



**Chapel-en-le-Frith**  
High School

**BRIEFING FOR APPLICANTS**

**Learning Support Teacher: SEND specialist**

**MPS/UPS + SEN point 1 – (0.60fte - 1.00fte considered)**

## **An introduction to our school**

Our school is an 11-16 mixed, community, comprehensive school of around 950 students. We are lucky to be based in a relatively new building, with great facilities, on a beautiful site at the edge of the Peak District market town of Chapel-en-le-Frith. The Peak District National Park is quite literally on the school's doorstep and provides endless opportunities for walkers, cyclists, mountain bikers, climbers, cavers and other outdoor enthusiasts.

The nearest big towns to the school are Buxton and Stockport but good transport links mean that the school's staff travel from a wide area with many commuting from Manchester, Sheffield, Chesterfield and the towns of East Cheshire. A sizeable contingent of staff live in the villages of the Peak District. For anyone considering relocating it is a wonderful area in which to live, with a good mix of housing, decent schools, easy commutes and a good quality of life.

Chapel-en-le-Frith is a rural Peak District market town. The biggest employers in the area are however industrial, mainly manufacturing and quarrying. The school takes students from a wide rural area beyond the town with some students travelling for up to an hour by bus to reach school. There is considerable socio-economic variation across the school's catchment.

We believe that our school is unusual in several ways; perhaps the most obvious of these is structural. The current school was formed by merging, in a new building, the local area special school with the existing high school. The special school became the current 50 place enhanced resourced SEND provision, always referred to simply as 'Learning Support' in school. To meet the moderate to severe special educational needs of its cohort, Learning Support operates as a 'school within a school' with a full independent curriculum with significant dedicated SEND trained staffing, including 7 teachers of SEND and a large team of skilled teaching assistants.

Students based in Learning Support study an independent curriculum appropriate to their needs. The curriculum is highly adapted to the social and academic needs of the individual, with a strong focus on independent living, interpersonal and employability skills. The aim is always that a student's school life should be as 'normal' as possible. Almost all students based in Learning Support attend mainstream tutor groups and assemblies. All can integrate at breaks and lunchtimes and share social and eating facilities. Many students attend at least one mainstream subject and some will progress to take several mainstream subjects including GCSEs. These arrangements make for a wonderfully inclusive school with young people who are very accepting of difference.

The school's inclusive approach spreads more widely too and we often buck local and national trends by being positive about accepting students with difficult and complex backgrounds. We have, for example, an unusually high number of looked after children in school, and we often take students who have been excluded from other schools.

In the school as a whole, raising aspirations is of critical importance, as many students in this isolated rural area are not naturally exposed to the wider opportunities that an urban area might offer. Significant resources are devoted to bridging this gap, we have good links with further education providers and, despite being an 11 to 16 school engage with a number of universities including Oxford and Cambridge. As a result of this work, and despite being in an area with few local post 16 provisions, the school maintains superb progression rates to successful post-16 education. Students in a typical year may transition to over 20 different post-16 institutions.

We think that we are different in other ways too. Our governors value the arts and creative subjects and we retain high uptake in these areas. We aren't a top-down organisation; we are a team and we work together to do the best we can for the young people in our care. Perhaps most importantly, we recognise that happy, committed staff make for a successful school. We work really hard to look after and develop our staff.

Visitors to our school notice these differences. People frequently comment on the sense of community, the calm atmosphere, and the fact that our staff smile, joke and enjoy what they do. At the start of a recent Ofsted inspection, the lead inspector commented, after meeting the staff in briefing, that he had never met such a welcoming, smiley and relaxed staff team at the start of an inspection. Perhaps it is not a coincidence that we are always fully staffed and are often 'cold called' by people wanting to work here.

The school is very popular with parents and has been oversubscribed for year 7 entry for the last thirteen years. Places in the enhanced resource are highly sought after by parents and local authorities and demand for places always exceeds the space available.

## **The Learning support department**

Chapel-en-le-Frith High School incorporates a 50 place enhanced resource provision. The provision is categorised by Derbyshire County Council as an “area provision”. In this rural area we are not able to specialise, but we aim to cater for students with a wide variety of additional needs. All students based in learning support have EHCPs, the largest primary need being autistic spectrum disorder with the remainder split roughly equally between moderate and severe learning difficulties, language and communication difficulties and physical needs. Students in learning support are typically working between pre-key stage standards and lower key stage 2.

