



Tor View School (Full time) Class Teacher Candidate Information Pack



“At Tor View, Together We Inspire, Learn, Enjoy and Achieve”

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Welcome from the Chief Executive Officer



Dear Candidate,

I am delighted that you are interested in our current Class Teacher vacancy. We are very much looking forward to appointing a talented professional to join the team at Tor View School.

The Sea View Trust is an inclusive Multi Academy Trust (MAT), currently comprised of three primary academies and two special schools, together with Valley College (a post-16 specialist institution). The Trust supports circa 520 staff and in excess of 2,100 students.

We are ambitious with our plans; in the next five years, we aim to further grow the Trust by developing our specialist provisions, partnering with concurring schools and, should the right opportunity present itself, open a Free School.

We hope that you will share our interest in improving education and our passion for making a difference so that together we can ensure the Trust functions effectively and efficiently.

More detail about the role is contained in the Job Description later in this brochure.

The entire Trust staff, including the Central Team, are energetic and enthusiastic about our academies and college. We work with many children who are disadvantaged, either through deprivation or because of additional needs causing barriers to learning.

I do hope the information contained within this application pack will be useful to you and will inspire you to apply. Meanwhile, I would like to thank you once again for expressing an interest in our vacancy. I very much look forward to receiving your application.

Yours sincerely,

Ms Angela Holdsworth MBE
Chief Executive Officer
Sea View Trust

VACANCY INFORMATION

The Leadership and Governors of Tor View School are now seeking to appoint a suitably qualified and dynamic Class Teacher on a permanent basis. We actively encourage NQT's to apply. The successful candidate will be responsible for ensuring the day to day delivery of high-quality education for our learners. Please see later in the pack for the job description and person specification.

The successful candidate will:

- Be an outstanding classroom teacher across our full ability range
- Have a proven track record in the development of their teaching
- Be able to share and develop a vision for the school community
- Be committed to all aspects of inclusion and to parent partnership

We would welcome applications from any teachers with QTS (including those from the mainstream sector) and NQTs wishing to develop their SEN experience.

Tor View is the lead school in the Embrace Teaching School Hub, leading on Initial Teacher Training, Early Career Teacher (ECT) induction and School Leadership Development through accredited National Professional Qualifications (<https://torview.org/educational-excellence/teaching-school-hub>). We have a strong regional reputation for providing excellent teacher training for the Primary phase with additional specialisms in Special Educational Needs. We have also recently been designated as one of 20 DfE Behaviour Hub Lead Schools (<https://torview.org/educational-excellence/behaviour-hub>).

Overview of the Trust and Our School

ABOUT OUR TRUST

In Blackpool in September 2013, Anchorsholme Primary, Devonshire Primary and Park Community School (Special) converted to Academy status and formed the Blackpool Multi-Academy Trust (BMAT). The Trust then welcomed Revoe Learning Academy a short time after.

Meanwhile, in Rossendale, Tor View School (Special) converted to academy status in January 2017, to form The View Trust, a Multi-Academy Trust with one school. This status afforded more autonomy and thus enabled the Trust to open a specialist post-16 institution (SPI), a wholly owned subsidiary known as Valley College.

In November 2019, The Sea View Trust was established, borne as a result of a merger between BMAT and the equally successful View Trust. The academies and college now all benefit from a unique relationship that has developed between the schools, and the Trust is particularly proud of its 'Sponsor' status.

Each academy within the Trust currently has a dedicated Academy Business Lead and Finance Lead to manage the day-to-day academy requirements. The Central Team of Trust employees

work across all the academies and college, leading on performance, compliance, operational and financial efficiencies, governance, development, and Trust growth. The Central Team also work across the other areas of the organisation.

Embrace Teaching School Hub is led by Tor View School and The Sea View Trust and serves South and West Lancashire. It is a centre of excellence for teacher training and professional development and works closely with schools across Chorley, Fylde, South Ribble, and West Lancashire to implement the DfE's Recruitment and Retention Strategy through the delivery of the 'Golden Thread' of programmes, dedicated to supporting teachers throughout their career.

