



Ofsted
Outstanding
Provider



The Westminster
School *Safe, Happy and Learning Together*

www.thewestminsterschool.co.uk

SEN Teacher (maternity leave cover) Application Pack

Welcome to The Westminster School

As Head Teacher of The Westminster School, I would like to extend a very warm welcome to you and thank you for your interest in our school. This is a very exciting time to join our innovative and dynamic school community.

The Westminster School is an Outstanding School in Rowley Regis which currently caters for 238 pupils aged 7 to 19 years with a wide range of special educational needs including Autism Spectrum Disorder, Global Development Delay and Moderate to Severe Learning Difficulties.

The Westminster School takes great pride in being able to deliver an innovative child-centred curriculum. The school's curriculum is focused around 6 holistic areas: My Communication, My Community, My Care and Independence, My Creativity, My Thinking, My Wellbeing. Traditionally the education system required the child needed to fit into the curriculum, at The Westminster School the curriculum wraps around the young person meeting them at the point of need. Our work on supported internships and supported apprenticeships for students with learning disabilities are at the forefront of national developments.

We are looking for exceptional candidates to join our growing school.

The post of SEN Teacher (maternity cover) offers an exceptional opportunity for the right candidate to work as part of our flourishing and creative staff team. You will have the support of our highly skilled teaching and learning staff and a dedicated and committed governing board that considers continuing professional development for all staff an essential factor in achieving the best outcomes for all our young people.

We would expect the successful candidate to start in post by September 2023 at the latest. There may be scope for this to become a permanent role as the school continues to grow.

We also welcome applications from ECTs and Trainee Teachers for a 12-month contract. For trainee teachers completing their studies in 2023, there may be the opportunity to start in post in June 2023, which will offer a useful transition and induction to the school and salary being paid over the summer break.

The deadline to submit your application is Monday 27 February 2023 at 9.00am. The date for formal interviews is to be confirmed.

If you have any questions, please do not hesitate to contact Angie Gibson, Head's PA and HR Manager on 0121 561 6884.

I look forward to receiving your application

Oliver Flowers
Head Teacher



About The Westminster School

Our values are encompassed in our statement of Safe, Happy and Learning Together. Through this we seek to develop our values statement: Building foundations and providing opportunities to create confident, aspirational and independent members of our community.

Our most recent Ofsted Inspection in November 2017 recognised we were an Outstanding School. The report stated that our “leaders are fundamentally committed to improving the life chances of pupils with SEN and disabilities, both at The Westminster School and across the country.”

All of our young people are supported to reach their full potential with a level of independence, confidence and resilience according to their special needs in order that they have the ability to face the challenges of adult life.

All of our committed, enthusiastic staff are well qualified and highly skilled. This translates into an amazing working environment for both staff and pupils.

Ours is a happy school. As identified in our most recent Ofsted Inspection Report, “There is a lot of laughter and enjoyment in lessons and around the school.”

We have an exceptionally strong culture of safeguarding, and student welfare is one of our highest priorities.

The school moved to its new state-of-the-art purpose-built site in February 2011. Most ground floor classrooms have access to outside spaces.

Our on-site facilities include:

- Sports fields
- Multi-Use Games areas
- Theatre with Tiered Seating
- Forest School
- Activity Studio and Fully Equipped Gym
- Dedicated Sensory Rooms

Supporting our Staff

- We have a comprehensive CPD package aligned to individual professional needs and the strategic development priorities of the school.
- CPD is delivered through structured staff meetings, training days, twilight sessions with days off in lieu where appropriate.
- There are opportunities for professional career progression as the school continues to grow.
- Recruitment and Retention Incentives of up to £5,000 are available for high quality experienced candidates.
- The Senior Leadership Team have an ‘Open Door’ Policy – no concern is too small
- All employees benefit from the BHSF RISE Employee Assistance Programme. RISE is a revolutionary service offering employees personalised, on-demand advice and support from a breadth of expert mental health, financial and legal providers – a package of support unequalled within the employee welfare industry.
- The school community takes part in seasonal events such as Children’s Mental Health Week, Children in Need, Christmas Jumper Day, allowing staff and students to show their less serious side
- There are many opportunities for staff to get involved in the life of the school including Duke of Edinburgh Award, John Muir Award, residential and overseas trips
- Access to a range of discounts and special offers through Sandwell Rewards

