



The Rowans AP Academy

Recruitment Pack SEN Classroom Teacher



Welcome to THAT

Thank you for your interest in joining The Howard Academy Trust. We are a family of 9 academies—4 primary, 4 secondary, and 1 alternative provision—working across Medway, Kent, and Bexley. As a Trust, we are committed to delivering the highest standards of education for all children and young people, regardless of their background.

Our vision, *"Working together to create a community of successful learners"* underpins everything we do. We firmly believe that every child deserves access to at least a good education, and we are proud that every academy within our Trust has maintained or improved its Ofsted rating. Notably, Temple Mill Primary School and Waterfront UTC made the remarkable journey from Special Measures to Good at their first inspection since joining us—a testament to the dedication and expertise of our staff.



At The Howard Academy Trust, we recognise that our people are central to our success. We are committed to supporting and developing our staff so that they, in turn, can provide an outstanding education for our students. Each of our academies serves its own unique community, and our role as a Trust is to provide the support, guidance, and collaboration needed to drive continuous improvement.

We are always looking for talented and passionate individuals to join our team. If you share our belief in the power of education and want to be part of an organisation that truly makes a difference, we would love to hear from you.



Kyle Taylor
Interim Chief Executive
The Howard Academy Trust



THAT Benefits

The Howard Academy Trust is very pleased to offer our staff a vast range of benefits, both professional and personal, as we believe that our excellent teaching and support staff should be supported at work and rewarded for the great work they do.



Platinum
Workplace
Wellbeing Award



benenden
health
Subsidised Private
Healthcare



Free flu jabs
every autumn



Employee Assistance
Programme with
Free Counselling



Mental Health
First Aiders
in all schools



Early finish for
teaching staff on
Fridays for CPD/PPA



Multiple routes
into teaching



Opportunities for
collaborative CPD



Trust-wide training
and networking
events



Career Progression
and upskilling
opportunities



Bespoke in-house
Into Leadership
Courses



LGPS/TPS Pension
Scheme & Generous
Contributions



Competitive salary
with annual pay
progression



Early salary
withdrawal with
Access EarlyPay



Minimum 25 days
annual leave for
full time staff,
plus bank holidays



Discounted hire of
school facilities



Cycle to work
scheme



Free car parking
at each Trust site



EV Charging across
sites



On site catering
with a full
lunch menu



Discounted gym
membership



A diverse and
inclusive workplace



Staff referral
scheme



Flexibility
for life events



Annual
Trust Awards

We are happy to talk about flexible working.



Our Family of Schools



The Howard School
1,500 Pupils on Roll
Located in Rainham, Kent



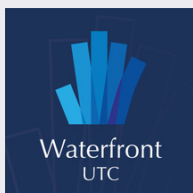
Temple Mill Primary School
240 Pupils on Roll
Located in Strood, Kent



Deanwood Primary School
230 Pupils on Roll
Located in Rainham, Kent



Thames View Primary School
450 Pupils on Roll
Located in Rainham, Kent



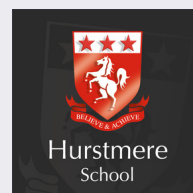
Waterfront UTC
370 Pupils on Roll Rated
Located in Gillingham, Kent



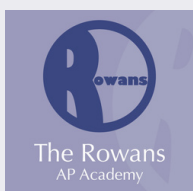
Miers Court Primary School
410 Pupils on Roll
Located in Rainham, Kent



The Abbey School
1,100 Pupils on Roll
Located in Faversham, Kent



Hurstmere School
960 Pupils on Roll
Located in Sidcup, London



The Rowans AP Academy
93 Pupils on Roll
Located in Chatham, Kent

Welcome to The Rowans AP Academy



The Rowans AP Academy is a provision which enables young people to change the direction of their lives. Through a trauma informed approach, positive relationships and a strong focus on our core values of kindness, commitment and resilience, all pupils have the opportunity to re-engage with education, taking ownership of their lives and their choices.