The Sea View Trust is a lead MAT (Multi Academy Trust) in the Behaviour Hub Programme. This is funded by the DfE and enables our executive team to support other MATS in creating effective and lasting behaviour culture, supporting pupil outcomes and empowering teachers.

ABOUT OUR SCHOOL



Tor View is an all through school, providing an 'Outstanding' education for children and young adults, aged 3 – 19 with a wide range of educational needs. Predominantly, we specialise in teaching children with learning difficulties, either moderate (MLD), Severe (SLD) or profound and

multiple (PMLD); many of our children have accompanying conditions such as Autism, Down Syndrome or Cerebral Palsy. All of our children attend school because they have complex and lifelong learning disabilities which mean they need an Education, Health and Care Plan (EHCP).



Tor View School is very well equipped and benefits from a range of multi-sensory rooms, a hydrotherapy pool and a therapy dog, Ruby. Throughout the school, provision is made for pupils with additional needs arising from physical disabilities, sensory impairments and specific conditions including Autistic Spectrum Condition. In addition, the Academy has a specialist resource, the Intensive Support Centre (ISC) which accommodates young people with complex needs arising from behavioral and communication difficulties. Tor View also has a café, The Garage Café, which is open to the public and provides the learners with valuable work experience. As well as providing an '**Outstanding**' education for its learners, Tor View is also a National Support School, has been a Teaching School since 2013 and has recently been designated as a Teaching

School Hub and appointed by the DfE as a National Behaviour Hub.

OUR VALUES

The Governors and staff of Tor View Specialist Learning Community value equal opportunities for all; they aim to provide this through:

- An inclusive ethos of respect, tolerance, and understanding of others' needs. This develops and values pupils' self-discipline, independence and autonomy in preparation for adulthood;
- A safe supportive, caring and dynamic school environment which extends into the wider Community where all are valued as educators and partners in school improvement;
- Access to the National Curriculum and the extended school, both are designed to accommodate individual pupil needs and to ensure maximum progress;
- An environment where creativity is nurtured and the arts provide a medium for driving forward school improvement;
- The celebration of success and positive outcomes for all.

THE STAFF

Our current management team is comprised of experienced and skilled school professionals who support and share best practice. Additionally, all our teaching staff assume leadership responsibilities for curriculum areas across the whole school, at primary or secondary level. Class based support staff are integral members of the teaching teams and all are supported by a dedicated team of non-class-based staff.

OFSTED INSPECTION

The School was last inspected in December 2019 and was judged as '**Outstanding**'. This was the fourth successive inspection in which the school has remained '**Outstanding**'

'Staff have an exceptional understanding of each pupil in their care. They have very high expectations for pupils' academic and personal development'.

'Pupils are effusive in their praise for staff because they know that staff care for their well-being'.

'No matter what context, this is a school that encourages and empowers pupils to shine'.

Ofsted 2019

For further information about the strengths of our school, please visit the Ofsted website to read the full report: www.ofsted.gov.uk – 'schools'

SCHOOL ACHIEVEMENTS

Tor View School is proud to have received a number of accolades and more information about these can be found on our website, or via the school office. Tor View is a National Teaching School and there are opportunities to develop mentoring, CPD delivery and outreach skills <https://torview.org/teaching-school/teaching-school-hub>. We have also recently been appointed by the DfE as a National Behaviour Hub <https://torview.org/teaching-school/behaviour-hub>.

TRUST CURRICULUM STATEMENT

The curriculum statement of The Sea View Trust drives the curriculum for all the Trust academies. This places an emphasis on providing a formal developmental and additional curriculum, relevant to each learner's needs.

Pupils will have access to the Foundation Stage and the full breadth of the National Curriculum, having due regard for the relevance to each pupil at their particular age and development level.

