Recruitment Pack for the Post of:

Primary or Secondary Complex Additional Support Needs Teacher: Secondary pupils who have complex additional support needs Primary or Secondary staff can apply. Experience or a qualification in ASN is desirable. ES6776

Carrongrange High School
Oxgang Rd
Grangemouth FK3 9HP

Falkirk Council
Education Services



Carrongrange High School: Where You Can Be All You Can Be!

"Teaching in Falkirk is more than just a job – it demands a shared commitment to support children and young people to be successful by creating the best learning environment for all of those in our care. Committed, caring and ambitious teachers make the difference in terms of 'getting it right for every child' and improving attainment and achievement. If this challenge resonates with you come and join us. Falkirk schools believe in better, we want teachers who feel the same."

Carrongrange High School

0.4fte (days can be flexible)
Temporary Until Dec 2027.

Primary or Secondary Complex Additional Support Needs
Teacher: Secondary pupils who have complex needs

Falkirk Council is seeking to recruit class teachers who are highly skilled practitioners, committed to delivering the very best learning and teaching experiences for our children and young people.

The key policy document for Falkirk schools is *Learning to Achieve*. This was co-created by headteachers, teachers, early years practitioners, support staff, parents/carers, pupils and other partners.
It sets out clearly our expectations for our class teachers, namely that they are practitioners who demonstrate commitment to meeting the needs of all learners by:

- reflecting critically on their practice
- being proactive in seeking professional learning opportunities that further enhance their skills and knowledge
- adopting flexible, creative approaches to meet the needs of all learners
- using current educational thinking to inform their practice
- making good use of professional collaboration in school and beyond
- communicating effectively with others

Successful applicants will:
- hold a primary or secondary qualification (preferably also have ASN experience or qualification).
- be fully registered with the General Teaching Council, Scotland (GTCS)
- be able to demonstrate that they possess the commitment, knowledge and skills outlined in the Standard for Full Registration

Successful applicants who progress to the next stage of the recruitment process will be invited to attend:

- Classroom observation
- Short Leet interview

Applicants are encouraged to be explicit in detailing their skills, experience and attributes that they can bring to this post

If you are the successful candidate, you will be required to gain/maintain PVG scheme membership.

Observation Lesson and Interview times TBA

Additional Information

Short leeting will be based on all of the information provided in the application form.

1. If you are short leeted for interview one of the elements of the selection process will be an observation of your classroom practice. You will be asked to visit a class to become familiar with the pupils, and then to teach a lesson: the detail of this will be confirmed.

Information Resources

- **Falkirk Council Performance**
  http://www.falkirk.gov.uk/services/council-democracy/budgets-spending-performance/council-performance/
- **Schools Assessment and Performance**
  http://www.falkirk.gov.uk/services/schools-education/school-assessment-performance.aspx
- **Various education plans and strategies**
  http://www.falkirk.gov.uk/services/schools-education/
- **My Future's in Falkirk**
  http://www.myfuturesinfalkirk.co.uk/
- **School page on Falkirk Council website**
  http://www.falkirk.gov.uk/places/schools-nurseries/asl-schools/carrongrange-school.aspx
- **School website**
  http://www.carrongrange.falkirk.sch.uk/

    - **Carrongrange School Facebook**
    - **Twitter@CarrongrangeSch**

FALKIRK COUNCIL – CHILDREN'S SERVICES

JOB DESCRIPTION

Post: Teacher
Service: Children's Services
Salary: Class Teacher

1. The Duties of Teachers

The duties of teachers shall be expressed in the Scheme of Conditions of Service and be:-

Subject to the policies of the school and the education authority to perform such tasks as the Headteacher shall direct having reasonable regard to overall teacher workload related to the following categories:

(a) Teaching assigned classes together with associated preparation and correction.
(b) Developing the school curriculum.
(c) Assessing, recording and reporting on the work of pupils.
(d) Preparing pupils for examinations and assisting with their administration.
(e) Providing advice and guidance to pupils on issues relating to their education.
(f) Promoting and safeguarding the health, welfare and safety of pupils.
(g) Working in partnership with parents, support staff and other professionals.
(h) Undertaking appropriate and agreed continuing professional development.
(i) Participating in issues related to planning, raising achievement and individual review.
(j) Contributing towards good order, and the wider needs of the school.

2. The Working Year for Teachers

The working year for teachers shall consist of 195 days of which 190 days will coincide with the school year for pupils with the remaining 5 days being worked by the individual teacher on duties as planned by the local Council (e.g. in-service training)

3. The Working Hours of Teachers

i. The working week of Teachers under the overall direction of the Head Teacher shall be 35 per week.
ii. An additional contractual maximum of 35 hours CPD per year, e.g.:
- Personal professional development
- Attendance at national or local courses
- School based activities e.g. working groups, curricular development, etc

4. Demands

This job requires contact with vulnerable groups therefore you will required to join the PVG scheme or undergo a PVG scheme update check prior to formal offer of employment.

