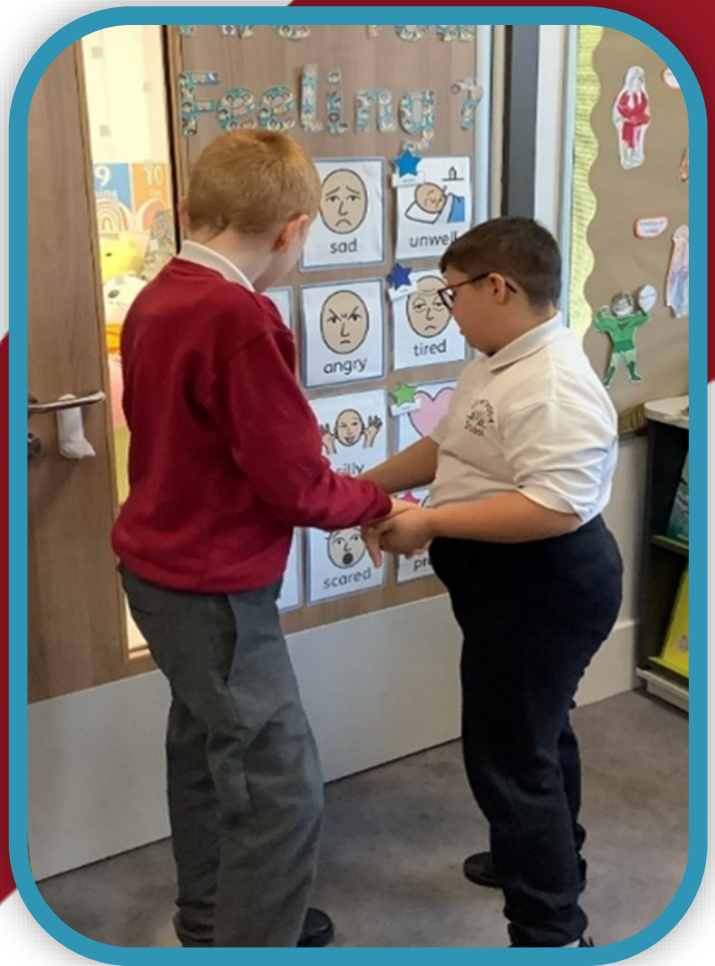


Silverwood
School



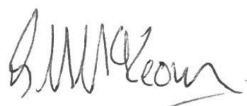
**SEND Teachers,
Rowde.
Candidate pack**

Welcome from the Executive Headteacher

Dear Candidate,

Thank you for your interest in the SEND Teaching roles at Silverwood School, Rowde. Silverwood is a thriving and dynamic special school dedicated to providing the highest quality education for children and young people with a wide range of special educational needs and disabilities (SEND). Due to expansion with several new classrooms being opened in September 2025, we are seeking outstanding classroom practitioners who have a passion for ensuring all pupils achieve their potential. If you share our vision for inclusive and innovative education, we would be delighted to hear from you.

Best regards,



Sean McKeown
Executive Headteacher

About us

Silverwood School is a maintained co-educational special school for pupils aged 4 - 19 years. We formed in September 2020 with campuses in Chippenham, Trowbridge and Rowde.

Our mission is to enhance opportunities, enjoyment and outcomes for our pupils. We have an ambitious vision 'Building community; Inspiring learning', to create a truly integrated and inclusive system of outstanding education for all young people with special educational needs and disabilities (SEND). Our SEND Support and Training Service, which contributes to our vision of 'Building Community; Inspiring Learning' supports the advancement of excellence in education for young people with special educational needs and disabilities in Wiltshire and beyond.



We are proud to be a Values Based Education (VBE) School and place our shared values at the heart of everything we do. Our values are principles that guide all our actions, decisions and relationships. At Silverwood School, we have chosen cooperation, courage, honesty, perseverance, respect and kindness as our six shared values. VBE goes beyond learning what our values mean; it encompasses living and experiencing our values every day.