As in all similar provisions, the level of need we are asked to manage has increased dramatically in recent years and we now have more students who need elements of personal care and medical intervention.

We are the only provision of this type in a wide geographical area and as such some students travel considerable distances to attend the provision, including some from outside of Derbyshire.

Within school, the enhanced resource is known simply as “learning support” or “LS”. The department manages to be simultaneously somewhat independent, with its own suite of rooms in school, and very well integrated, with students from LS mixing freely with the general cohort at breaks and lunchtimes and in some cases attending mainstream lessons. Learning support is a key part of our school and students, parents and staff alike are very positive about its contribution to the ethos of the school.

The department is based in a dedicated suite of six teaching rooms, all of which have access to computers, with one equipped for cooking and life skills teaching; a sensory room, accessible toilet with a tracking hoist, showers and laundry facilities.

Learning support provides a full five-year curriculum which aims to closely mirror that of the main school curriculum and classes. The curriculum is based on the national curriculum and highly adapted to meet the needs of the cohort. Groupings of students vary from year to year based on need and ability. Some teaching groups are mixed year. The core of the curriculum is delivered by the department’s specialist staff, with teachers from the main school contributing to the teaching of practical subjects. Some students based in learning support will access a range of mainstream classes, which sometimes includes GCSE subjects. For those students who cannot access GCSE study, the learning support KS4 curriculum includes entry level maths, English and science, the John Muir Award, Asdan Life Skills Challenge, creative arts and cooking.

We try hard to give students based in learning support lots of enrichment opportunities additional to the core curriculum including residential trips, which for many of these young people is the first night they will spend away from parents.

The departmental teaching team is strong, well-qualified and experienced. Some teachers are SEND specialists and others are teachers who have gained significant experience of teaching students with SEND. Many of the team are originally primary trained and several hold relevant further qualifications linked to special educational needs.

The learning support team also includes highly skilled teaching assistants, many of whom have specific roles and responsibilities in delivering interventions and specific aspects of support, for example, personal care, speech and language etc.

## **Job Description**

### **Chapel-en-le-Frith High School**

This document has been drawn up based on the Teachers' Pay and Conditions Document and other statutory provisions

#### **Learning Support Teacher - Teachers Main Pay Scale/UPS + SEN allowance.**

#### **Purpose**

- To raise standards of student attainment and progress through high quality teaching and learning
- To monitor student progress and development
- To contribute to the nurturing inclusive ethos of the department through intensive pastoral support

**Reporting to:**                   **Head of Department – learning support**

#### **Main Duties:**

##### **Key Functions**

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students, incorporating the National Curriculum requirements and in line with the curriculum policies of the school.
- To facilitate, support and monitor the overall progress and development of a designated group of students.
- To foster a learning environment and educational experience which provides students with the opportunity to fulfil their individual potential.
- To share in the development of the school curriculum, courses of study, teaching materials, teaching programmes, methods of teaching and assessment and their review.
- To support and contribute to the school's responsibility for safeguarding children.

##### **Teaching**

- To seek to raise standards of teaching and learning.
- To ensure a high quality learning experience for students, which meets internal and external standards.
- To teach, according to their educational needs, students assigned to him/her, differentiating material, resources or delivery appropriately including the deployment of support workers in the classroom.
- To use a variety of delivery methods appropriate to students' learning styles and the varying demands of the curriculum.
- To provide a positive, conducive and safe learning environment, encouraging high standards in punctuality, presentation of work and relationships.
- To set high expectations for students' behaviour and maintain a good standard of discipline through well-focused teaching, fostering positive relationships and implementing the school's behaviour policy.
- To set and mark appropriate work to be carried out in school or elsewhere.
- To assess, record and report on development, progress and attainment of students in line with national and school requirements and keep records as required by the school system.
- To set targets for student attainment and achievement in line with school policy and to monitor progress towards these targets.

- To keep methods of teaching and programmes of work under review.

