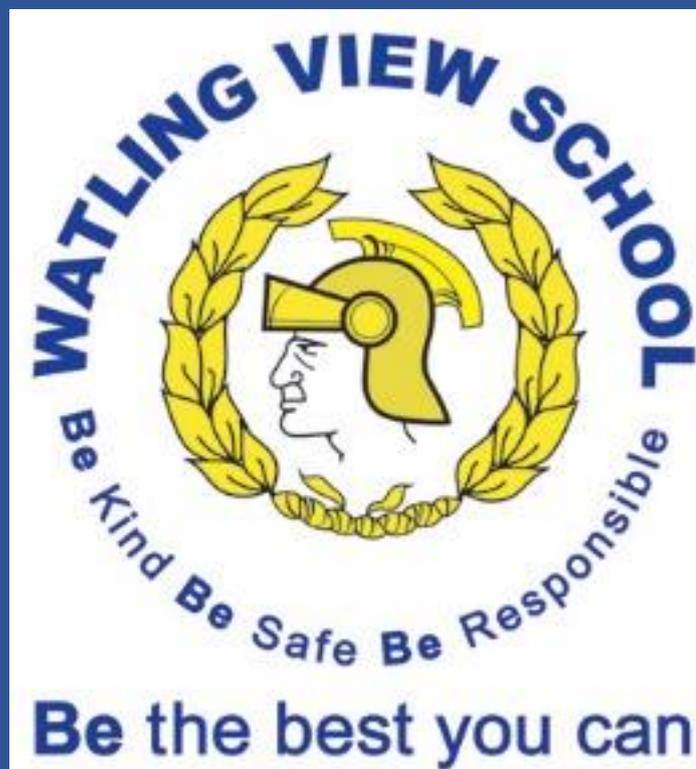


May 2025

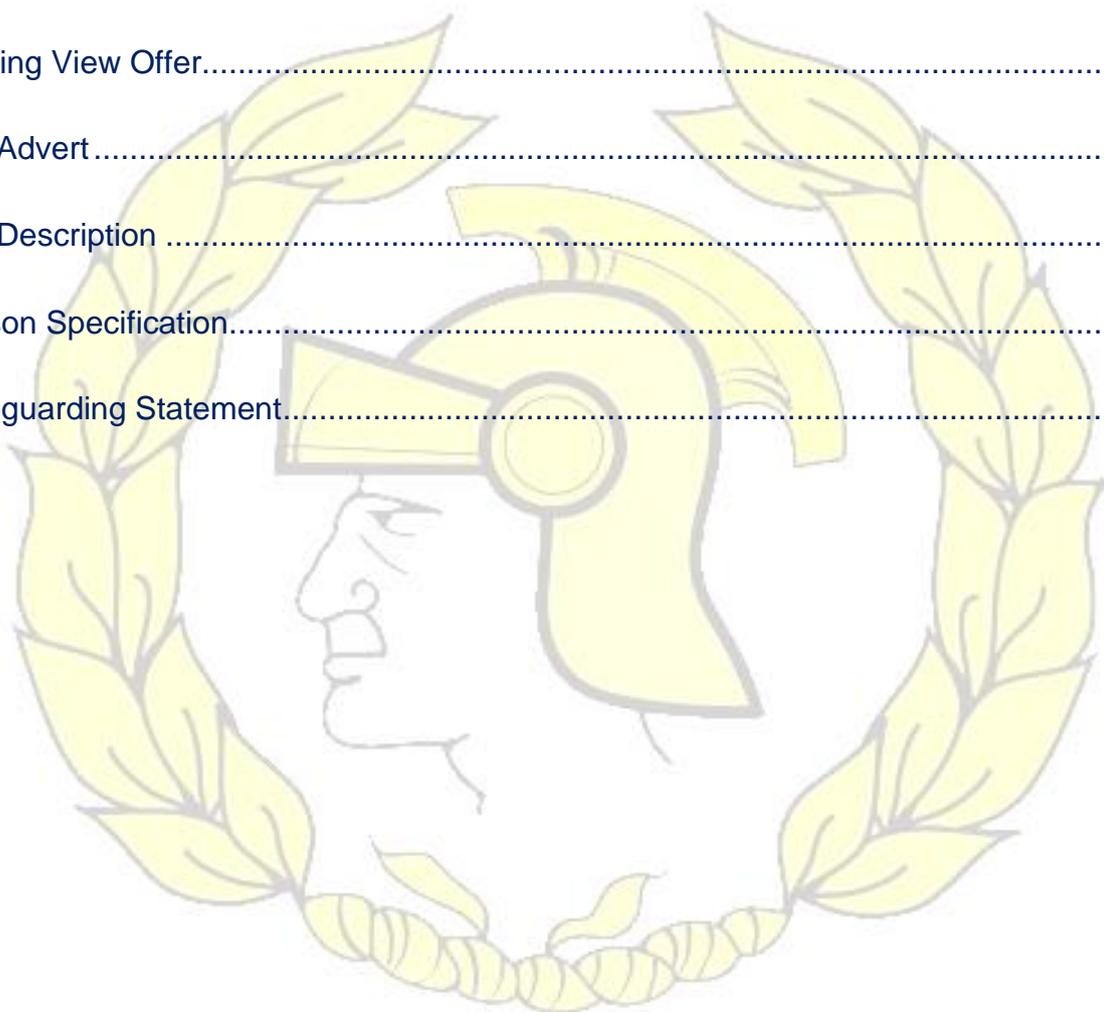
# RECRUITMENT INFORMATION PACK



Watling View School, Watling View, St Albans, AL1 2NU

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## Welcome from the Head Teacher

Dear Applicant

Thank you for your interest in our vacancy.

Watling View School is a maintained special school in St Albans, Hertfordshire. The school caters for up to 109 pupils, from 2-19 years, with a wide range of complex and profound learning difficulties. These include severe autism, complex medical conditions, physical and mobility difficulties, as well as severe developmental delay.

We are passionate about our vision, which guides us in all that we do for our pupils.

"Watling View - Be kind, Be responsible, Be the Best You Can"

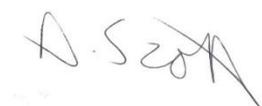
Please apply for the position using the Teach in Herts website by completing the online application via the yellow "Apply for this Job" button in the top right hand corner of the advert. Please ensure all fields are answered fully. CV's are not accepted.

Please note, all employment history must be covered on the application form and any gaps in employment must be explained.

Visits to the school are highly recommended and can be arranged by calling Jo Roberts, School Business Manager, on 01727 850560 #6.

I look forward to receiving your application.

Yours sincerely



Andy Scott, Head Teacher

