

January 2019

Application for Classroom Teacher KS1/2

Thank you for your interest in the vacancy for the above position.

Valence School is a Kent County Council Foundation residential and day Special School for students from age 4 to 19 with physical disabilities, complex medical needs and associated learning difficulties. We are part of the Kent Special Educational Needs Trust (KsENT).

We have a large, dedicated staff team of over 250 people providing specialist teaching, social care, therapies and nursing care to an exceptionally high standard.

Valence School is a supportive environment and a rewarding place to work, and whether working directly with our students or in a school support role, every member of staff participates in enabling students to learn and aspire to achieve meaningful independence. Students flourish in a supportive but challenging environment, making good educational progress and achieving a range of accreditation as they get older.

Please find enclosed the following forms:

- Application Form } to complete and return
- Equality Monitoring Form } to complete and return
- Mission Statement
- Job Description and Person Specification.

The closing date is **4 February 2019** and we look forward to receiving your completed forms at your earliest convenience. Interviews will be held on Wednesday 13 February 2019.

Valence School is committed to safeguarding and promoting the welfare of every student and we expect all staff and volunteers to share this commitment. References will be taken up before interview and successful applicants will need an enhanced Disclosure and Barring Service check. Please note that smoking (including e-cigarettes) is prohibited within the school premises and grounds.

Should you require any additional information or would like to arrange an informal visit to the school please do not hesitate to contact us.

Yours sincerely
Sarah Loundes
HR Officer

A Foundation Specialist School

Job Description: CLASSROOM TEACHER

Grade: MPS/UPS + SEN

Responsible to: Head of Teaching & Learning/Assistant Principal

Purpose of the Job

To be able to teach and assess pupils and to plan individual programmes of work for delivery within the Semi-Formal curriculum pathway as required by the school to ensure appropriate progress of students. To work flexibly and creatively to deliver lessons to students of mixed key stages.

Main duties and responsibilities

1. To co-ordinate, plan and teach a semi-formal curriculum pathway, in consultation with other staff in the semi-formal curriculum pathway.
2. To maintain appropriate record keeping in relation to students' attainment and learning.
3. To work in conjunction with the Teaching and Learning Leadership Team to ensure the provision of high quality teaching and learning opportunities, to meet statutory requirements, the individual special educational needs and aspirations of the students.
4. To encourage, enable and promote effective communication with students, staff, parents and other departments in order to secure efficiency and high standards of achievement for students.
5. To carry out tasks in order to ensure that the school runs effectively. This will include health & safety and other areas delegated by Senior Staff.
6. To be aware of and pro-actively observe all school policies.
7. To undertake all professional duties as set out in the 'School Teachers' Pay and Conditions Document' and, where applicable, relevant 'Performance Threshold Standards'
8. Comply with all necessary policies and procedures relating to child protection, equality and diversity, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
9. To carry out other reasonable duties as required by the Line Manager.
10. To maintain a flexible "can do" approach.

A Foundation Specialist School

Person Specification: CLASSROOM TEACHER (Semi-Formal Curriculum Pathway)

Applicants should describe in their application how they meet these criteria.

REQUIREMENT	ESSENTIAL	DESIRABLE
1. Qualifications/ Experience	<p>Qualified teacher status</p> <p>Knowledge of KS1/2 or pre-formal curriculum and experience of teaching in this sector</p> <p>Knowledge of what constitutes effective teaching and learning</p> <p>Outstanding teaching ability with consistent evidence that students make at least good progress</p> <p>Knowledge of safeguarding and child protection</p>	<p>Additional professional qualification</p> <p>Knowledge of current general education and special educational legislation and policies</p> <p>Knowledge of students' special educational needs, disabilities, physical, health and social/emotional needs</p> <p>Knowledge of Semi-Formal delivery style (contextualised learning)</p>
2. Skills	<p>Excellent planning and organisational skills</p> <p>Excellent skills to analyse and evaluate problems and issues in relation to teaching and learning and to plan and implement effective solutions</p> <p>Ability to develop ideas and innovations for teaching and learning</p> <p>Ability to prioritise work</p> <p>A creative and flexible approach to planning and delivering learning</p>	



Mission Statement

Student's views and rights are central to the ethos of Valence School.

Its mission is to provide a learning community where there is quality education, care, access and therapy in order to promote each student's intellectual, physical, social, emotional and spiritual wellbeing.

Our work is about enabling children and young people who have special physical, medical and sensory needs to develop the knowledge, skills and understanding together with the confidence, self-esteem and self-dependence necessary for them to participate in and contribute to society in the way each chooses.

The School's aims are to:

1. Meet the individual needs of each student as documented in their individual Statements of Special Educational Needs.
2. Maintain and develop in students lively enquiring minds; to promote the ability to question and argue rationally; to encourage students to apply themselves to a range of tasks and skills.
3. Provide a multidisciplinary approach to a broad, balanced and relevant curriculum that meets individual needs with full access and accreditation.
4. Raise students' self-esteem and self-confidence and create in them a sense of personal excellence enabling them to acquire knowledge and skills relevant to life in a fast-changing world.
5. Help students to develop self-knowledge, spiritual and moral awareness and understanding and respect for other people's feelings, values and beliefs.
6. Help students to understand the multicultural world in which they live as citizens and the inter-dependence of individuals, groups and nations and the rights and responsibilities of living in today's Britain.

Our Child Protection Policy can be found on our [website](#)