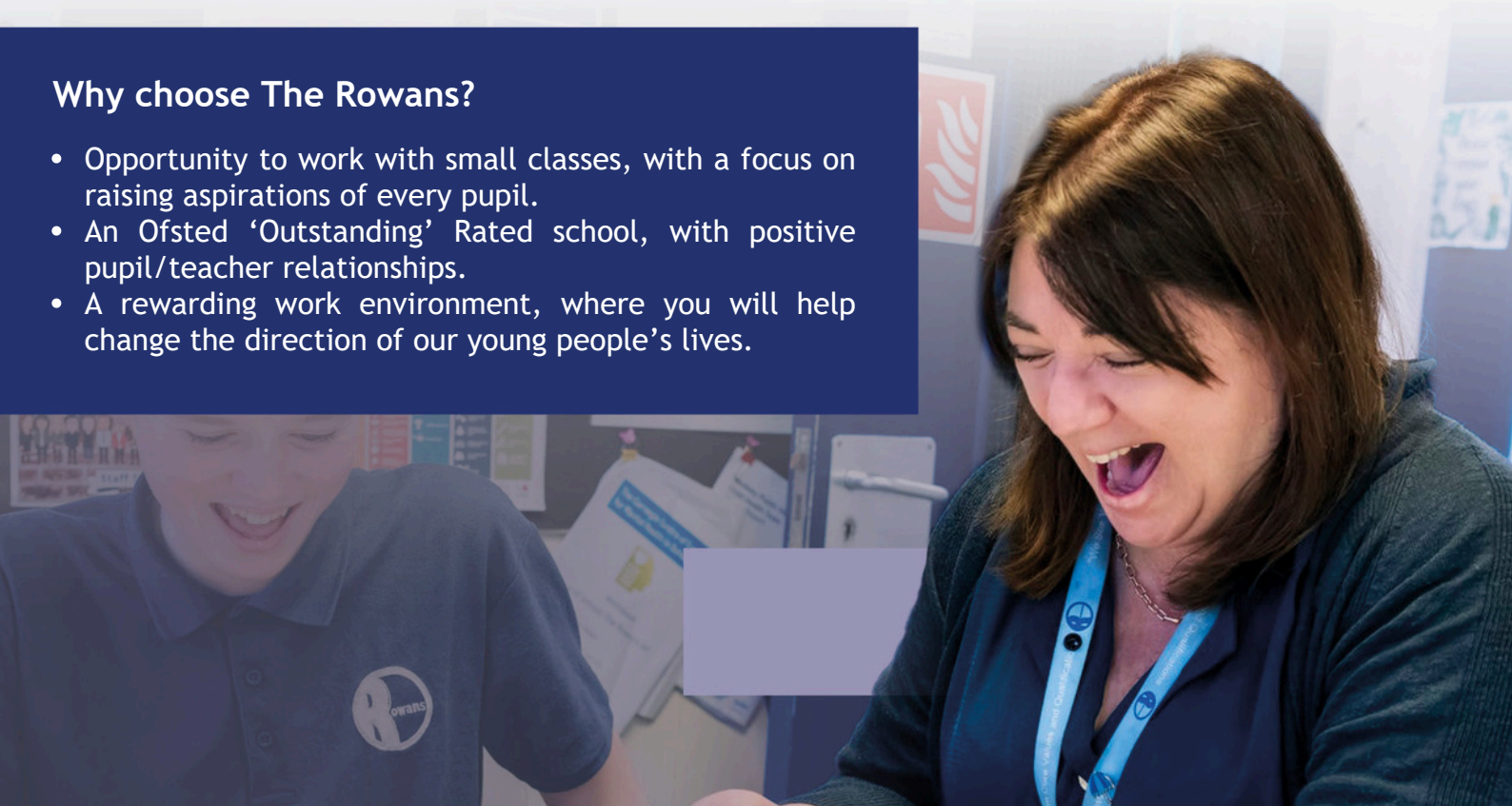
The Rowans AP Academy supports pupils who struggle with conventional education or, due to particular changing and often traumatic events in their lives, need a period of time in an alternative provision.