## Watling View Mission Statement, Pupil Vision and Values



### Mission

Our mission at Watling View is to provide each and every pupil with personalised learning opportunities alongside broad and enriching learning experiences which enable all pupils to be happy, confident learners who are able to express themselves and be as independent as possible so each individual is prepared for their adult life and can be the best they can.



### Vision

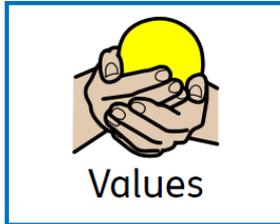
At Watling View, we strive to develop confident, independent individuals by providing inspirational learning opportunities which enable individuals to reach their full potential in their social, life, communication, independence both in school and in the wider community.

Watling View will provide pupils the opportunity to thrive and develop by

- Looking at each pupil as an individual learner and provide a curriculum that is rich in individual learning opportunities.
- Providing a safe, happy and nurturing environment.
- Providing opportunities that are fun, exciting and utilise on-site and off-site learning experiences.
- Providing a warm and welcome environment in which each individual is celebrated and recognised for who they are.
- Having a curriculum that is rich and stimulating with a breadth of learning experiences and opportunities that promote pupil communication and independence.

“Be Kind, Be Safe, Be Responsible, Be The Best You Can”

- Provide opportunities and teach pupils how to support their own emotional wellbeing.
- Working collaboratively with parents and professionals.

