



PENDLE COMMUNITY HIGH SCHOOL & COLLEGE



APPLICATION PACK

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APPLICATION PACK – TEACHER

Pendle Community High School and College (PCHS&C) is an outstanding community special school for students with generic learning difficulties. We currently have 162 students on roll (ages 11 -19), with a variety of special educational needs including autistic spectrum disorders, speech, language and communication needs, and physical, medical and/or sensory needs.

PCHS&C moved into our purpose-built accommodation in 2008, where it is co-located with a mainstream secondary school. Our school and college provide an exciting and enriching environment, with a range of opportunities for social and educational inclusion.

Dear Candidate,

Thank you for requesting more information about the vacancy of **Teacher** at Pendle Community High School & College (PCHSC). At PCHSC our core values are at the HEART of everything we do:

Honesty

Embrace diversity

Ambition

Respect

Togetherness

We are delighted that you have shown an interest in joining our thriving community. If you decide to pursue your application and are successful in securing a job with us, you will be joining a highly committed and dynamic staff team who all play a part in making a real difference to the lives of families, carers and young people with special educational needs.

In addition to this, we also offer a number of staff benefits which includes but is not limited to:

- Enrolment into the Local Government Pension Scheme
- Access to Employee Assistance Program
- Free use of our on-site gym
- Free on-site parking
- Access to the National College and regular CPD opportunities

For more information about our school & college, please visit our website www.pchs.lancs.sch.uk.

The post you are applying for is covered by the Rehabilitation of Offenders (Exceptions) Act 1975. If successful, you will be required to apply to the Disclosure and Barring Service for an enhanced disclosure. Please note that if shortlisted, we will seek references before you attend the interview.

Please note that in line with Keeping Children Safe in Education 2022 an online search will be carried out as part of our due diligence on shortlisted candidates.

Please complete the application form enclosed and submit electronically to Debbie Saxton, HR Administrator, via email at dsaxton@pchs.lancs.sch.uk.

We wish you all the best with your application.



D Grogan, Head Teacher

TEACHER – JOB DESCRIPTION

JOB TITLE:	Teacher
GRADE:	Main Pay Scale
CAR USER:	N/A
LOCATION:	Pendle Community High School & College
RESPONSIBLE TO:	SLT
STAFF RESPONSIBLE FOR:	N/A
JOB PURPOSE:	The main objectives to be achieved by the Post holder
To be responsible for the education and welfare of pupils, having due regard to the requirements of the National Curriculum, the school's aims, schemes of work and any policies of the school or its Governing Body, including safeguarding.	
MAIN ACTIVITIES:	What the post holder will actually do. What prescribed duties the post holder will have
<p>General Responsibilities</p> <ul style="list-style-type: none"> To uphold the DFE Teaching standards with the education of pupils as their first concern. To be accountable for achieving the highest possible standards in work and conduct for their pupils. To act with honesty and integrity, have strong subject knowledge, keeping their knowledge and skills as a teacher up to date and are self-critical. To forge positive professional relationships. To work with parents in the best interests of their pupils. To share in the corporate responsibility for the well-being, care, and social, emotional and behavioral support of all pupils. To attend and contribute to pupil reviews as appropriate. To ensure that you are fully conversant with the contents of the School Improvement Plan and that where you have an identified role, e.g. as a lead for a subject or designated responsibility, you carry out your responsibilities within an agreed framework. To engage with staff appraisals. 	
<p>Class Teacher</p> <ul style="list-style-type: none"> To effectively lead teaching and learning to meet the diverse range of student needs across school and college. In addition to the teaching of designated lead subject areas, this will also include being competent and confident in delivering literacy, numeracy and additional foundation subject(s) and/or agreed learning strands. To organise, co-ordinate and manage effectively the work of teaching assistants assigned to your form and curriculum group, under the overall instruction and guidance of the Headteacher. To communicate clearly with these staff and involve them in long/ medium & short term planning for individual pupils and the recording and evaluating of individual pupil progress/ needs e.g. IEPs, Intervention plans etc. To be responsible for the assessment, monitoring, recording and reporting of progress data for pupils/ students taught. To ensure staff throughout school understand the learning, behaviour and specific needs of pupils by providing an accurate IEP and supporting documents. To be aware of any therapy that pupils in the class are in receipt of and to follow programmes where appropriate. To liaise with and effectively work in partnership with outside agencies. To produce Annual Reviews, End of Year Reports and to contribute to and attend Annual Review meetings, target planning meetings, parents evenings and any additional or relevant meetings with parents and other professionals as required. To ensure regular contact with parent/ carers via home/ school books, telephone calls. To be able to work in collaboration to provide suitable inclusion opportunities for pupils as appropriate. To use positive behaviour strategies at all times, including positive handling as part of our school's Positive Behaviour Policy. To manage any budget and/ or resources assigned to your class, group and/ or nominated subject. To attend CPD as directed and to contribute to the development of others by providing feedback and/ or training as appropriate. To attend regular school meetings and to contribute positively to these. To keep abreast of national, local and international developments in the field of generic learning difficulties including, ASC, moderate, severe, complex and profound and multiple learning difficulties. To be able to respond to and meet the requirements of appropriate legislation and educational strategies. 	

