



Candidate Recruitment Pack

Teacher UET Pathfinder School - Rosebery

Applications considered upon receipt

www.unityeducationtrust.uk

jwilson@ros.unity-ed.uk

A welcome from the CEO

Dear Applicant,



Thank you for your interest in our vacancy at Unity Education Trust (UET).

As Chief Executive of the UET, I am delighted to offer you a warm welcome to our Trust. These are exciting times for all those associated to Unity Education Trust a Multi-Academy built on developing like-minded schools to be outstanding education providers through collaborative working that develops a 'unity of purpose' in all that we do.

UET has expanded its family of schools and education professionals. We welcome outstanding teachers, subject specialists, tutors, support staff and experienced leaders with a record of transformation in education.

All of our staff share the ethos of raising aspirations, unlocking potential and securing the best possible future for the 2700 young people attending our schools.

Our schools' range in size from 20 to 1200 students and effective collaboration across our schools is an important part of who we are, whilst maintaining individual schools' identity within their community.

I am proud that we are working in 'Unity' to meet the challenges in education head on and spearheading new developments for the benefit of all the children in our care.

We look forward to receiving your application.

Best wishes

Glyn Hambling

CEO

Our Story



UET was established in March 2017. As of 2024, its family of schools have expanded providing education for 3 - 19 year olds across mainstream and alternative provision settings and now comprises the following:

Mainstream

- Northgate High School and Dereham Sixth Form College
- Grove House Nursery and Infant School
- Kings Park Infant School
- Beeston Primary School
- Garvestone Primary School
- Great Dunham School
- Greyfriars Academy
- Highgate Infant School
- Kings Oak Academy
- Magdalen Academy
- St Germans Academy
- Wimbotsham & Stow Academy

Specialist

Pathfinder School –
Brooklands, Danby Wood, Douglas Bader,
Hooper Lane, Brooklands, Rosebery

Compass –
Belton, Lingwood, West

- UET Earthsea
- Churchill Park Academy
- The Pinetree School

The Trust sets high expectations in every aspect of our work, providing pupils with the best opportunities through outstanding teaching, the development of 21st century facilities, inspirational leadership and a growth mindset approach.

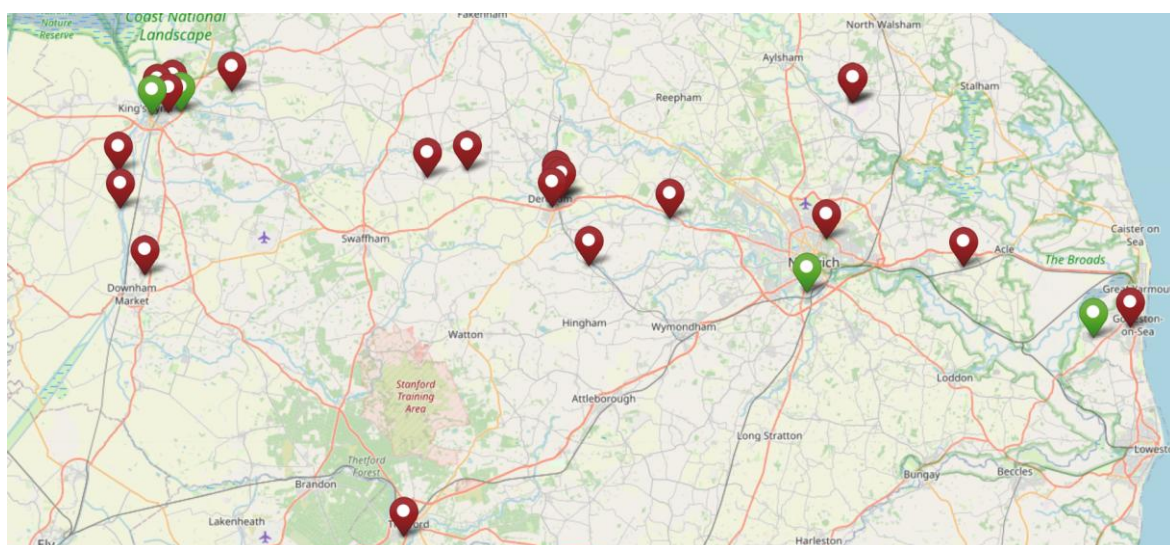
We will ensure that each of our academies maintains its unique identity at the heart of their community and engaging with all partners and stakeholders and other high performing educational organisations.

We have an unrelenting belief and focus that all students can achieve high standards, whatever their background and life experiences when given a positive climate of support, challenge and the development of Growth Mindset through outstanding teaching.

