



Samuel Cody School

Ballantyne Road
Farnborough
Hants
GU14 8SN

Headteacher:
Mrs S Chinnappa
BSc M.Ed. NPQH

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This school and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to a Disclosure and Barring Check as well as other relevant pre-employment checks. Please be aware that in line with the General Data Protection Regulation (GDPR) we will hold and process the information you provide for the purpose of the recruitment campaign for which you have applied. If you are unsuccessful this information will be held for 6 months from the closing date. If you are shortlisted, your information will be held for a further 6 months (this includes information gathered at interview). Successful candidates' information will be held in accordance with the schools retention schedule. All data will be securely disposed. More information can be found in the School Privacy Notice on the website (www.Samuelcody.hants.sch.uk). By signing the application form you are giving us your explicit consent to do this.

May 2022

Dear Applicant,

Thank you very much for your interest in our current teaching vacancy. Samuel Cody School is a successful, friendly and forward looking school that is able to offer a challenging and varied job to the right candidate.

Please find enclosed the following:

- School Information
- Job Description
- Person Specification
- Hazard Form
- Application form (under Vacancies) and further information about our whole school can be found on the school website: www.samuelcody.hants.sch.uk

We require experienced a full time teacher to work with our secondary students who have SEMH and additional special educational needs to lead our English department. Posts are available for a start date of 1st September 2022. Candidates should also be prepared to act as a form tutor from September 2022.

Candidates need to possess the following qualities:

- A calm, inclusive, flexible, enthusiastic and creative approach towards learning
- A commitment to working with young people who exhibit challenging behaviours with associated trauma and attachment difficulties
- Excellent interpersonal skills
- Commitment to work with parents and other professionals

Subject to experience you will also be responsible for leading and managing a Learning Support Assistant.

The pay scale is MPS/UPR + 1 SEN allowance + TLR payable dependent on qualifications and/or experience.

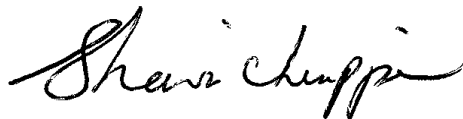
Candidates are advised to write their application with regard to the person specification to include their teaching and any relevant non- teaching experience.

Candidates will be offered interviews following a strong application. Early application is therefore advised.

If you have any queries regarding the position and wish to have a chat about it, please do not hesitate to contact me. Visits to the school are very welcome and encouraged and if you wish to arrange a chat with myself or visit, please contact the school office.

I look forward to receiving your application.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Sharon Chinnappa', written in a cursive style.

Mrs Sharon Chinnappa
Headteacher
01252 514194

Samuel Cody School and Cody Oaks

Samuel Cody School is a school for students with Moderate Learning Difficulties and Autism in Farnborough. The school caters for children aged from 4 to 16 years old. It has an excellent reputation and has outstanding facilities. Staff and students work together to give the school a real, community feeling, which helps contribute to its success.

The school is currently divided up into three parts. The Primary department which has 70 students in 7 classes, a secondary department which has 152 students in 16 classes, and a specialist ASD secondary unit which is run jointly with Fernhill. The average class size is 10.

The new unit, Cody Oaks, is an addition to the school's facilities and will cater for ninety children from years 5 to 11 with SEMH and associated difficulties. The school has a growth plan which will run for three years. In the first year it is planned for 36 students to be on roll from years 5 to 9, building up to ninety students across all years from September 2024. The Cody Oaks building is a bespoke design based on the building currently housing Austen Academy in Basingstoke. It features state of the art facilities, including a recording studio, wood and food tech suites, music and art rooms, sports facilities and therapeutic and sensory rooms. It also features the Eden suite, which is a self-contained facility for children who have been school refusers. The average class size will be between 6 and 8.

The school will be open for children from 09.00 am until lessons end at 14.55. The majority of children will travel to and from school on transport arranged by Hampshire County Council or neighboring local authorities. The main school has extensive sports facilities and this includes a fully equipped exercise gym which is available for staff to use outside of school hours.

We provide a safe and secure environment for all students to learn in. We offer full access to the National curriculum. All children will have access to specialist provision and additional support according to their needs.

Samuel Cody School – Cody Oaks

JOB DESCRIPTION –

Job Title	Teacher
Responsible to	Headteacher

Main Purpose of the Job

To take responsibility for teaching a class of students with a range of complex SEMH needs and to deploy support staff effectively and to work with parents and other agencies.
To ensure that all individual student needs are met.