In addition, other duties at the same responsibility level may be interchanged with/added to this list at any time.

TEACHER – JOB DESCRIPTION

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding Commitment

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.

AGREED BY:	Head Teacher February 2025
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TEACHER – PERSON SPECIFICATION

REQUIREMENTS (based on the job description)	Essential (E) or Desirable (D)	Identified by: Application form (A), Interview (I), Test (T), References (R) or other (give details)
QUALIFICATIONS		
Qualified Teacher Status (including associated degree or equivalent) or eligibility to obtain Qualified Teacher Status.	E	A
Evidence of further relevant professional development e.g. HI, VI, BSL ASC.	E	A
EXPERIENCE		
Experience of working with children with a range of special educational needs (including moderate and severe learning difficulties).	E	A/I/R
Experience of managing and delivering a highly differentiated curriculum	E	A/I/R
Experience of working within a specialist unit, special school or multidisciplinary setting.	E	A/I/R
Experience of leading and developing a curriculum area.	D	A/I/R
KNOWLEDGE, SKILLS & ABILITIES		
Knowledge of the National Curriculum and its application to children within a Generic Learning Difficulties setting (across all levels of ability).	E	A/I/R
Knowledge of and ability to demonstrate Teaching Standards 2012 and current educational legislation including SEND Code of Practice 2014.	E	A/I
A knowledge and understanding of assessment procedures including baseline assessments such as PIVATS, Engagement Steps and other small steps tools.	E	A/I
Knowledge of how assessment data may be used to support pupil progress.	E	A/I
A knowledge and understanding of how ICT can support children's learning.	E	A/I
An understanding of safeguarding child protection procedures.	D	A/I
Knowledge and skill in the supporting of positive behaviour strategies.	E	A/I
To work as part of a team including development of support staff.	E	A/I/R
To communicate effectively.	E	A/I/R
To meet deadlines.	E	A/I
To understand and develop inclusive practice within and beyond the classroom	E	A/I
To develop links with the community in support of children's learning.	D	A/I
To demonstrate the ability to be a reflective practitioner and engage in mentoring and or coaching as appropriate.	E	A/I/R
To manage time effectively, prioritise and remain calm under pressure.	E	A/I
Ability to create and maintain positive relationships with students and parents.	E	A/I/R
EQUAL OPPORTUNITIES		
A proven ability to demonstrate awareness of the principles of and commitment to the promotion of equality of access and opportunity for all children.	E	A/I

Note: We will always consider your references before confirming a job offer in writing

PREPARED BY:	Head Teacher February 2025
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CLOSING DATE:	Monday 3 rd March 2025
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SHORTLISTING DATE:	Tuesday 4 th March 2025
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PROPOSED INTERVIEW DATE:	w/c 17 th March 2025 (tbc)
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