Furthermore we are committed to 'raising aspirations to fulfil potential' ensuring our learners are encouraged to build confidence, expand their leadership qualities and embrace British Values that enable all to thrive in an ever-changing society.

Our School – UET Pathfinder Rosebery

A warm welcome to The Rosebery School. We are a specialist alternative provision that provides education for pupils who have Social, Emotional and Mental Health needs. We provide a supportive, nurturing environment in which to educate our pupils, ensuring that their individual needs are met. Our vision is to show children what is possible, by providing a bespoke curriculum to engage and challenge so that they become happy, successful learners who will make a positive contribution and achieve their full potential at Rosebery and beyond.



Underpinning principles





Supporting Our Staff

Unity Education Trust is committed to supporting all staff in their personal, professional and career aspirations by providing a range of development opportunities. We foster a culture which encourages you to develop your talent and strengths throughout your journey with us.

We are committed to providing the highest quality support to ensure our schools excel and give our students the education they deserve. Our Headteachers have a good deal of autonomy as school leaders within a framework developed collaboratively with our Director of Education and the Education Directorate.

Each Unity Education Trust school benefits from a comprehensive programme of support and challenge, including a strong emphasis on CPD and a regular programme of training events to improve performance across all sectors within our schools.

We believe it is very important that each of our academies plans in such a way that financial and human resources are deployed to support their educational strategies fully. This is supported by our experienced Central Service team, who are available to advise on financial planning, audit, HR, legal and property matters.



Job Description

Class Teacher

JOB DESCRIPTION

Job Title	Class Teacher
Location	Pathfinder School – Rosebery
Grade	MPS point 1 – point 6 + SEN allowance if QTS or UQT Point 1 – point 6 if Unqualified Teacher
Responsible to	Head of School
Responsible for	Providing specialist support and teaching for children experiencing difficulty with social, emotional and behavioural development in schools, the Pathfinder School, pupil’s home or other settings when required.
Effective Date	1 January 2024

Role and Context

Job Purpose	<p>Teachers will deliver curriculum content and provide learning opportunities for young people of all ages within an environment where the principles of SEAL and Restorative Justice are used to facilitate a holistic understanding of a young person’s needs. They will advise and support schools, pupils and parents, promote an innovative approach, and be prepared to work in a variety of venues and with a wide age range if circumstances require. They will establish good behaviour for learning strategies and use these to raise attainment and reduce exclusions.</p> <p>Working within and subject to Teachers’ Pay and conditions teachers will:</p> <ul style="list-style-type: none"> • Work within the graduated framework of the Pathfinder school providing individual and group teaching and support for pupils in a variety of settings including mainstream schools, Pathfinder base, pupil’s home and specialist provision. • Work with schools, parents/carers and other agencies to support the successful educational reintegration and social inclusion of children and young people by providing interventions and devising programmes of work.
Context	<p>Pathfinder schools are responsible for provision and support for pupils temporarily out of school or at risk of exclusion.</p> <p>The establishment underpins the behaviour support continuum (working closely with Children In Need teams, Corporate Parenting teams and specialist LA wide CS teams) and ensures education provision which can be sited in a variety of venues, as well as outreach work to support pupils both in schools as part of behaviour support and other settings as part of curriculum delivery and reintegration. It encompasses a wide range of</p>

	<p>curriculum pathways and is able to deliver personalised learning, based upon assessment of need in order to enable a swift re-integration into schools for KS1, 2 and 3 and 4 pupils, and transition into alternative provision and post 16 provision for KS4. Where longer term need is required is able to provide and identify the kind of provision recommending placements managing referral processes and supporting transition into placements</p> <p>The Pathfinder schools have 5 locations at Danby Wood, Douglas Bader, Rosebery and Brooklands, Hooper Lane each working with a cluster of schools and local alternative provision providers.</p>
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Principal Accountabilities (in order of importance)