SCHOOL ORGANISATION

Our school is organised in to 'age-based' phases:

- Early Years Foundation Stage
- Primary (Key Stage 1 [Year 1-2] and Key Stage 2 [Year 3-6])
- Secondary (Key Stage 3 [Year 7-9] and Key Stage 4 [Year 10-11])
- Further Education (Key Stage 5 [Year 12-14])

Tor View School also provides a cross-phase, pan-Authority provision which meets the needs of learners with complex Autism, acquired brain injuries and challenging conduct/behaviour. This is our Intensive Support Centre (ISC).

- **College Link Courses and Accreditation**

Students in Years 11 to 14, where appropriate, can access mainstream College link courses. The school offers a range of accreditations.

- **Parent Partnership**

Parent Partnership, managed by our Parent Liaison Officer, is a key feature within the pastoral care system of the school. Parent Partnership promotes a high-quality educational provision for all pupils, in an environment that reflects care, happiness, enjoyment and success. The Parent Liaison Officer supports this by working with school-based colleagues, individual families and external agencies to further develop our home school relations.

- **Other Multi Agency Staff**

Tor View School has access to a School Nurse Practitioner, who supports the school in addressing health related issues. The School Nurse Practitioner delivers health related programmes across the school in order to promote healthy lifestyles and good health, conducts health assessment of individuals, health surveillance and leads on health promotion to ensure that both local and national Public Health initiatives are met. We also work collaboratively with OT, Physio, SALT and CAMHS ensuring the needs of our learners are met.

Application Procedure

For informal discussions about Tor View School, you are warmly invited to contact:

Mrs Samantha Dillon (Head of School)

Telephone: 01706 214640 Email: office@torview.svt.org.uk

Application Form

Application Form, Supporting Information & Covering Letter.

Application forms can be downloaded from the college website <https://valleycollege.co.uk/job-vacancies> and submitted, along with your cover letter to recruitment@torview.svt.org.uk

Please refer to the applicant pack when completing the application form. Ensure you provide supporting information to demonstrate your suitability for the post. Read the advertisement and the job description to get a clear view of what the job involves as these describe the necessary skills, experience, and qualifications we are looking for. Completed applications with a covering letter are returnable to Miss Muskan Shakeel, HR Administrator by email address to recruitment@torview.svt.org.uk by post to:

Tor View College
Clod Lane
Haslingden
Lancashire
BB4 6LR

Application Deadlines

Closing date: **Monday 20th May 2024, 09:00am**

Shortlisting: **Monday 20th May 2024**

Planned interview date: **Wednesday 22nd May 2024**

Start Date: **ASAP**

Shortlisted candidates are advised that they will be contacted with details of the interview process as soon as possible following the closing date.

Safer Recruitment

The Sea View Trust is an equal opportunities employer and welcomes applications from all sectors of the community. We are committed to protecting our students and staff and therefore have a rigorous recruitment process that includes assessing candidates' suitability to work with children.

The schools within our Trust are committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment.

All staff will be required to hold an enhanced DBS Disclosure.

To ensure compliance with Safer Recruitment Guidelines, CVs will not be accepted.

Equal Opportunities

At our Trust we believe that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in the Trust have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation and religion or belief.

Pre-Employment Checks

All offers of employment are subject to the Trust receiving:

- Proof of identity
- Two satisfactory references
- A pre-employment medical check
- An enhanced DBS disclosure
- Evidence of relevant qualifications
- A signed Code of Conduct

Working Time

- This is a full-time post.

Performance Appraisal

- The post holder will participate in the Trust's appraisal cycle, following the guidelines established for staff working at an executive level
- Incremental payments are awarded on 1st September each year, following a successful annual review
- Bonus payments are not included in the pay policy and are not awarded by the Trust

Staff Benefits

The Sea View Trust appreciates that, in achieving its' full potential, it is the staff that make the biggest difference. Therefore, in order to attract the best talent, we offer a competitive reward and benefits package.