Introduction

The Role

Salary: MPS/UPS + SEN Allowance

Location: Rowde SN10 2QQ

Contract Type: Permanent

We are looking for enthusiastic and talented teachers to join a supportive team of professionals who are committed to raising standards and using innovative ways to enhance the learning experience of our pupils. We need an outstanding classroom practitioner who has a passion for ensuring all pupils achieve their potential.

We are looking for skilled and enthusiastic individuals in each of the Teaching roles below

- **EYFS** – You will be responsible for early years pupils with profound and multiple learning difficulties, severe learning difficulties, and autism .
- **Key Stage 2** - You will be responsible for primary-aged pupils with profound and multiple learning difficulties, severe learning difficulties, and autism. The classes follow a pre-formal and semiformal curriculum, integrating learning, therapy, and health needs
- **Post 16** - You will be responsible for pupils within the Post 16 age with profound and multiple learning difficulties, severe learning difficulties and autism.
- **PMLD** - You will be responsible for pupils within the secondary age phase with profound and multiple learning difficulties, severe learning difficulties and autism.
- **Social Communications** - You will be responsible for pupils within KS3 & KS4 phase with complex autism and severe learning difficulties. The class follows a semi- formal curriculum, incorporating social communication and emotional regulation strategies.

You will need to have an excellent understanding of child development, and experience of teaching pupils with SEND as well as experience successfully teaching pupils with ASD, SLD and PMLD. You will need to be a willing and inquisitive learner yourself and be able to collaborate effectively within your own team and across the Silverwood School community.

The curriculum is designed to incorporate learning, therapy and health needs and is supported by an experienced team of Teaching Assistants. The successful applicant will also be expected to be a key member of a curriculum team.

Silverwood School is committed to all aspects of personal development, it is inclusive and seeks to ensure every individual achieves. You will be part of the Pension Scheme, Wiltshire Employee Rewards and offered continuous professional development.

How to apply and further information

Visit our Eteach page to download an application form.

<https://www.eteach.com/careers/rowdeford-wilts/>



Or email HR@Silverwood.wilts.sch.uk and request further information or a visit to the school.

Please note we cannot accept CVs and our standard application form must be completed.

Closing date: 04 April 2025
Interview date: As soon as significant applications have been received
Commencement date: September 2025



JOB DESCRIPTION

JOB PURPOSE:

- To promote the aims and objectives of the school as laid down by the Governing Body.
- To promote the development of the Equal Opportunities Policy throughout all aspects of school life.
- To ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for pupils studying in the curriculum area, in accordance with the aims of the school and the curricular policies of the school.
- To monitor and support the overall progress and development of pupils.
- To foster pupil enjoyment and satisfaction in the study of Curriculum Team responsibility.
- To provide excellent learning opportunities for all pupils.

PRINCIPLE DUTIES

1. To register classes taught at the commencement of morning and afternoon sessions.
2. To work with colleagues to formulate aims and objectives which have coherence and relevance to the needs of pupils and to the aims and objectives of the school.
3. To ensure that the planning of activities reflect the needs of the pupils and the aims and objectives of the school.
4. To teach according to pupils' educational needs and to record teaching activities in the approved format, for example, TEACCH, PECs, Makaton and social stories.
5. To assist in the implementation of the Behaviour Management system so that effective learning takes place.
6. To implement the process of assessment, recording and reporting on the development, progress and attainments of pupils through Evidence for Learning and Schools systems.
7. To maintain an up-to-date professional knowledge of developments within a range of subjects, periodically reviewing methods of teaching and programmes of work.
8. To participate in arrangements for his/her further training and professional development as a teacher in accordance with the school's Performance Management procedures.
9. To attend all appropriate professional meetings as defined by the school's Directed Time.
10. To provide work for class affected by your absence when this is by prior arrangement.
11. To co-operate and participate with the Senior Leadership Team (SLT) in administration, activities and management.
12. To maintain an appropriate and stimulating work environment that meets the sensory and communication needs of the pupils.
13. To implement, in a professional manner, agreed school policies.
14. To safeguard and promote the welfare of pupils and take steps to prevent any child from suffering ill treatment or neglect in accordance with the school's Child Protection Policy. Be familiar with and adhere to the Child Protection procedures adopted within the school and report to the Headteacher or Deputy Headteacher any concerns.
15. To work with schools, parents, key agencies and young people with AS to ensure effective and successful inclusion.
16. To adhere to the Cycle of Evaluation and school priorities identified through development planning.
17. To assist in the process of the setting of targets within his/her curriculum area and to work towards their achievement.
18. To help establish common standards of practice and support the development and effectiveness of teaching and learning styles across his/her curriculum area
19. To contribute to school procedures for lesson observations and Governor Learning Walks.