1. Take responsibility for teaching, planning, assessing and evaluating curriculum subjects or leading specialist sessions. Contributing to teaching within core subjects at primary and/or secondary key stages.
2. Undertake specialist assessment and interventions for pupils with complex difficulties becoming the lead teacher for defined groups or subject areas. Providing information, advice and guidance to school staff and providing for and managing interventions to support pupils. Within lessons, group and individual work supporting, supervising and planning the work of Specialist Support Assistants/Teaching Assistants.
3. Observe, assess and evaluate pupil's performance and development, maintaining accurate and complete records of progress. Reporting to Leadership team, parents/carers and when required other professionals.
4. Work as part of the Pathfinder school team to provide behaviour support to schools of all types and all phases.
5. Provide statutory or general advice, when required, to a service quality standard and within mandatory time scales
6. Undertake activities which contribute to meeting Service targets, e.g. reductions in exclusions, increased attendance and improving attainment and achievement against a range of indicators and pupil outcomes, providing records of assessments and outcomes as required.
7. Contribute to an area of The Pathfinder specialist development linked to subject specialism and strategies for working with challenging pupils.
8. Contribute to, and participate in the whole school performance management process including the review of colleague's performance.
9. Attend and contribute to multi-agency case conferences, offering a range of interventions to meet assessed needs, providing feedback and reports to the leadership team.
10. Contribute to the development of an engaging curriculum for all key stages ensuring use of ICT and other technologies across the curriculum.
11. To undertake all duties with an over-riding regard for the Safeguarding of children and young people and in accordance with all current guidance and best practice in this area.

Person Specification

This should describe the qualifications, experience, skills and knowledge which are essential to do the job to a fully competent level.

	Essential
Qualifications	<ul style="list-style-type: none">▪ Graduate with Qualified Teacher Status▪ Recent relevant professional development
Experience	<ul style="list-style-type: none">▪ Teaching experience within a school at primary or secondary level▪ Teaching range of subjects and at least one core subject▪ Significant experience of working with vulnerable pupils within schools and other settings▪ Curriculum planning and assessment▪ Ability to plan and implement effective actions for pupils at risk of underachieving▪ Able to use a range of ICT equipment to support learning including e learning programmes for pupils▪ Experience of working with a range of support services/providers as part of multi-disciplinary and agency planning and interventions
Skills/Knowledge	<ul style="list-style-type: none">▪ Able to teach at least one core subject at primary and/or secondary level▪ Good working knowledge of Special educational needs, code of practice (revised) etc.▪ Understanding of principles of child development and learning processes and in particular, barriers to learning▪ Full working knowledge of relevant policies/codes of practice/legislation▪ Working knowledge of National Curriculum and other relevant learning programmes▪ Working knowledge of child protection procedures, health and safety procedures, Disability Equalities Scheme/Act, confidentiality and data protection policy and procedures.▪ Effective use of ICT to support learning▪ Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these▪ Strategies for school improvement – assessing needs, data analysis, coaching and mentoring staff▪ Strategies for developing effective teaching and learning for vulnerable and challenging pupils▪ Strategies and interventions for ensuring good behaviour management▪ Ability to support, motivate and inspire others

	<ul style="list-style-type: none"> ▪ Ability to work effectively with staff, pupils, management, committee members, parents/carers and the community
Key Competencies	
Customer Service	<ul style="list-style-type: none"> ▪ Asks questions of and listens to people to gain a deeper understanding of their needs ▪ Offers more than one answer or solution wherever possible ▪ Only makes promises which can be kept ▪ Tries to solve problems or complaints ▪ Display an awareness of the differing needs, abilities and values amongst internal and external interactions.
Achieving Results	<ul style="list-style-type: none"> ▪ Willingly accepts challenging goals ▪ Makes suggestions for improving own and others' work ▪ Regularly reviews progress and standards against objectives ▪ Encourages hard work and high standards in self and others ▪ Understands and demonstrates a commitment to health and safety control and improvement strategies, risk assessment, incident causation
Team Working	<ul style="list-style-type: none"> ▪ Puts own priorities to one side if necessary to support the greater need of the team ▪ Questions decisions where they crucially affect the interest of the team ▪ Allocates work based on individual abilities and skills ▪ Participates in regular team meetings to inform, educate and communicate health and safety responsibilities ensuring standards and encourage improvements to be made ▪ Challenges bullying behaviour. ▪ Takes the opportunity to input into team/service area planning in respect of equality and diversity. ▪ Ensures that working arrangements, resources and business practices support differing needs, abilities and values.
Communicating, influencing and relationship building	<ul style="list-style-type: none"> ▪ Successfully persuades people of the benefits of a particular approach or idea ▪ Shows understanding of others' viewpoints looking for a win-win situation ▪ Ensures that the Council's expectations and values regarding equality and diversity and health and safety are communicated to all parties
Improving for Excellence	<ul style="list-style-type: none"> ▪ Welcomes and acts on ideas from others in the team ▪ Adapts quickly and with enthusiasm to changes, and adapts work effort appropriately ▪ Explains clearly and persuasively what the benefits of change will be ▪ Listens to concerns about change and tries to find solutions

General Information

- The job descriptions detail the main outcomes required and should only be updated to reflect **major changes** that impact on the outcomes of the job
- Job holders must be aware of and comply with all current guidance, policies and procedures relating to safeguarding and ensure that they are in accordance with statutory and school safeguarding requirements at all times.
- All work performed/duties undertaken must be carried out in accordance with relevant Academy policies and procedures, within legislation, and with regard to the needs of our customers and the diverse community we serve.
- Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management.