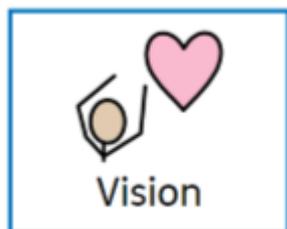


## Values

The values we have for every member of the Watling View Community are:



## Watling View Staff Vision and Achievement



Watling View will provide staff the opportunity to thrive and develop by:

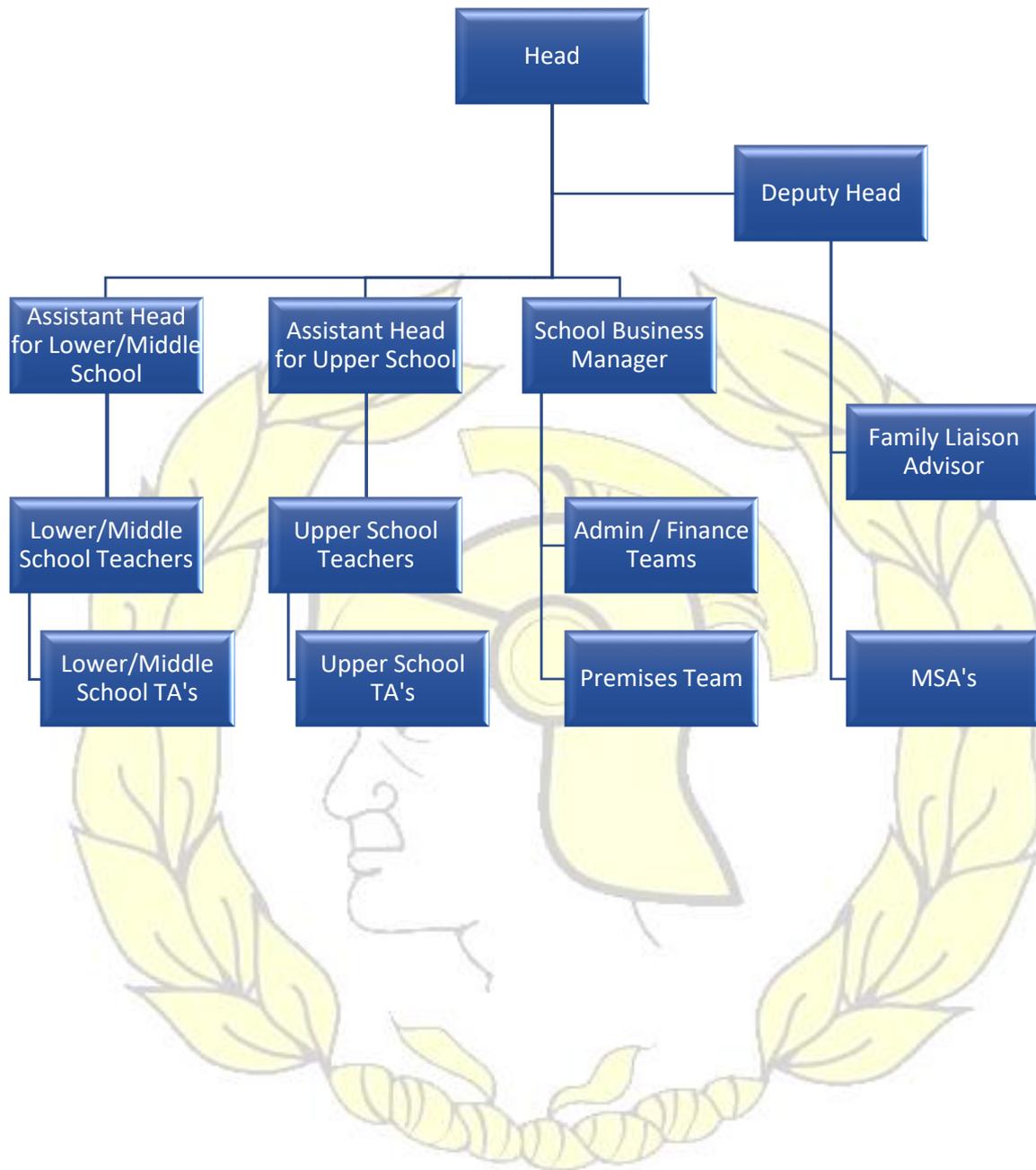
- Providing a variety of CPD which supports the continued learning and development of staff.
- Provide a safe, happy and nurturing environment.
- Hold open minded conversations with staff which support and promotes reflective thinking.
- Recognising and celebrating our diversity and uniqueness of each and every individual at Watling View.
- Listening to staff and provide opportunities for staff to try new ideas.
- Working collaboratively with all colleagues for the continued improvement of pupil outcomes.