We offer alternative provision with a firm focus on supporting, engaging and raising the aspirations of every pupil. Through a bespoke combination of a challenging, engaging and progressive curriculum, a tailored interventions programme and cultural capital activities, we can ensure that every pupil has the opportunity to experience success and make progress.

Mrs May, Principal

Why choose The Rowans?

- Opportunity to work with small classes, with a focus on raising aspirations of every pupil.
- An Ofsted 'Outstanding' Rated school, with positive pupil/teacher relationships.
- A rewarding work environment, where you will help change the direction of our young people's lives.




NOR
93


Age Range
5-18


PP
65.6%


FSM
65.6%


SEN
25.8%


EAL
0%

Job Description

Job Title:	SEN Classroom Teacher
Contract Type:	Full time, Permanent
Remuneration:	STPC Main/Upper Pay Scale & SEN2 Allowance

Core Purpose and Scope

The holder of this post is expected to carry out the professional duties as described below, as circumstances may require and in accordance with the Trust's policies, under the direction of the Senior Leadership Team and Principal. The post-holder is required to fully support the vision, ethos and policies of the Trust.

THAT Vision & Values

As a Trust, our Vision and Values are achieved through:

- Excellent teaching and learning that promotes inclusivity;
- Regular opportunities for collaborative CPD to ensure best practice across academies;
- A proactive network for joint working across academies, for staff at various career stages;
- The highest standards of behaviour and conduct achieved through clear expectations and positive relationships;
- The unique character of each academy is valued and contributes to the THAT whole Trust ethos;
- Shared whole trust values of dignity, respect and ambition.
- High aspirations for all involved with the Trust;
- Each academy is a hub for its local community and families;
- Facing outwards and working in collaboration with other organisations and stakeholders;
- A centralised team that allows academies leaders to focus on their core purpose of education.

Values and Behaviour

Teaching & Support Staff play a vital role in making the education of the students their first concern, and are accountable for achieving the highest possible standards in work and conduct. All members of staff must act with honesty and integrity; have strong knowledge within their field, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the students in the school.

Personal and professional conduct

The post holder should always conduct themselves professionally, treating students and staff with mutual respect, regardless of personal beliefs, in accordance with Trust ethos, policies and practices.

Purpose of the Job:

To be responsible for teaching individual pupils and/or groups of pupils at the Rowans AP Academy and be accountable for the progress and learning of these pupils.

Key responsibilities:

- To share the leadership's vision for the Rowans, to drive progress and improvement and promote high expectations and rigour in all areas of the Academy.
- Be supportive of colleagues, both teaching and non-teaching, to improve effectiveness, securing good working relationships.
- All staff are expected to uphold The Rowans' policies and values which underpin good practice and the raising of standards, making an active contribution to these policies and practices.
- All staff are expected to contribute to the school improvement plan priorities.
- Teachers should recognise and take responsibility for developing the hidden curriculum.
- Teachers are expected to demonstrate high levels of professional and personal conduct, maintaining high levels of attendance and punctuality.
- Staff are expected to demonstrate trauma-informed ways of working with pupils, showing humility and supporting co-regulation, developing restorative practices and modelling the vision statement of 'we see you, we hear you, we are with you'.
- To demonstrate a thorough and up-to-date knowledge of the teaching of the relevant subject area, taking account of wider curriculum developments and research. Teaching a range of subjects at times and if necessary, beyond one's original specialism to provide curriculum breadth, supporting pupils to make progress and achieve.
- To consistently and effectively plan lessons and sequences of lessons to meet pupils' individual learning needs, ensuring that sequencing maps out skills, knowledge and content across the curriculum and that opportunities for meta-memory techniques are embedded.