Joining Us

LOCATION

The post will be located at Rosebery School. The Unity Education Trust reserves the right to transfer staff to alternative posts appropriate to the grade and/or alternative workplaces as is considered reasonable.

REMUNERATION

The current salary for the post is within the range:

Salary – MPS Point 1 – Point 6, £32,916 - £45,352 + SEN if QTS £2,787.

UQT Point 1 – Point 6, £22,601 - £35,259

Salary is calculated in accordance with the provisions of the Schools Teachers Pay and Conditions Document. Salary is paid in 12 equal instalments on or just before the 19th of each month. Payment is by credit transfer

Teachers will receive not less than one-third of a year's salary for each full term's service in any school maintained by the Authority. For the purpose of these arrangements the three terms in each year shall be constituted as follows:-

The Summer Term from 1 May to 31 August

The Autumn Term from 1 September to 31 December

The Spring Term from 1 January to 30 April

PROBATIONARY PERIOD

New employees of The Unity Education Trust will be required to serve a probationary period of six months.

NOTICE PERIODS

Other than in short-term temporary, fixed term or special educational needs contracts where a shorter notice period is specified in the letter of appointment, you are required to give two months (and in the Summer Term three months) notice of termination of employment, to terminate at the end of the (notional) school term. You are entitled to receive a similar period, or the minimum statutory provision under the Employment Rights Act 1996.

DRESS CODE

The post-holder will be expected to wear appropriate business attire and will be supplied with appropriate Staff ID. This must be worn at all times to ensure that students, staff and visitors are able to identify UET colleagues.

BENEFITS

- Comprehensive induction
- Commitment to your ongoing training and career progression
- Pension scheme
- Eye care vouchers (if criteria are met)
- Paid for enhanced DBS
- Wellbeing support
- FastTrack treatment service including physiotherapy

Terms and Conditions

HOURS OF WORK

This post is 1.0FTE and is governed by the provisions of the School Teachers' Pay and Conditions Document

PRE-EMPLOYMENT CHECKS

All staff must be prepared to undergo a number of checks to confirm their suitability to work with children and young people. The Trust reserves the right to withdraw offers of employment where checks or references are deemed to be unsatisfactory.

EQUAL OPPORTUNITIES

UET has a policy that seeks to ensure that all employees are selected, trained and promoted on the basis of ability, the requirements of the post and other similar and objective criteria. The gender, marital status, ethnic origin, age, religion or sexual orientation of an applicant or employee does not affect the employment opportunities made available except as permitted by legislation. UET also requires full and fair consideration to be given to people with disabilities in the recruitment process. Applicants declaring a disability who meet the minimum (essential) criteria for the vacancy will be invited for interview.

DISCLOSURE AND BARRING SERVICE CHECK

This post is subject to a Disclosure and Barring Service Check. Disclosure and Barring Service and Disclosure of Convictions Policy for employment of persons with criminal convictions – refer to our website www.unityeducationtrust.uk

Immigration, Asylum and Nationality Act Information – refer to our website www.unityeducationtrust.uk

How to apply

Click on the **Apply Now** button. You can save your application and return to it later. Please ensure you have completed your application before the end date.

No CVs accepted – please complete an application form if you wish to be considered for this role.

Candidates are advised that they may be subject to an online check from information in the public domain.

We aim to be an equal opportunities employer and welcome applications irrespective of race, gender, religion, disability, sexual orientation and/or age. We value the individuality and creativity that every worker potentially brings to the workforce.

This post will come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations.

Unity Education Trust is committed to safeguarding and promoting the welfare of children. All applicants must be willing to undergo safeguarding screening appropriate to the post, including checks with Disclosure & Barring Service and at least 2 references which cover the last 3 years; for all our services we will request references from where you have worked with either children or vulnerable adults. Please be advised that references may be requested prior to interview for roles within our schools.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English is an essential requirement for this role.

We reserve the right to withdraw this vacancy at any time ahead of the closing date if there is a sufficient level of response. Therefore, we recommend you submit your application as early as possible.

We also reserve to right to interview shortlisted candidates ahead of the closing date.

Interview process

Application will be considered upon receipt.

Interview process

- Candidates will be shortlisted
- References will be requested

The interview process will include:

- Tour and Task
- Interview
- Classroom Familiarisation

If you would like an informal discussion. Please contact Julie Wilson, Head of School by emailing jwilson@ros.unity-ed.uk.



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