To achieve our mission and vision staff will:

- Work together for the common goals of our pupils and school.
- Be focussed on the pupils.
- Have a can do attitude.
- Be a positive role model for the pupils and school.
- Treat each other with respect and value each other.
- Set high aspirations for our pupils.
- Treat each other with respect and value individuality and differences.
- Look to seek solutions to any problems positively and professionally.
- Celebrate the success of our pupils and each other.

## Organisation Structure



## Watling View Offer

### We are very proud of our:

- Extraordinary pupils
- Innovative, dedicated staff
- Excellent support and encouragement from Governors and the Senior Leadership Team
- Varied and superb quality professional development (CPD)
- School community that continually strives to improve
- Ethos of focusing on positive learning behaviour and high expectations for all pupils and staff

### We can offer you:



109 amazing children and young people



A warm, positive environment



A supportive team



A school that continuously seeks opportunities to improve



A new starter induction programme



Membership to Herts Rewards, our employee benefits scheme including discounts and cashback for high street shops and online shopping



Subscription to our comprehensive Healthcare and Wellbeing package



High quality, varied and ongoing professional development programme (CPD)



Extensive sick pay from the 1st day of absence (after 6 months service)

“Be Kind, Be Safe, Be Responsible, Be The Best You Can”



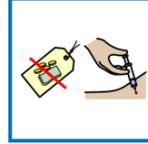
Generous pension provision



Cycle to Work salary sacrifice scheme



Clear annual calendar and timetables



Free annual flu jab



Optional Childcare Vouchers scheme



Free school Christmas lunch



Annual appraisal programme



Free on-site car park



Annual Occasional Day



Various staff social events during the academic year



Long Service Awards

## Job Advert

**Pay Grade:** Fringe MPS or UPS (depending on experience) + SEN Allowance

**Date Required:** September 2025

**Closing Date:** Monday 12<sup>th</sup> May 2025

**Interview Date:** Friday 16<sup>th</sup> May 2025

**Contract:** 0.6 (3 days a week)

### **We are looking for a part time (0.6) Class Teacher who:**

- Has a passion for teaching and learning
- Is an outstanding practitioner
- Has energy and drive, who can develop and deliver personalised learning for each child, lead a team of teaching assistants, lead in professional meetings and discussions and contribute to whole school developments.
- Are committed to their own professional development
- Have a positive attitude to their life, their work and their colleagues as well as the children and families they work with.
- Are self-motivated, but collaborative, sharing and open, who look for solutions rather than problems
- Wants to help change the lives of children and young people with Severe and Profound Learning Difficulties

### **The Successful Candidate will:**

- Model outstanding classroom practice
- Be passionate about ensuring that pupils get the very best education at all times
- Demonstrate excellent communication and interpersonal skills
- Motivate and support colleagues and work collaboratively with professionals from a range of outside agencies
- Have a range of people management skills and an ability to tackle issues and be accountable and responsible for decisions
- Have the commitment to improve the lives of children and young people and develop individuals

Visits to the school prior to application are **highly recommended**. Please call Jo Roberts 01727 850560 #6 to arrange an appointment. You can visit our website [www.watlingview.herts.sch.uk](http://www.watlingview.herts.sch.uk).

“Be Kind, Be Safe, Be Responsible, Be The Best You Can”

Please contact the school office for further information and to talk to the Head Teacher. Applications can be made online at [www.teachinherts.com](http://www.teachinherts.com). Please do not send CV's without a completed application pack as they will not be considered.



