
| Experience of successfully leading at a strategic level | D |
| Experience of Ofsted inspection and school self- evaluation processes | E |
| Experience of managing and delivering a highly personalised and differentiated curriculum | E |
| Experience of working with a range of associated professionals and external agencies | E |
| Successful experience of developing and leading training courses for parents, carers and professionals | D |
| Knowledge and Skills | An understanding and experience of promoting positive mental health | E |
| An understanding of how to support pupils in developing their engagement in learning as well as their resilience | E |
| An understanding of how to identify and intervene early to support pupils where barriers to learning exist | E |
| An understanding of factors that put children at risk as well as factors that make children more resilient | E |
| An understanding of interventions and strategies to promote engagement and learning | E |
| An understanding of and commitment to child protection and safeguarding issues and legislation and of the relevant school policies and procedures | E |
| A knowledge of current educational legislation, policy and guidance | E |
| Knowledge and understanding of promoting British Values | E |
| A current knowledge of relevant statutory and regulatory guidance with regard to provision for all pupils and especially those with SEND | E |
| A knowledge and understanding of measures to assess pupil progress for young people with special educational needs | E |
| A knowledge and understanding of how technology may support the learning of young people with special educational needs | E |
| Emotional intelligence, interpersonal and communication skills to enable successful team working and the development of teaching, support staff and other professionals | E |
| An understanding of commitment to the value of inclusive practice for the development of young people with special educational needs within and beyond the classroom | E |
| Abilities | An ability to work closely and in a supportive way with parents and carers to support their children’s behaviour and mental health | E |
| Evidence of the ability to gain and maintain the confidence and respect of colleagues, parents, carers, governors and external partners and to be a role model for colleagues and pupils | E |
| High quality communication skills, both verbally and in writing | E |
| Ability to analyse and interpret data | E |
| Ability to work effectively under pressure, plan, prioritise and meet deadlines | E |
| Ability to support and lead consistently with flexibility, sensitivity, tact, fairness, integrity, warmth and openness and to demonstrate confidentiality as required | E |
| Ability to lead and manage decisively with a collaborative ethos | E |
| Understanding of personal strengths and areas for development in self and others and how this knowledge may impact on practice | E |
| The ability to represent, market and be an advocate for the school and outreach service to external stakeholders and the community | E |
| Equal Opportunities | A proven commitment to the principles and the practice of the promotion of equality of access and opportunity for all young people - particularly the protected characteristics under the Equality Act of 2010 - and to the removal of barriers to achieving equal access and to maximising success. | E |

**Staff Benefits**

We understand what an important role our staff play in the creation and development of our learning environment. Designed to enhance your day to day working life, we offer some excellent benefits:

**Teaching benefits include:**

* Mobile phone.
* Laptop for each member of staff.
* IPad.
* Mileage Allowance
* Administrative Support.
* A thorough induction provided to support new staff members.

**Going that extra mile**

All staff at Meadowfield School are eligible for a range of financial and personal benefits which include, but are not limited to:

* Financial Incentive packages including childcare vouchers and cycle to work schemes.
* Kent Rewards.

**Guidance on completing the Application Form**

The application form will form the basis for shortlisting. It is important therefore, that all information relating to your application should be included on the application form. For reasons of consistency and fairness in selecting shortlisted candidates, CV’s **will not** be considered. A brief covering letter is acceptable but this will not be considered as part of your application so it should not be used to provide further detail of your experience. Please complete all sections of the application form; please ensure that you use the job description and person specification as your guide. The person specification describes, for example, the skills, qualities and knowledge that we require from the successful application and will be used as a basis for shortlisting. Please also use this person specification as the basis of your personal statement.

**Present and Previous Employment**

As part of the school’s safer recruitment procedures, we will need to see a full employment history. All relevant work experience including part-time work, temporary jobs or voluntary work should be included. Please provide a short explanation of any career breaks that you may have had. Ensure that the information is provided in chronological order with the most recent first.

**Continuing Professional Development**

Please give details of significant aspects of your continuing professional development over the last three years. You may wish to state how this has improved your leadership and management practice.

**Personal Statement**

This section provides you with the opportunity to:

* Provide examples of the skills, personal qualities and experience that you have that are relevant to the post.
* Articulate your vision and values in relation to the school’s context.
* Provide any further, relevant information about yourself and your achievements that you have not included elsewhere in the application.

**Guidance on Providing Suitable Referees**

As part of the school’s safer recruitment procedures, it is important that references are sought from specific individuals within your current (or most recent) and previous employer’s organisation.

All offers of employment from Meadowfield school are subject to receipt of **two** satisfactory references. References will be requested after shortlisting and before interview; you can request that references are sought only after an offer is made by ticking the appropriate box on the application form.

* Your first referee must be your current or most recent employer.
* For school posts, we will always seek a reference from the Head Teacher.
* If your current or most recent employment does not involve working with children, and you have worked with children before, then you must provide a reference from your most recent children’s workforce employer.
* Both references provided should be professional references; i.e. the referee is someone that you have worked for, or a school or university tutor; not a colleague, peer or a friend. Exceptions may be made only if you have not yet been in employment, or if you have had only one previous employer.
* Where possible, both references should be provided by a senior manager who is able to comment meaningfully on your suitability for the post.
* You should provide details of the referee’s professional email address, not a personal email (e.g. Hotmail, gmail, outlook). References from personal email accounts will only be accepted in exceptional circumstances.
* References will only be obtained directly from the referee: testimonials or open references (those addressed ‘To whom it may concern’) will not be considered. Referees will be provided with a copy of the job description and person specification to assist them.

We will request references on our standard school proforma and will usually expect all sections to be completed. As a minimum, all references must confirm:

* your job role with the organisation,
* your start and leaving dates,
* whether you have been subject to any formal disciplinary or capability procedures within the last two years, including any details, outcomes or ‘live’ sanctions which are in place.
* where there have been disciplinary concerns which involved children or safeguarding, details of the allegations and concerns, whether an investigation took place, what conclusions were reached and any outcomes.
* whether there are any concerns about your suitability to work with children and, if so, the reasons.