

Qualified Teacher of the Deaf Additionally Resourced Provision for Hearing Impairment



**Newsome
Academy**

RECRUITMENT PACK



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Proud member of Impact Education Multi Academy Trust

Our Academy



It is a privilege and a source of great pride to serve both the school and wider community at Newsome.

We work closely with the community, parents, and carers to make sure everyone is part of our journey to continue to raise standards and create a school where everyone counts; where everyone has the chance to succeed, to discover themselves and learn how to lead a life of integrity, respect, and happiness.

It is vital that everyone in the community has a voice and knows that they are listened to, including pupils, staff and parents and carers.

Newsome Academy is an aspirational and inclusive school. We believe in the potential of every individual to make exceptional progress from their starting points and to thoroughly enjoy their time at our school.

We believe that the wellbeing and happiness of every child is essential, and the needs of our children are at the heart of everything we do. Our journey is focused on having very high expectations. It means ensuring children who are successful and strive to achieve their best, know they are valued, believe in themselves, and have respect for others.

We aim to consistently promote fundamental British values and pupils' spiritual, moral, social, and cultural development. You will hear the word 'family' mentioned a lot and we operate very much in this way.

Mr Dean Watkin
Headteacher



Are you a talented professional looking for a new challenge?

We are looking for a Qualified Teacher of the Deaf that is a forward thinking, dynamic and resilient teacher who, working in collaboration with the Teacher in Charge of Hearing Impaired, will provide high quality teaching to take the department to the next level. The appointed colleague will be a natural inspirer, with the ability to work collaboratively with a wide range of colleagues, including outreach settings. This role provides a unique opportunity to work in both provision and support students in mainstream settings in Kirklees in an outreach capacity. It is crucial that the successful candidate has a sound understanding of the latest educational landscape and how to achieve success within these parameters.

Department Information

The Hearing-Impaired department consists of 4 teachers, including the Teacher in Charge, as well as many Educational Teaching Assistants and a Deaf Support Worker.

Support and further Career Opportunities

We invest in and support our staff and over recent years have welcomed colleagues onto the Senior Leadership team and other whole school responsibilities as part of their development. We support outward facing initiatives through promotion of school visits and CPD training. We also have opportunities for colleagues to gain wider experience in whole school initiatives and this has supported the promotion of a number of internal appointments over recent years. Being part of a MAT also offers networking and career prospects for candidates wanting to progress in the future as we continue to grow and develop together.

Impact Education Multi Academy Trust

A Department for Education (DFE) approved academy sponsor based in West Yorkshire. Founded in 2016, Impact Education Multi Academy Trust consist of ten academies including primary, secondary, all-through and alternative provision sectors across Calderdale and Kirklees.



Our Trust

I am proud to welcome you to **Impact Education**. We are a diverse family of Primary, Secondary, Alternative Provision and All-Through Academies, serving young people and their communities in Calderdale and Kirklees, West Yorkshire.

Our **vision** is to be a Trust **where hearts and minds connect**; values-driven partners who work collaboratively to provide a high-quality whole education that impacts positively on our young people. We are on a **mission** to improve their life chances, challenging social disadvantage and championing inclusion. We believe in student agency and equipping our young people with the knowledge, skills and qualities to be successful in learning, life and work.

Our **people** are empowered to create, explore, share and learn from each other and the wider system. They have access to high quality continued professional development and learning. We work hard, but at the expense of wellbeing, and we want all our people to feel valued, respected and happy in their work.

Our **values** of Heart, Mind and Connect underpin everything we do and our **core principles** articulate how we will live these out.

If you are interested in learning more about our Trust, please make contact, there is so much to share.

Best Wishes,

Mick Kay
Chief Executive Officer

Benefits of Joining

All staff within our Trust will receive a planned induction to ensure that your career with us gets off to the best start possible. We recognise that your development is important and working for us will mean that you have fully funded access to a suite of 63 courses with Every e-learning including safeguarding and safer recruitment training modules. Our staff can also apply to take part in a range of external development programmes, including NPQs and other role specific CPD is also actively supported e.g Finance qualifications.

You will also have opportunities to develop your skills and knowledge by working across the Trust on school improvement workstreams.

