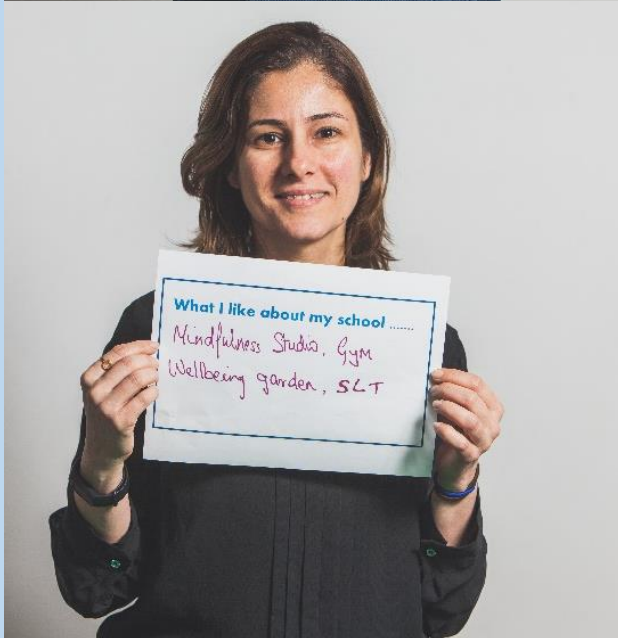


Information Pack

Primary Teacher – Fixed Term for 1 Term until July 2020

Closing date: Thursday 6th February 11.59pm, Interviews will take place on the 10th and 11th February 2020

Staff say...



Welcome to The Rise School - A Vibrant Learning Community.

Welcome to our school community. Our pupils are some of the most vulnerable children in society and we are passionate in our desire to see them blossom, experience success and develop confidence and strategies to overcome some of the challenges associated with their autism. We have two pillars that run throughout all our work: the academic and social progress of our pupils. These are of equal importance.

Vibrant

Our school is a vibrant place to work. We've got great facilities: a wellbeing garden, sensory room, soft-play room and a gym – which staff use too. Break and lunch times are opportunities to play and interact with our pupils, role-modelling our values. Learning also takes place outside the classroom via frequent trips, camping, externally-led workshops, community trips and after school clubs.

Learning

Learning is at the heart of everything that we do at The Rise – we make the effort to make sure 'learning is irresistible' for our pupils and is equally underpinned by the principle of being evidence-informed.

Learning is central for staff too - you are encouraged to take proactive ownership of your CPD. There are many ways to develop yourself which of course include conference attendance but goes beyond also: borrow a book from the staff library in the staffroom, read the L&T bulletin and platform, access an online learning course, talk and observe colleagues. Recommendations of books to add to our library, or courses you think look interesting, are always welcomed.

Community

Team work is central to all our achievements at The Rise. You will find yourself part of a staff body who is empowered to be proactive and take their own initiative; are flexible and are willing to go above and beyond to support one another.

The sense of community is developed through our Wellbeing initiatives such as 'Secret Buddy' and Friday's 3-4pm slot where you can cultivate your wellbeing through learning something new or relating to your colleagues: we've had knitting, fitness, running, dance, relaxation, art sessions. Our community is strengthened by giving and receiving feedback to one another – its how we all grow and develop. We support our families through half-termly 'Parent Meets' and socials.

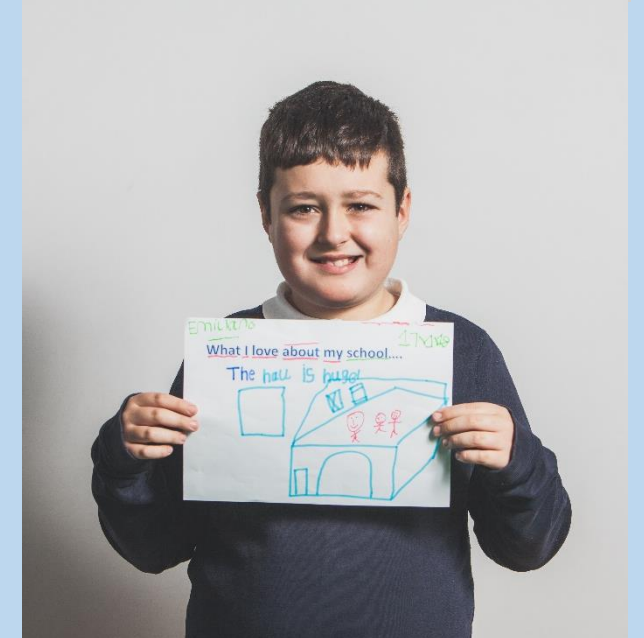
Values

Our school values are **Be Kind, Be Resilient, Be Proud**. They were generated collaboratively and underpin our community. We explicitly teach, embed and celebrate these values, for example our kindness trees are growing outside each classroom. The Rise is a very special place for children and young people to learn, thrive and be happy, hand in hand with our families and carers. It's an equally special place to work.

We hope to welcome you to our team!

Helen Ralston – Head of The Rise School

Pupils say...



JOB DESCRIPTION

Job Title: Primary Teacher

Team: The Rise School

Job Band: MPS + SEN1 Allowance

Job Term: Permanent – Fixed Term until July 2020

Purpose:

To plan and deliver great lessons for small groups of children, ensuring that pupils make at least expected progress towards their ISP and academic targets.
To assess pupil work (formally and informally) in order to provide feedback for improvement.
To direct the supporting adults clearly so that progress of all is maximised.
To collaborate with other teachers in the phase to share resources and great practice.