## Job Description

**Purpose of the Role:** To carry out the professional duties of a teacher adhering closely to the professional teachers’ standards as set out in the Schools Teachers Pay and Conditions Document

**Main Responsibilities:** To ensure the effective learning and teaching of pupils for whom the post holder has responsibilities.

**Responsible to:** The Headteacher and appropriate line managers as defined within the school leadership structure.

### Learning and Teaching

- To undertake a full teaching commitment within a class and across the key stages as required.
- To plan, prepare and deliver lessons for pupils’ differentiated learning to a high standard, within the school’s planning framework using a variety of approaches and strategies.
- To organise the classroom and learning resources to create a positive and safe learning environment.
- To work with colleagues to devise and implement individual programmes with the aim of raising individual attainment /achievement
- To use appropriate regulation strategies to support the emotional regulation of the pupils
- To ensure that positive, trusting and supportive working relationships between pupils and colleagues are maintained.
- To manage, motivate, develop and support staff with the aim of effective delivery of the curriculum to pupils.
- To maintain an organised classroom environment suitable to the learning needs of the pupils and to contribute to display across the school with reference to the display policy.
- To take account of individuals EHCP outcomes when planning and teaching.
- To maintain and develop appropriate and adequate resources for teaching including augmentative and alternative communication supplies.
- To ensure the health and safety of staff and pupils in accordance with school practice and policy.

### Curriculum

To lead the development of an agreed curriculum area. To plan and deliver, within the context of the school’s curriculum framework and school improvement plan, an appropriate curriculum for the pupils of Watling View School which:

- is broad and balanced and meets the declared aims of the school.
- is appropriate to the individual learning needs of the pupils.

- takes account of the multi-cultural nature of the pupil population.
- is responsive to the equalities policies of the school.
- is within the timetable framework as planned by the leadership of the school, which will reflect national and local requirements.
- is inclusive to develop children’s learning and in line with EHCP outcomes.
- promotes spiritual, moral, social, cultural and physical development
- prepares pupils for the transition into the next stage of their life, adolescence and adulthood

### **Parents and Other Agencies**

- To have a positive approach to involving parents and carers in their child’s education.
- To provide parents and others with detailed information about their child’s progress as required.
- To engage parents in partnerships that will enhance the pupils’ cognitive, emotional and social development.
- To liaise with parents, carers and support services as appropriate and in consultation with the Headteacher.
- To actively work within the safeguarding policy and practice of the school
- To work in partnership with school based support services such as therapists, educational psychologist.

### **School Development**

- To work within and towards the framework of the National Standards for Teachers and SEN Code of Practice
- To lead on an area of the curriculum to be agreed with the school and in line with school needs.
- To contribute actively in whole school and curriculum development within the context of the school improvement plan.
- To participate in continuing professional development.
- To keep abreast of general and national curriculum initiatives.
- To participate in working parties for the development, maintenance and evaluation of specific curriculum areas.
- To provide advice, support assistance and guidance for staff as required.
- To attend school based INSET.
- To participate in agreed activities to encourage and develop parental, carers and community involvement in school life and developments.
- To keep staff and governors informed of developments.

### **Assessment, Reporting and Recording**

- To provide ongoing assessment of pupil’s progress in line with the procedures and practice as described within the policy for Assessment, Reporting and Recording and other school guidance.
- To maintain a high quality of teaching by ensuring consistent monitoring and evaluation of own practice.

- To provide reports on pupil’s progress and as required by school leadership, which meet both statutory and school requirements

### **General**

- To participate in the corporate life of the school.
- To participate in the school process of teacher appraisal.
- To supervise and teach any pupils whose teacher is absent and for whom alternative cover has not been obtained.
- To work with and give appropriate guidance to students, volunteers etc and to contribute to the writing of progress reports etc on them.
- To carry out any other professional duties within the school that may be reasonably required by the Headteacher.
- To carry out duties as described within the School Teachers’ Pay and Conditions Document.
- To be responsible for the leadership of a class team

### **Upper Pay Scale Teachers**

- Teachers on the Upper Pay Scale can be expected to make a particular contribution to building team commitment in line with the statutory requirements to meet threshold standards
- In particular, Upper Pay Scale Teachers will:
  - Provide a role model for professional practice in the school
  - Make a distinctive contribution compared with other teachers
  - Contribute effectively to the wider team by leading on an area of significant school improvement.