Staff wellbeing is important to us and colleagues new to the Trust will be automatically enrolled into our employee benefits platform 'Smart Hive', which gives access to a range of benefits:

- Car Benefit Scheme
- Cycle to Work Scheme
- Employee Assistant Programme (Including LifeWorks health & wellbeing portal & App
- Face-to-face or telephone counselling (also available for immediate family members)
- Online Cognitive Behaviour Therapy (CBT) (also available for immediate family members)
- Gym Discounts
- Mobile phone deals
- Retail Discounts Scheme

For further information about working for Impact Education MAT, please visit our website:
www.i-mat.org.uk

How To Apply

Please apply via the Every portal at the following link click the link:

<https://candidates.every.education/Vacancies/Details?advertKey=21873341-0267-494d-9fa0-f9e13a13def3>

Job Description

Post:	Qualified Teacher of the Deaf or currently training ARP for Hearing Impairment
Overview:	This post is cited in the Additionally Resourced Provision within Newsome Academy which provides support for children with hearing impairment, their families and designated local mainstream schools
Salary:	MPS/UPS plus up to SEN 2
Contract Type:	Full time – 32.5 hours from Sept 2025
Contract Term:	Permanent
Closing Date:	24 th April 2025 at 9am
Interviews:	29 th April 2025

About the role

This role is sited in the ARP within Newsome Academy which provides support for pupils with complex hearing needs, their families and designated local mainstream schools.

This ARP is part of a range of provision for children with Sensory Impairments in mainstream schools which includes provision within KS3 and KS4 Newsome Academy. These specialist provisions form one of four strands of support for children with: Complex Communication and Interaction, Sensory and Physical Impairments, Cognition and Learning, Social, Emotional, Mental Health.

This role is required to work as part of a team including teachers, support staff and a range of other professionals to support the learning and welfare of all targeted pupils. As a key professional for the specialist provision for hearing impairments the post holder will develop and lead strategies which will impact upon the learning and inclusion of children with hearing impairments ensuring successful transition into mainstream schools. The post holder will be line managed by the teacher in charge of the provision for hearing impairments at Newsome Academy.

This role will involve organising, delivering and evaluating learning for children with complex needs across the sensory strand. The post also involves working in partnership with parents/carers and families in order to build confidence and trust. It will also involve working with the SENCOs, class teachers and support staff in a range of mainstream schools.

Professional Responsibilities

To carry out the professional duties of a teacher outlined in the most recent Teacher's Pay and Conditions document, including **Teachers Professional Standards**.

Additionally, the post holder will be required to work with named mainstream schools to assist support and transition in partnership with the school and parents and offer advice and support with regard to pupils with Special Educational Needs.

Pupil Progress

1. Coordination of EHCPs of identified pupils in partnership with designated local schools.
2. Monitor report and evaluate the effectiveness of the support provided by teachers and support staff in mainstream schools.
3. Take pastoral responsibility for named pupils within the specialist provision.
4. Responsibility for sharing progress with schools, parents and agencies, through home reports, placement reports and transition plans.
5. Set individual targets (academic and personal/social) including IEPs, review and report on progress for all designated pupils.

General teaching responsibilities

1. To plan, deliver and review specific teaching programmes (including schemes of work) for individuals and groups of pupils.
2. To provide and give advice about creating a stimulating educational environment for specific children and young people with a range of difficulties.
3. To contribute towards curriculum development and differentiation.
4. To contribute to the planning, delivery and review of the overall curriculum.
5. To share in maintaining good order and discipline.
6. To support pupils and staff in mainstream schools to facilitate inclusion.
7. To prepare reports as necessary for assessing, planning, monitoring, reviewing and evaluating pupils' progress.
8. To attend meetings as required by the Headteacher or strand senior teacher.
9. To advise schools with regard to the SEND Code of Practice.
10. To contribute to the maintenance of an up-to-date database on pupils supported in mainstream and/or placed at the specialist provision.
11. Support of pupils and their parents/carers in enabling pupils to make the most of the educational opportunities offered by the service.
12. To establish and maintain effective and high-quality relationships with parents/carers and other professionals
13. To liaise with other agencies when appropriate e.g., Social Care, health agencies, voluntary and community sector organisations.
14. To organise and attend, annual and interim reviews for pupils with statements of SEND.

Standard section for all jobs

1. To keep abreast of developments in the areas of the National Curriculum, National Strategies, teaching and learning, social inclusion and the Inclusion Team.
2. To participate in Continuing Professional Development (CPD) and Performance Management as negotiated with the Headteacher.
3. To carry out any other duties, appropriate to the level reasonably expected of a teacher paid on up to 2 SEN points, relating to the efficient organisation of the service.