SEN Teacher Job Description

PLANNING, TEACHING AND CLASSROOM MANAGEMENT

- Identify clear teaching objectives and content to deliver the National Curriculum, and appropriate courses with regard to the School's aims, policies and schemes of work.
- Set tasks for the class, group and individuals, including homework, which are both appropriate and challenging in order to ensure high levels of pupil interest.
- Set appropriate and demanding expectations for pupils' learning, motivation and presentation of work.
- Identify pupils who have additional special educational needs, are gifted and talented or who are not yet fluent in English, and know where to get help in order to give positive and targeted support.
- Provide clear structures for lessons, and for sequences of lessons, in the short, medium and long term, which maintain pace, motivation and challenge for pupils.
- Make effective use of assessment information on pupils' attainment and progress and in planning future lessons.
- Monitor and intervene when teaching to ensure sound learning and discipline, maintaining a safe environment in which pupils feel confident.
- Use a variety of teaching and learning styles to keep all pupils engaged and on-task.
- Be familiar with the Code of Practice for SEN., implement and keep records on Individual Education Plans, Individual Learning Plans and, where appropriate, Behaviour Plans.
- To work effectively with Learning Support Practitioners/Assistants.
- Critically evaluate own teaching and use this to improve professional effectiveness.

MONITORING, ASSESSMENT, RECORDING AND ACCOUNTABILITY

- Assess and record each pupil's progress systematically with reference to the School's policy and practice, and use the results to inform planning.
- Mark and monitor classwork and homework, providing constructive feedback and setting targets for future progress.
- Understand and know how to use different kinds of assessment appropriately for different purposes, including those for Statutory Testing and examination courses.
- Provide reports on individual progress to the Head Teacher and parents/ guardians/carers as required.

SEN Teacher Job Description

DUTIES AND RESPONSIBILITIES

- To carry out under the reasonable direction of the Head Teacher the professional duties of a teacher which are set out in the current 'School Teachers' Pay and Conditions Document' (DfE).
- To continue to meet the required standards for Qualified Teacher Status.
- To know and carry out all School policies and procedures.
- It is the responsibility of each employee to carry out their duties in line with Council policies on equality (please refer to the Policy Statement), harassment, racial equality and the CRE action plan, and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. Each employee should act as an exemplar on these issues and must, where appropriate, identify and monitor training for themselves and any employees they are responsible for in line with these policies and the CRE standards.
- Use and development of ICT as required.
- Such other duties as may be appropriate to achieve the objectives of the post to assist The Westminster School in the fulfilment of its objectives commensurate with the post holder's salary grade, abilities and aptitudes.
- The post holder must at all times carry out his/her responsibilities with due regard to the Council's policy, organisation and arrangements for Health and Safety at Work.
- All staff within The Westminster School will be expected to accept reasonable flexibility in working arrangements and the allocation of duties to reflect the changing roles and responsibilities of Children and Young People's Services. Any changes arising will take account of salary and status. They will also be subject to discussion with individuals or sections affected and with appropriate trades unions.
- "The Westminster School is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment."

TEACHING RESPONSIBILITIES

- Have a detailed knowledge of the appropriate National Curriculum and current assessment across all Key Stages.
- Understand progression through Key Stage Programmes of Study.
- Know and can teach the development of key skills in the appropriate subject(s).
- Understand how pupils' learning is affected by their physical, intellectual, emotional and social development.
- Select, and make good use of, ICT skills for subject and management support.
- Be familiar with the School's current systems and structures as outlined in policy documents including the Health and Safety and Safeguarding/Child Protection Policies.
- Know and understand how national, local and school comparative data can be used to set clear targets for pupils' achievement and to raise standards.