Key Tasks & Responsibilities

Teaching & Learning

Teach great differentiated lessons, ensuring that pupils make at least expected progress towards their targets as a result of a broad, balanced, functional and relevant curriculum that is personalised in accordance with pupils’ needs.
Work collaboratively with The Rise team so each pupil can overcome potential barriers to learning and participation, using strategies and interventions that are evidence-based.
Ensure the adults supporting during lessons generate high levels of engagement and commitment to learning and offer sharply focussed and timely support and intervention that matches individual needs accurately
Promote pupils’ spiritual, moral, social and cultural development to enable them to thrive both within our supportive learning community and in their everyday lives
Actively participate in the appropriate curriculum resources/activities/displays etc within the science are responsibility
Demonstrate through practice an understanding and personal commitment to safeguarding and promoting the welfare of children and young people
Responsible for ensuring you are effectively communicating (the right information, to the right people, at the right time)

Leadership

Responsible for ensuring effective communication (the right information, to the right people, at the right time)
Responsible for line managing teaching and learning assistants within a class team as directed by the Senior Leadership Team

Assessment & Reporting

Responsible for ensuring accurate and appropriate data collection systems are followed and used as an effective assessment for learning tool
Monitor and evaluate pupil progress through reporting, parents’ evenings, annual reviews and other review opportunities as required
Ensure that permanent records of pupils’ work are kept and that pupils work and portfolios are marked to a high quality
To design assessments with care and participate in internal moderation exercises
To support pupils in achieving accreditation, awards and qualifications appropriate to their age and ability
Lead Pupil Annual Reviews (with relevant support), review and creation of Individual Support Plans (ISPs), and attend relevant meetings

Training & Professional Development

Committed to, and proactive in seeking, continued professional development in all forms (eg. coaching, wider reading, peer-observation, educational-blogs, conferences)
To be up to date with developments in subject field and implement in your practice
Attend and actively participate in internal training opportunities
Be responsible on occasions for designing, writing and delivering internal training as agreed with the Senior Leadership Team
Participate in scheduled meetings, including Line Leadership

As a Class Tutor

To ensure pupil registers are taken at the specified times
To promote the general purpose and well-being of pupils assigned to them
Ensure that ISPs are reviewed and updated as per the school calendar
Ensure that they play an active role in pupil reviews
To be responsible for the academic, disciplinary and pastoral welfare of pupils in their registration group
To be the first point of call for parents
To ensure registration times are purposeful and productive.

PERSON SPECIFICATION

The personal specification shows the abilities and skills you will need to carry out the duties in the job description.

Education Levels & Qualifications

- Qualified Teacher Status (**Essential**)
- Special Needs Qualification (**Desirable**)
- Experience as a Maths Teacher (**Essential**)

Specific Knowledge, Experience & Technical Skills

- Knowledge of the National Curriculum Key Stages appropriate to phase (**Essential**)
- Knowledge of good practice in curriculum planning, development, assessment and evaluation of pupil progress including preparing (**Essential**) pupils for externally accredited awards and qualifications (**Essential**)
- Experience and sound knowledge of teaching across various Key Stages (**Essential**)
- Good understanding and proven experience of managing health and safety arrangements in the work place, with particular reference to Art and/or DT teaching, to include education off-site / beyond the classroom (**Essential**)
- Experience of managing assessment, recording and reporting (**Essential**)
- Knowledge of school inclusion (**Essential**)
- Commitment to The Rise School aims and objectives – able to demonstrate an understanding and personal commitment to safeguarding and promoting the welfare of children and young people (**Essential**)
- Knowledge of typically developing children (**Essential**)
- Experience of curriculum development (**Desirable**)
- Proven experience of teaching pupils with ASD in the 4-19 age group within a mainstream or specialist settings (**Desirable**)

Personal Attributes

- Evidence of excellent interpersonal and communication skills (both verbal and written) (**Essential**)
- Evidence of experience, ability and enthusiasm for collaborative working across multi-disciplinary team and with other settings (**Essential**)
- Excellent organisational skills; able to balance conflicting priorities (**Essential**)
- Good data analysis skills (assessment for learning) (**Essential**)
- IT literate (**Essential**)
- Physically and emotionally resilient in order to work with children and young adults with autism with challenging behavior (**Essential**)
- Leadership / coaching training (**Desirable**)

Our School

Sports Hall

Sensory Room

Science Lab

Soft Play

Food Tech

Gym

Yoga

Wellbeing Garden





“The School’s work to promote pupils’ personal development and welfare is outstanding”. – Ofsted June 2017





Safer recruitment process

The Rise School is committed to safeguarding and promoting the welfare of children and young people.

In order to meet this responsibility all candidates will be subjected to a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below. Please do not hesitate to contact the school if further detail is required.

Disclosure This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (CRB). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred. **Short listing** Short listing will occur on Friday 7th February 2020 with interviews taking place on Monday 10th and Tuesday 11th February 2020. Interview Candidates will be subject to an in-depth, in-person interview and assessment, along with a telephone interview in some circumstances. At each stage of the process candidates will be asked to address any discrepancies, anomalies or gaps in their application form or arising from information gained at the previous stage of the recruitment process. **Reference checking** References from the previous and current employers will be taken up for shortlisted candidates, possibly before interview, and where necessary employers may be contacted to gather further information or address any discrepancies, anomalies or gaps in the reference provided. **Probation** All new staff will be subject to a probation period (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides The Rise School with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships with pupils. **Equal Opportunities** The Rise School is dedicated to providing equal opportunities and will monitor the recruitment process rigorously to ensure fair access and opportunity for all.