4. The teacher's duties must at all times be carried out in compliance with the Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.
5. Take reasonable care of the health and safety of self, other persons and resources whilst at work.
6. Cooperate with management of the Service as far as is necessary to enable the responsibilities placed upon the Service under the Health and Safety at Work Act to be performed, e.g., operate safe working practices.
7. It is the duty of the teacher not to act in a prejudicial or discriminatory manner towards service users or employees, including those who may be for example from minority ethnic communities, women, disabled or older people, lesbians or gay men. The teacher should also counteract such practice or behaviour by challenging or reporting it.
8. To be responsible for carrying out the appropriate duties set out in the Teachers' Pay and Conditions Document as directed by the Headteacher.
9. Carry out your duties with due regard to current and future policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through communications.
10. As part of your wider duties and responsibilities you are required to promote and actively support the Academy responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed annually.

Impact Education Multi Academy Trust is committed to safeguarding staff and students and expects all employees and volunteers to share this commitment. All posts are subject to an enhanced Disclosing and Barring Service DBS check. All interviews will include a question about Safeguarding and any anomalies identified in pre-recruitment checks will be discussed at interview.

Person Specification

	ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
1.	RELEVANT EXPERIENCE	1.1	Recent experience of teaching KS3 and KS4 pupils with complex needs.	Application / Selection Process	B
		1.2	Experience of leading, managing and delivering personalised learning programmes / interventions for pupils.	Application / Selection Process	A
		1.3	Experience and knowledge of managing pupils with sensory impairments.	Application / Selection Process	B
		1.4	Excellent classroom practitioner with the ability to motivate and inspire pupils and meet individual needs.	Application / Selection Process	A
		1.5	Experience of writing IEPs and contributing to EHCP.	Application / Selection Process	A
		1.6	Experience of assessing pupils with sensory impairments.	Application / Selection Process	B
		1.7	Experience of working in partnership with parent(s)/ carer(s) and colleagues in other agencies and provisions.	Application / Selection Process	A
		1.8	Experience of monitoring and evaluating the effectiveness of teaching and learning, including personalised learning programmes.	Application/ Selection Process	B

		1.9	Experience of managing support staff/ staff.	Application/ Selection Process	B
2.	EDUCATION AND TRAINING ATTAINMENTS	2.1	Qualified Teacher Status.	Application / Selection Process	A
		2.2	Recent and relevant INSET.	Application / Selection Process	A
		2.3	Commitment to continued professional development.	Application / Selection Process	A
		2.4	Willing to work towards gaining necessary specialist qualifications in Sensory impairments.	Application / Selection Process	A
3.	GENERAL AND SPECIAL KNOWLEDGE	3.1	A thorough working knowledge of the SEND Code of Practice.	Application / Selection Process	A
		3.2	Extensive knowledge and understanding of sensory impairments and effective strategies and approaches to support children with Sensory impairments.	Application / Selection Process	B
		3.3	Ability to promote inclusion and meet the additional needs of all pupils. Ability to chair and/or participate in annual and interim reviews and professional meetings for pupils.	Application / Selection Process	A
		3.4	A well-developed understanding of the principles and practices associated with excellence within secondary education.	Application / Selection Process	A

		3.5	Commitment and ability to raise standards for all pupils.	Application / Selection Process	A
		3.6	A well-developed current knowledge of the secondary curriculum.	Application / Selection Process	A
		3.7	A working knowledge of effective assessment procedures including the recording, reporting and analysis of children's progress and development.	Application / Selection Process	A
		3.8	A good working knowledge of ICT and its use across the curriculum.	Application / Selection Process	A
4.	SKILLS AND ABILITIES	4.1	Ability to support staff development.	Application / Selection Process	B
		4.2	Ability to work in a solution-focused, flexible manner.	Application / Selection Process	A
		4.3	Ability to develop a positive team spirit, communicate effectively, delegate and negotiate, when necessary, with sensitivity.	Application / Selection Process	A
		4.4	Willingness to lead aspects of INSET.	Application / Selection Process	A
		4.6	Effective communication skills.	Application / Selection Process	A

		4.7	Ability to supervise support staff including Performance Management.	Application / Selection Process	A
		4.8	Ability to participate in policy and improvement decisions as part of the ARP Team.	Application / Selection Process	A
		4.9	Ability to contribute to the review and evaluation of the effectiveness of the ARP	Application / Selection Process	A
		4.10	The ability to analyse and interpret data.	Application / Selection Process	A
5.	ANY ADDITIONAL FACTORS	5.1	Ability to adapt and be flexible to the needs of the school and ARP sector.	Application / Selection Process	A
		5.2	Positive approach to the management of change.	Application / Selection Process	A
		5.3	Willingness to undertake an enhanced Disclosure and Barring Service check. and factors concerning the safeguarding, duty of care and promotion of the welfare of students. Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.	Application / Selection Process	A

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters A, B and C in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the As on day one to be able to do the job, you need to have all the B's to do the job, but they could be learnt during the induction, and if you have C criteria this would be an additional bonus.



We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.