Staff are expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified within this job description. This job description is current at the date shown, but it will be reviewed regularly, to reflect changes in the job commensurate with the job title, purpose and grade and in response to school improvement priorities.

The appointment is subject to the current conditions of employment in the School Teachers’ Pay and Conditions as they relate to your position.

## Person Specification

E = Essential, D = Desirable

<p><b>Qualifications</b></p> <ol style="list-style-type: none"> <li>1. Qualified Teacher Status or eligibility to obtain Qualified Teacher Status.</li> <li>2. Evidence of further relevant study and additional qualifications within a relevant field of study.</li> </ol>	<p>E</p> <p>D</p>
<p><b>Experience</b></p> <ol style="list-style-type: none"> <li>1. Experience of working with children with special educational needs.</li> <li>2. Experience of leading a curriculum area and delivering a highly differentiated curriculum.</li> <li>3. Experience of working within a multidisciplinary setting.</li> <li>4. Experience of productive and accurate use of formative and summative assessment, to monitor progress, set targets, and plan subsequent lessons.</li> <li>5. Experience of managing support staff to improve achievement of learning.</li> <li>6. Effective staff relationships to inspire and motivate others and to generate effective working relationships at all levels.</li> <li>7. Some experience of working with children with SLD (Severe Learning Difficulties and Profound and Multiple Learning Difficulties)</li> </ol>	<p>D</p> <p>D</p> <p>D</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p>
<p><b>Knowledge Skills and Understanding</b></p> <ol style="list-style-type: none"> <li>1. Knowledge of the National Curriculum and its application to children with severe and complex learning difficulties including autism.</li> <li>2. Good ICT skills and knowledge of how to use ICT to support children’s learning.</li> <li>3. An understanding of safeguarding and child protection issues and the ability to create a safe environment in which children can thrive.</li> <li>4. An understanding of the value of inclusive practice for the development of children with learning difficulties.</li> <li>5. Use of target setting in raising pupils/students achievement.</li> </ol>	<p>D</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>

<p>6. Understanding of alternative and augmentative communication to support pupils/students communication needs.</p>	<p>D</p>
<p>7. An understanding of the value of working partnerships with parents and carers including the support to learning in the home environment</p>	<p>E</p>
<p><b>Abilities</b></p>	
<p>1. Ability to differentiate and evaluate distinctive teaching approaches to engage and support pupils including those with special educational needs in the delivery of good and outstanding teaching</p>	<p>E</p>
<p>2. Ability to set high expectations which inspire, motivate and challenge pupils</p>	<p>E</p>
<p>3. Ability to develop effective professional relationships with colleagues and experience of leading, supporting and developing support staff</p>	<p>E</p>
<p>4. Ability to work to deadlines</p>	<p>E</p>
<p>5. Ability to recognise the signs and symptoms of stress in self and others and to respond appropriately</p>	<p>E</p>
<p>6. Ability to support the emotional regulation of pupils effectively to ensure a good and safe learning environment</p>	<p>E</p>
<p>7. Ability to take responsibility for improving teaching skills through self-reflection, responding to advice and feedback from colleagues and appropriate professional development</p>	<p>E</p>
<p>8. Ability to accept and act on regular feedback from a coaching and mentoring approach</p>	<p>E</p>
<p>9. Ability to communicate clearly and effectively to a range of audiences.</p>	<p>E</p>
<p>10. Ability to have emotional resilience and a good sense of humour with a ‘dynamic ‘can do’ attitude.</p>	<p>E</p>
<p><b>Equal Opportunities</b></p>	
<p>1. Treating pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher’s professional position</p>	<p>E</p>
<p>2. Showing tolerance of and respect for the rights of others</p>	<p>E</p>

## Safeguarding Statement

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

Appointment to this post is subject to satisfactory clearance of enhanced Disclosure and Barring Service (DBS) checks, including the barred list, as well as all other pre-appointment checks in accordance with Keeping Children Safe in Education (2024).