Main duties

- To plan and differentiate lessons to meet individual needs, through challenge and high expectation to either KS2 or KS3 and KS4.
- To effectively lead, manage, develop and motivate support staff.
- To assess, record and report on the development, progress and achievement of students as required by the school and outside agencies.
- To implement the school's curriculum, including the National Curriculum as it pertains to students with SEMH and associated difficulties.
- To report and attend EHCP Annual Review meetings and other relevant conferences for students within or outside the school as required.
- To liaise with and develop working relationships with parents
- To work collaboratively with support staff, other teachers, professionals and outside agencies to promote the wellbeing of children and young people
- To treat students with respect and dignity and as age appropriately as possible.
- To support and develop integration, where appropriate, both inside and outside of school.
- To use a range of strategies and teaching styles that are appropriate to the child's and young peoples' ability.

Responsibilities

- To participate in regular meetings in the school, which relate to the organisation of the school, curriculum and school improvement.
- To use agreed strategies and follow the school behaviour policy to promote good behaviour
- To follow all school policies and practices including the school health & safety policy to ensure the health and wellbeing of all.
- To contribute to the professional development of trainee teachers, support and supervise work experience students and volunteers

Additional Professional Duties

- To be committed to safeguarding and promoting of children and young people, and to uphold the School's safeguarding policies and practice.
- To participate in performance management within an agreed School policy for other teachers'/learning support assistants and their own performance as agreed.
- To participate in, and contribute towards, In-house training during the year.
- To carry out the duties of a teacher as set out in the current School Teachers Pay and Conditions Document.
- To teach a range of subjects within the school, to be agreed with the Headteacher.

This job description does not define in detail all the duties and responsibilities of the post.

Pay Scale: Main Scale/UPR plus SEN allowance plus TLR

**Samuel Cody School – Cody Oaks
Person Specification – Secondary Teacher**

	Essential	Desirable
Qualifications	Qualified Teacher Status	Additional qualification in teaching students with SEN
Professional attributes	<ul style="list-style-type: none"> • Excellent/good classroom practitioner • Excellent /good communication and interpersonal skills • Enthusiastic, creative and willing to learn • Take responsibility for managing own professional development • Promote positive values, attitudes and behaviour • Experience in leading, managing and motivating support staff or willingness to do so. • Form professional, supportive and appropriate relationships with parents, carers and other professionals • Contribute and participate in school improvement • Contribute to the development, implementation of school policies • Willingness to participate in the wider life of the school • Maintain an up-to-date knowledge and understanding of the professional duties of a teacher and the statutory framework. 	<ul style="list-style-type: none"> • Evidence of continued professional development
Professional knowledge & understanding	<ul style="list-style-type: none"> • Experience of teaching primary or secondary students with SEMH and associated difficulties. • Excellent classroom practitioner and behaviour manager • Working knowledge of current national frameworks for education and special educational needs • Ensure curriculum coverage, challenge and progression, for all students. 	<ul style="list-style-type: none"> • Knowledge of understanding students with SEMH, ASC, ODD and attachment and trauma • Knowledge of different strategies in working with children with SEMH, ASC, ODD and attachment and trauma • Understanding of how to manage behaviour in the classroom

	<ul style="list-style-type: none"> • Understand how students' learning, development and well-being are affected by their physical, emotional, & social development and other external influences • Use a range of teaching styles and be flexible to meet the individual needs of the learners • Know how to use personalise learning to provide opportunities for all learners to achieve their potential. • Experience in using Team-teach and de-escalation strategies 	
Professional skills	<ul style="list-style-type: none"> • Use a range of behaviour strategies to help promote good behaviour and independence of learners. • Establish a safe and stimulating classroom environment • Work effectively within a team • Ensure that support staff are working effectively to support student's learning • Ability to use ICT to support learning and wider professional activities • Ability to ask for advice and support as necessary and to be flexible and open to ideas of others • Ability to work under pressure and remain calm • Ability to maintain a realistic work life balance to support own well being 	

Hazard Form

This form highlights hazards related to the role that could pose a risk to the post holder.

Role Title: Teacher

Manual Handling

This role requires hazardous manual handling operations. For example, moving and holding children and young people.

The types of manual handling operation involved in this role are children/young people. These manual handling operations are required on a regular basis.

Display Screen Equipment

This role will require the post holder to be a Display Screen Equipment User. This will involve use of a laptop/desktop computer.

Job Characteristics

This role involves working with children and young people aged 9 years to 16 years old. This role also involves working with children and young people with special educational needs.

This role involves managing challenging behaviour and verbal abuse and this is likely on a regular basis.