Competitive salaries

Competitive salaries are offered for both teaching and non-class-based staff, depending on the type and level of role. Pay ranges are reviewed annually and the Trust works closely with recognised Union colleagues to ensure that the pay scales reflect the national picture. Starting salaries are determined by the pay range for the role, the experience of the candidate, as well as external market conditions. The Trust is also proud to be a Living Wage Foundation employer, this helps to ensure that all our staff are treated fairly.

National Terms and Conditions

The Sea View Trust is committed to offering national terms and conditions in line with the School Teacher's Pay and Conditions document ("STPCD"), the Burgundy Book (for Teachers) or the NJC Green Book (for Support Staff). This commitment is reflected in an agreement between The Sea View Trust and the national Trade Unions and Professional Associations.

Pension Scheme

All contracted members of staff will be automatically enrolled into the appropriate pension scheme (the Teachers' Pension Scheme or the Local Government Pension Scheme). Employees do not pay tax or national insurance on their contributions and the Trust adds a generous employer contribution, which varies depending on the salary. All staff are entitled to opt-out of the pension scheme should they wish to do so.

Hybrid Working

At The Sea View Trust, we are committed to creating a flexible and adaptable work culture that values our employees' work-life balance. As such, we are open to hybrid working arrangements on occasion, combining remote work with office work. This approach offers numerous benefits, including increased productivity, reduced commuting time, and lower stress levels. By embracing a hybrid work model, we hope to promote a healthy work-life balance for our employees, allow them to manage their time more efficiently, and create a more collaborative and supportive work environment.

Continual Professional Development

The Trust values the contribution of its' skilled staff team and is supportive of Continual Professional Development opportunities. Funded opportunities are upon application and subject to business need.

Holiday

The Trust recognises the importance of a good work-life balance and provide generous holiday entitlements for support staff (for those staff who are on a full year contract). This entitlement is in addition to any Bank or Public holidays. If you work part-time, your holiday entitlement will be pro-rated. There is a statutory closure period for all staff over the Christmas and New Year period.

Flexible and Family Friendly Policies

The Trust understands that employment policies need to be flexible and responsive in order to promote diversity and equality, and to attract and retain the highest quality workforce. Our Flexible Working Policy provides an opportunity for employees to request an arrangement such as a job share, a part-time role or flexibility with home working. Such requests will always be considered fairly, whilst taking account of the needs of the employee, the post, and the Trust. The Trust is also very mindful of staff welfare and has policies in place to support staff, wherever possible, with leave for emergencies or for compassionate reasons.

Wellbeing and Occupational Health Services

The Trust has an active Wellbeing focus and is continually considering collective opportunities for staff, together with addressing the agenda for 'workload reduction.' For individual staff, colleagues may be referred to our supportive Occupational Health services and be offered access to appropriate services (e.g., physio assessment, counselling services). All staff have access to the Employee Assistance Scheme (EAP).

The Trust and each of its settings have signed up to the DfE Education Staff Wellbeing Charter which means that we will:

- Prioritise staff mental health
- Give staff the support they need to take responsibility for their own and others' wellbeing
- Give managers access to the tools and resources they need to support the wellbeing of those they line manage
- Establish a clear communications policy
- Give staff a voice in decision-making
- Drive down unnecessary workload
- Champion and enable flexible working
- Create a good behaviour culture
- Support staff to progress their careers
- Protect leader wellbeing and mental health
- Hold ourselves accountable, including by measuring staff wellbeing

Cycle to Work Scheme

The Trust's Cycle to Work scheme enables employees to purchase brand-new bicycles and cycling equipment via salary sacrifice, making tax and National Insurance savings.

Occupational Pay Policies

Subject to qualifying periods, the Trust has both an occupational maternity pay policy and an occupational sick pay policy.