Person Specification - Post: Class Teacher

Aspect	Essential (E) Desirable (D)
Qualifications	
Relevant Degree / Qualification and GTCS Registration	E
Maintenance of PVG Scheme Membership	E
Additional relevant qualification(s) – preferably ASN	D
Professional Knowledge and Understanding	
Articulates/demonstrates a broad critical understanding of the principles of Curriculum for Excellence (CfE)	E
Articulates an understanding of the professional practices required to deliver CfE	E
Articulates an understanding of pupil learning and demonstrates an ability to develop innovative, creative and imaginative curricular planning	E
Evaluates and justifies the use of a range of teaching strategies / resources in relation to curriculum requirements and pupil need	E
Evidences curriculum development that has led to improvement in teaching and learning	E
Models high standards of literacy and numeracy	E
Demonstrates sound knowledge of all curricular areas	E
Demonstrates sound knowledge of literacy, numeracy and health & well-being across the curriculum and their contribution to children's learning and general development	E
Evidences contributions to inter-disciplinary learning	D
Demonstrates experience of contributing to the development of school policy and improvements through, e.g. membership of working/writing/development groups	D
Professional Skills and Ability	
Reflects on and acts to improve professional practice, demonstrating commitment to self-evaluation against the Standard for Full Registration	E
Communicates clearly making skilful use of a variety of media including ICT to interact productively with pupils individually and collectively	E
Organises and manages classes, resources and behaviour to achieve safe, orderly and purposeful activity	E
Demonstrates commitment to the use of restorative approaches	E
Understands and applies the principles of assessment, recording and reporting	E
Evidences experience in monitoring and tracking pupil progress to raise achievement	E
Evidences the use of assessment results to improve teaching and attainment/achievement of pupils	E
Demonstrates ability to amend teaching approaches to meet all pupils' needs	E
Demonstrates ability to use assessment information to identify barriers to learning and devise ways of overcoming these, where appropriate with support from others within and out with school	E
Works cooperatively with other professionals, staff and parents / guardians	E
Reports meaningfully to other professionals, staff and parents/guardians	E
Demonstrates consistent application of active methodologies	D
Evidence of leading a curriculum initiative at departmental/ whole school/cluster level	D
Has used the environment and resources outside the classroom and school to support teaching and pupils' learning	D
Has created opportunities and processes that allow the active engagement of other professionals, staff and parents	D

Professional Values and Commitment	
Evidence of commitment to social justice, inclusion, caring for and protecting children	E
Evidence of understanding and application of the principles of GIRFEC	E
Evidence of active involvement in professional dialogue with colleagues	E
Evidence of participation in professional learning related to the needs of the learner, themselves and their establishment as key means to improving practice	E
Proven contribution as an active partner in their school community within department, faculty and school, by demonstrating e.g.experience of sharing practice/working in a team, effective time management and organisational skills	E
Demonstrates a high level of personal motivation and commitment	E
Demonstrates ability to present key ideas/information professionally	E
Has a professional manner and appearance	E
Evidence of facilitating or leading professional learning communities	D
Demonstrates ability to motivate colleagues	D
Evidence of involvement in out of school activities which have enriched the pupil experience	D
Demonstrates awareness of GTC Code on Professionalism and Conduct	D
Demonstrates an understanding of the importance of handling sensitive information and situations appropriately	D
Demonstrates an understanding of the importance of recognising personal achievement	D
Maintain PVG Scheme membership	E

Carrongrange High School

Where You Can Be All You Can Be

Carrongrange High School

Carrongrange High School community provides a creative learning environment which is flexible and nurturing, supportive yet challenging. Young people are encouraged to develop skills for life and reach their full potential.

Would you like the opportunity to teach a Curriculum for Excellence in Falkirk Council's Award Winning Secondary Special School?

We are seeking to complement our staff team with a:

Primary or Secondary Complex Additional Support Needs Teacher : Secondary pupils who have complex needs

This core teacher post provides an exciting opportunity for someone who is committed to providing high quality education to pupils who need additional support for learning to ensure that all of our pupils achieve their full potential and become as independent as possible.

The successful candidate would teach to Milestones, early and first level teaching, working specifically with young people who have more severe and complex needs. Training or an understanding in SCERTS, TEACH, AAC (alternative and augmented communication) and experience in sensory regulation and managing complex and challenging behaviour would be desirable. Flexibility and creativity are also essential for this post.

As the number of pupils who have more complex additional support needs continues to increase, there is an expectation that the successful candidate would undertake training in ASN-related professional development including Autism and dealing with challenging behaviour.

The successful candidate would be required to teach pupils who require high levels of support, and a very creative approach to meeting individual needs, including challenging behaviour, is essential.

GTC Registration is required.

Carrongrange High School Person Specification

Teacher of General Subjects (Literacy/Communication, Numeracy, Health and Well-being: Secondary Pupils who have additional support needs.

POSTHOLDER'S ATTRIBUTES	ESSENTIAL	DESIRABLE	SOURCE
Qualifications, Training and Experience	GTC Registration in Primary or Secondary Education. Evidence of skilled working practices Evidence of teaching pupils who have moderate, severe and complex additional support needs. Willingness to undertake ASN professional development including Autism, and dealing with challenging behaviour (Therapeutic Crisis Intervention, TCI).	ASN Qualification, including Autism and dealing with challenging behaviour. Experience of teaching pupils with a range of additional support needs. Experience of teaching pupils using SCERTS, AAC and TEACH. Experience of sensory regulation.	Application form Interview Classroom Observation
Professional knowledge, Understanding and Skills	Very good knowledge of Curriculum for Excellence, SQA National Courses. Excellent classroom practice and the ability to adapt and differentiate to meet the needs of individual pupils. Good organisational and interpersonal skills and the ability to work collegiately. Willingness to undertake appropriate training and CPD. Evidence of creative approaches to meeting individual pupil needs.	Evidence of very good practice in working with pupils with additional support needs.	Application form Interview Classroom Observation
Other Professional Qualities	Flexibility and willingness to provide opportunities for pupils to develop independence, and skills for learning, life and work. Ability to communicate at all levels in written, oral and ICT formats.	Evidence of participation in working groups and contributing to school improvement planning.	Application form Interview Classroom Observation