- To ensure that medium term plans are written to the highest of standard for the subject taught and include signposting for literacy, numeracy and careers.
- To consistently and effectively use a range of appropriate strategies for teaching and classroom management, using appropriate SEND adaptations, to ensure all pupils have the support they need to make progress and that teaching is adaptive and creative.
- To baseline assess all pupils within two weeks of their arrival in your subject and use this to set a target and an aspirational target.
- To consistently and effectively use information about pupil characteristics and prior attainment to plan targeted work for pupils, monitoring progress to give clear and constructive feedback.
- Consistently make secure and accurate assessment of pupil's progress and attainment, recording this data in a timely manner to contribute to whole school data systems and processes.
- To maintain records on pupil progress and attainment, ensuring dissemination of appropriate information to pupils, parents, colleagues, other professionals and other approved external agencies.
- To ensure that pupils with SEND have full access to the curriculum and learning opportunities. All teachers routinely demonstrate high quality inclusive teaching and use the graduated approach to review strategies.
- To take responsibility for professional development and use the outcomes to improve teaching and pupils' learning, offering enrichment opportunities within your subject area.
- Create a stimulating and subject-rich learning environment.
- To be a form tutor to an assigned group of pupils, working in collaboration with a teaching assistant.
- To follow the Academy's Behaviour, Inclusion and Relationships Policy, ensuring consistency of approach.
- To liaise with parents via written reports, phone calls, meetings and home visits, including academic induction day and academic review days.
- To liaise with other agencies including; schools, EPs, Social Services and NHS staff.
- To participate in arrangements for performance development, taking responsibility for setting objectives and ensuring there is quality evidence available for review.
- To attend and contribute to staff meetings and CPD training.
- To meet deadlines set by the Leadership team of the Academy.

- To comply with all policies, procedures and any legal requirements.

Additional duties:

- All staff, with the support of the Academy's designated DSL, have a responsibility for providing and safeguarding the welfare of the students and young people
- To be familiar with and support any health and safety procedures and ensure all duties and responsibilities are discharged in accordance with the Academy's health and safety at work policy
- Being aware of and complying with policies and procedures relating to child protection, health and safety, confidentiality and data protection, reporting any concerns to the appropriate person.
- Meeting the requirements of the Health and Safety at Work Act 1974 and the Rowans' health and safety procedures.
- Being aware of and ensuring equal opportunities for all.
- Supporting the role of other professionals.
- Attending and participating in meetings as required.
- Taking responsibility for their own CPD, ensuring training is up to date and participating in internal, external and other learning activities and performance development systems.
- Completing all associated organisation and administrative work.
- To actively promote the vision and values of the Trust and the Academy.
- Having an enhanced DBS check at the start of employment with regular re-checks.

This job description does not form part of the Contract of Employment and is not necessarily a comprehensive description of the duties required but outlines the main responsibilities of the post. It will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the line manager.

An Enhanced DBS check will be required for this post. The job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. The successful candidate must have a commitment to safeguarding and promoting the welfare of children and young people.

Person Specification

Please refer to these requirements when completing the application. The Person Specification is related to the requirements of the post as determined by the Job Description.

Essential	Desirable
Education and Qualifications	
- Teaching qualification - Degree or equivalent	- Further degree - Evidence of ongoing Professional Development
Experience	
- Excellent oral and written communication skills - Record of successful teaching with a clear understanding of the teaching provision required - Excellent classroom practice - Ability to implement a range of teaching strategies	Experience of working within the academy or education sector
Knowledge and Understanding	
- Effective use of data to analyse performance and manage interventions to measure the impact of achievement and attainment - Good understanding of effective procedures for managing and promoting positive behavior among students - Clear understanding of the role of parents and the school community improvement, and how this can be practiced	- Knowledge of child protection and safeguarding policies - Sound understanding of equal opportunity issues within the workplace and the importance of culture and ethos, and how these impacts on morale, high expectation, and high standards
Characteristics and Competencies	
- Ability to create a happy, challenging and effective learning environment - A solution-focused mindset and determined “no-excuses” approach to raising standards - A personable nature to build effective relationships with parents and all members of the school community - A creative and good-humoured approach to all aspects of teaching	

• Ability to work to professional standards, think independently and make judgements, to influence others through discussion • Ability to be flexible and well organised to manage, at times, unpredictable and variable workload.	
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