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- Set appropriate and demanding expectations for pupils' learning, motivation and presentation of work.
- Identify pupils who have additional special educational needs, are gifted and talented or who are not yet fluent in English, and know where to get help in order to give positive and targeted support.
- Provide clear structures for lessons, and for sequences of lessons, in the short, medium and long term, which maintain pace, motivation and challenge for pupils.
- Make effective use of assessment information on pupils' attainment and progress and in planning future lessons.
- Monitor and intervene when teaching to ensure sound learning and discipline, maintaining a safe environment in which pupils feel confident.
- Use a variety of teaching and learning styles to keep all pupils engaged and on-task.
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- To work effectively with Learning Support Practitioners/Assistants.
- Critically evaluate own teaching and use this to improve professional effectiveness.

MONITORING, ASSESSMENT, RECORDING AND ACCOUNTABILITY

- Assess and record each pupil's progress systematically with reference to the School's policy and practice, and use the results to inform planning.
- Mark and monitor classwork and homework, providing constructive feedback and setting targets for future progress.
- Understand and know how to use different kinds of assessment appropriately for different purposes, including those for Statutory Testing and examination courses.
- Provide reports on individual progress to the Head Teacher and parents/ guardians/carers as required.

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OTHER PROFESSIONAL REQUIREMENTS

- Understand professional responsibilities, having a working knowledge and understanding of current legislation.
- Undertake rota duties and lead assemblies as required.
- Set appropriate cover work in the event of a known absence.
- Establish positive working relationships with colleagues, Governors, parents/carers, LA, outside agencies and the community where appropriate.
- Set a good example through own presentation, personal and professional conduct.
- Undertake, if required, the duties of a Form Tutor as follows:
 - To carry out the general pastoral welfare of the Form according to School policy, including:
 - Oversight of discipline, behaviour and conduct;
 - Maintaining the Behaviour Recovery Policy and Procedures;
 - Maintaining high standards regarding uniform.
 - To carry out registration procedures and be vigilant regarding pupil absence.
 - To ensure that pupil reports are completed at the appropriate time, according to School policy.
 - To ensure that the classroom environment is stimulating and aesthetically appealing.
 - To take part in activity days where appropriate.
- Contribute to the corporate life of the school through meetings, assemblies, shared projects and School functions.
- Be aware of the need to take responsibility for own professional development, and to keep up-to-date with relevant research and developments in pedagogy, especially SEN.
- To undertake any duties and responsibilities commensurate with the post, as designated by the Head Teacher.



SEN Teacher Personnel Specification

For this post, we will be looking for the following which will be identified through your application form, selection process and references:

QUALIFICATIONS

- Qualified Teacher Status
- Experience of teaching pupils with a range of SEN including Autistic Spectrum Disorder, TEACCH, PECS, SCERTS, Intensive Interaction, Sensory Regulation.
- Experience of leading or a desire to lead a team.

TEACHING AND LEARNING

- Has outstanding knowledge of teaching and learning strategies.
- Has a very good understanding of a range of SEN and can adapt approaches to cater for this range of need.
- Team player.
- Committed to own training and professional development.
- Committed to Positive Behaviour Management.
- Willing to undertake further training and development.
- Working knowledge and understanding of a sensory curriculum.
- Proven ability to establish and maintain high quality planning and recording in line with School policy.
- Working knowledge of formative and summative assessment for pupils with ASC and complex needs

PERSONAL CIRCUMSTANCES

- The ability to commit to the working the contracted hours and yearly calendar of the School.
- Effective English skills both oral and written
- Excellent international skills.
- High aspirations and expectations for all
- Competent ICT users
- Ability to give and receive constructive feedback
- Flexible and adaptable
- Ability to prioritise and manage own workload.

LEADERSHIP

- Proven ability to lead and manage a class team

PRACTICAL AND INTELLECTUAL SKILLS

- Is an outstanding classroom practitioner.
- Has understanding of reward strategies and reporting systems for behaviour and engagement.

LEGAL REQUIREMENTS

- The successful applicant will be required to undertake an enhanced DBS check and other necessary checks by the Local Authority.

SICKNESS ABSENCE AND DISABILITY

- Candidates should have less than 3 absences in the last 6 months or not more than 6 days absence over the 6 months period prior to the closing date for the post. Any absences relating to a disability or any other incapacity will be viewed sympathetically and will be considered if fully explained. Should any candidate not meet this criteria and choose to include an explanation then this will be considered

The Westminster School



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Hawes Lane
Rowley Regis
West Midlands
B65 9AL

0121 561 6884

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