### **Students' Progress and Development**

- To promote the general progress and well-being of individual students and of any class or group of students assigned to him/her.
- To safeguard students' health and safety both in school and out following school procedures.
- A commitment to safeguarding and promoting the welfare of children and young people.
- To participate in arrangements for preparing students for public examinations, assessing their work and recording and reporting these assessments.
- To contribute to the personal, social, health, citizenship and enterprise education of students according to school policy.
- To monitor students' progress against EHCP outcomes and to contribute to EHCP reviews as required.

### **Continued Professional Development**

- To be proactive in assessing his/her training and professional development needs and seeking appropriate opportunities to meet these needs.
- To participate in the school's appraisal systems and, where appropriate, contribute to the appraisal of others.
- To work with colleagues on preparing, developing courses of study, teaching materials, teaching programmes, methods and assessment and pastoral issues.

### **Communication**

- To communicate effectively with parents of students and with persons or bodies outside the school who are concerned with the welfare of students, after consultation with appropriate staff.
- To record and report on the personal and social needs and development of students.
- To communicate and consult with parents.
- To communicate and consult with outside bodies and agencies.
- To provide or contribute to oral and written assessments, reports and references.

### **Contribution to the whole school**

- To play a full part in the life of the school, to support its mission and ethos and to encourage and ensure staff and students follow this example
- To contribute to and promote the policies of the school
- To contribute to the formulation and implementation of the School Improvement Plan and associated action plans as appropriate.
- To support and adhere to the school's quality assurance procedures
- To work as a member of a designated team or teams and contribute positively to effective working relationships within the school.
- To promote the Department and subject at school events such as Open Days/Open Evening.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Colleagues will be expected to comply with any reasonable request from the Head teacher to undertake work of a similar level that is not specified in this job description.

## **Person Specification**

### **Learning support teacher**

#### **Essential:**

- ✓ Appropriate degree or equivalent qualification
- ✓ Qualified teacher status (or working towards QTS for September 2025) in primary or secondary education.
- ✓ Experience of teaching within an SEND setting (Special School or Enhanced Resource Provision or similar) or significant other experience of SEND teaching with an interest in special educational needs education.
- ✓ Experience of working with colleagues to ensure students individual needs are met
- ✓ An absolute commitment to inclusive education
- ✓ Experience of using a range of teaching and learning styles to ensure students learn effectively
- ✓ Experience of innovation and developing practice
- ✓ Ability to work co-operatively with a wide range of staff and as part of a team
- ✓ Ability to relate positively to students and show a fundamental commitment to them and their development
- ✓ Ability to work in partnership with Governors, parents and the community
- ✓ Commitment to achieving the highest standards
- ✓ Sense of humour
- ✓ Strong classroom management skills
- ✓ Administrative and organisational skills, with good attention to detail
- ✓ Good oral and written skills
- ✓ Good ICT skills

#### **Desirable:**

- ✓ Experience of working with colleagues to ensure all students' individual needs are met, including those with a range of complex SEND
- ✓ Experience of working with colleagues to help them develop good practice
- ✓ Ability to work effectively with colleagues across schools and phases

## **Safer recruitment and our values**

The school uses robust safer recruitment procedures that meet the requirements of [Keeping children safe in education](#) . These processes are designed to deter and prevent people who are unsuitable to work with children from applying for or securing employment or volunteering opportunities in the school.

Our safer recruitment processes form a vital part of our whole school approach to safeguarding and are an essential part of creating a safe environment for our learners. Further details on the safer recruitment of staff in school can be found in our Child Protection and Safeguarding policy which is on the school's website.

When you apply for a job in our school you will be asked to disclose any previous criminal convictions. You will be asked to provide a full employment history and the names of two referees. One of these referees must be your most recent employer and, if the employer is a school, must be the head teacher. We will follow up on any issues raised by your references at interview and we may contact your referees to verify their identity or for further information.

Everyone who works in the school, including volunteers will have appropriate Disclosure and Barring (DBS) checks. For teachers, qualified teacher status will be checked. Appointment to a post will be subject to satisfactory references, satisfactory DBS checks, the checking of qualified teacher status (for teachers), checking of the right to work in the UK, and health clearance.

Chapel-en-le-Frith High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Chapel-en-le-Frith High School is committed to creating an inclusive workplace which promotes and values diversity in age, gender identity, race, sexual orientation, physical or mental ability and ethnicity. We expect our staff and volunteers to share these values.