Sea View Trust: External Vacancy – Teacher – Permanent Job Description and Person Specification – Tor View School

Job Description	
Job Title	Teacher – Permanent
Pay Grade/ Scale/ Range	Teacher’s Main Pay Scale - (M1 – UPS)
Working Hours	5 days per week - Hours in accordance with School Teachers’ Pay and Conditions
Location	Tor View School
Staff Responsible to:	Head of School / Head of FE and Valley College
Staff Responsible for:	Team of Classroom Teaching Assistants
Start Date	ASAP
<p>The Governors are seeking to appoint a suitably qualified and inspirational teacher. We actively encourage NQT’s to apply.</p>	
Key Skills and Responsibilities	
<p>The successful candidate will: -</p> <ul style="list-style-type: none"> • Be an outstanding classroom teacher across our full ability range • Have a proven, track record in the development of their teaching • Be able to share and develop a vision for the school community • Be committed to all aspects of inclusion and to parent partnership 	
Teacher Job Description	
<p>The post includes the professional duties of teachers as indicated in the Teachers Pay and Conditions Document and the school’s policy for the use of 1265 hours.</p> <p>Purpose of Job To offer a broad and balanced curriculum to the children within the class group and to endeavour to meet their various needs, physical social academic. To assess, record and report the progress and needs of these children to their parents and professional support agencies. To lead specified National Curriculum subject/s and curriculum aspects across the school and to be cognisant of early development curriculum in planning.</p> <p>Relationships Responsible to the Deputy Headteacher and the Head of School/ Head of FE and Valley College. To liaise with the relevant Head of Department and other members of the school management team as appropriate. Responsible for the children within the class, direction of the TA Staff within the class; liaison with other members of the secondary or FE teams; communication with professional agencies, e.g. specialist teachers, occupational therapist, speech therapist, physiotherapist, members of welfare staff.</p>	

Main Duties and Tasks:

1. Teaching

- a.) Planning and preparing schemes of work and individual pupil termly plan.
- b.) Teaching the pupils according to their educational needs, including the setting and marking of work to be carried out by the pupils in school and elsewhere.
- c.) Assessing, recording and reporting on the development, progress and attainment of pupils in all areas.
- d.) Employ a range of appropriate teaching and learning styles and monitor and evaluate their effectiveness.
- e.) To ensure proper use and maintenance of all materials and equipment.
- f.) To ensure that there are relevant and meaningful displays relating to the areas of study being followed, in each case having regard to the curriculum for the school.
- g.) To deploy TA effectively

2. Other activities

- a.) Promoting the general progress and wellbeing of pupils.
- b.) Communicating and consulting with the parents and carers of pupils.
- c.) Communicating and co-operating with other professionals and agencies.
- d.) Participating in meetings arranged for any of the purposes described above.

3. Assessments and reports

- a.) Provide, or contribute to, oral and / or written assessments, reports and references relating to individual pupils on a regular basis or as required.
- b.) Review and evaluate teaching methods employed with individual and groups of pupils, as necessary.
- c.) To follow schools data process, analyse progress and implement appropriate intervention.

4. Staff Development

Participating and assisting in the management of a wide range of professional development activities, including Staff Meetings and Appraisal.

5. Curriculum and Policy Development

- a.) To participate in the development of, and take responsibility for, curriculum areas including whole school responsibility for at least one area.
- b.) To participate in the development of, and take responsibility, for specified policy areas

6. Discipline, Health and Safety

Maintaining good order and discipline among the pupils and staff, and safeguarding their health and safety at all times.

7. Staff meetings

Participating in meetings at the school that relate to the curriculum, administration or organisation of the school, including pastoral arrangements.

8. Cover

Supervise when required and, as far as practicable; teach any pupils whose teacher is not available.

9. Extra - curricular

a.) Arranging visits to places of interest to stimulate children's awareness and appreciation of educational/leisure activities; these provide opportunities for development / practicing of social skills.

b.) Taking assembly on a rota.

c.) Playground duty on a rota.

10. Policy

Awareness of, and adherence to, school policy and procedure (see staff handbook)

11. School Development Plan.

a.) To fulfil agreed commitments relating to the ongoing school development plan.

b.) To write the Detailed Planning Sheet for agreed areas of responsibility.

Teacher Bureaucracy and Workload Statement:

It is the stated aim of the school to work together to reduce the level of bureaucracy and workload impacting upon teaching and non-teaching staff. Senior Management is committed to working with teaching staff to maintain a manageable and reasonable workload including paperwork without undermining the professional status of the teaching body. Where staff have concerns, these should be conveyed to senior staff by the usual channels.

Generic Duties

1. Comply with policies and procedures relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to an appropriate person
2. Contribute to the overall work and ethos of the organisation, working harmoniously with colleagues and demonstrating loyalty to the Trust
3. Attend and participate in meetings as required
4. Improve own practice through training, observation, evaluation and discussion with colleagues
5. Recognise own strengths and areas of expertise and use them to support others
6. Work across The Sea View Trust and partner organisations if required
7. Understand the importance of inclusion, equality and diversity when working with pupils, students and colleagues, promoting equal opportunities for all
8. Take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school
9. Participate and engage with workplace learning and development opportunities, subject to the school's CPD plan, working to continually improve own performance and that of the team/school
10. To undertake any other additional duties commensurate with the grade of the post, including after school and in holiday periods if necessary the team/school
11. To undertake any other additional duties commensurate with the grade of the post, including after school and in holiday periods if necessary.

Special Conditions

An enhanced Disclosure and Barring Service (DBS) check is required for this post

Person Specification

PLEASE NOTE: Governors/Trustees will use the criteria below to shortlist. Only those applicants who demonstrate that they meet those criteria (to the Governors/Trustees satisfaction) will be invited to interview.

MPS/ UPS plus *SEN 1, 1a or 2, dependent on experience and qualifications.

This post includes the professional duties of teachers as listed in the School Teachers Pay and Conditions document and is in line with the requirements of Teachers' Standards

* SEN allowance £2,539 - £5,009

	Essential Criteria	Method
1	A recognised teaching qualification	A, Q
2	An enthusiasm and commitment to work with young people with a wide range of special educational needs (SEN)	A, S
3	Experience in teaching and differentiating schemes of work including National Curriculum programmes of study / 14 – 19 Curriculum	A, S, I
4	Experience, or awareness, of the duties and roles of a form tutor and or class teacher	A, S, I
5	Knowledge of statutory and non-statutory assessment	A, S, I
6	Experience of planning, recording and evaluating pupil learning	S, I
7	Ability to lead and manage a subject across key stages including managing a budget	A, S, I
8	A person with good communication skills (oral and written) and a high standard of presentation	A, S, I
9	A willingness to work as part of a team including working alongside and managing support staff	S, I
10	A willingness to develop and manage the personal care, mobility and independence of young people in the school	S, I
11	An interest and willingness to undertake further professional development and to contribute to the professional development of others	S, I
12	A willingness to develop skills in Information and Communication Technology (ICT)	S, I
13	Competent in the use of ICT	S

Desirable Criteria for the Post

	Desirable Criteria	Method
1	A Knowledge and experience of teaching young people with special educational needs including the whole curriculum in relation to a wide range of learning difficulties	A, S, I
2	Qualifications or evidence of training in a relevant aspect of SEN	A, Q
3	Recent direct experience in a relevant aspect of SEN	A, S, I
4	Specialist subject expertise	S, I
5	A knowledge and understanding of the role of support staff employed by the school and contributing outside agencies	S, I
6	Experience working closely with parents/carers	S, I
7	A commitment to inclusion across the school	S, I
8	A commitment to supporting the whole school community	S, I
9	Experience working with relevant age groups	A, S
10	Detailed knowledge of systems and approaches to the care & control of young people	S, I

Method of assessment:

- (A) Application form
- (S) Supplementary evidence (on application form)
- (I) Interview
- (Q) Evidence of qualifications to be presented if shortlisted for interview

Safeguarding and Welfare Commitment

Tor View School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.