20. To participate in the monitoring and evaluation of his/her curriculum area in line with agreed school procedures including evaluation of quality standards and performance criteria.
21. To seek and implement modification and improvement where required within his/her curriculum area.

GENERAL CLASSROOM RESPONSIBILITIES:

1. To ensure that pupils are appropriately and fully assessed in line with the school's assessment procedures.
2. To ensure that suitable and appropriate individual, group and class programmes of work are prepared, implemented and evaluated in accordance with school policies.
3. To ensure that pupils' records of progress are maintained and recorded in accordance with school procedures.
4. To analyse and evaluate performance data.
5. To co-ordinate and compile reports on children as required, including Annual Reports, Pupil Progress meetings and EHCP Reviews.
6. To ensure that necessary resource material is available, co-ordinated and accessible for efficient implementation of individual, group and class work and to update such material as necessary within budgetary constraints.
7. To ensure that all classroom resources are properly maintained and accommodated as securely as possible.
8. To promote appropriate parental and community links.
9. To liaise with teaching and non-teaching staff and outside agencies with regard to the education and safeguarding of pupils at the school.
10. To liaise with other staff members with regard to the effective and smooth transition and inclusion of pupils across the school and the wider community.
11. To promote good practise with AAC and ICT to support the needs of pupils with severe and complex needs.
12. To work with class Teaching Assistants ensuring that they are appropriately directed and managed in accordance with the policies and procedures of the school.
13. To follow the school's procedures for educational visits, risk assessments and learning outside the classroom.
14. To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.

OTHER SPECIFIC DUTIES:

- To support the school in meeting its legal requirements for worship.
- To promote actively the school's policies.
- To continue personal development as agreed.
- To actively engage in the staff review and development process.
- To undertake any other duty as specified by the School Teachers' Pay and Conditions Document not mentioned in the above.
- To comply with the schools induction procedures.

CONDITIONS OF SERVICE:

The post holder will be required to undertake any other duties of an equal nature appropriate to the post as determined by the Headteacher. The Conditions of Employment applicable to teachers in accordance with the School Teachers' Pay and Conditions Document apply to this post. To be responsible for and committed to safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.

Criteria	Qualities E= Essential D=Desirable
Qualifications/ Training	<ul style="list-style-type: none"> E Qualified Teacher Status. E Able to coordinate and teach necessary specialist area(s). E Evidence of recent, ongoing professional development. D Degree status. D Relevant SEND qualification/relevant qualification in teaching pupils with complex learning difficulties. D Evidence of recent professional development in teaching pupils with complex learning difficulties/ASD. D Evidence of recent experience in successfully teaching pupils with complex needs, including ASD.
Teaching Experience	<ul style="list-style-type: none"> E Minimum 1-year successful teaching experience. E Awareness of strategies and approaches relevant to teaching pupils with ASD/ complex learning difficulties. E Experience of positive behaviour management approaches. E Ability to engage learners and differentiate activities to reach all abilities successfully. D Experience of Mainstream and Special education. D Experience of Emotional Literacy strategies. D Experience of curriculum development in relation to teaching pupils with complex learning difficulties. D Experience of differentiation at the lower levels of the National Curriculum. D Experience of delivering cross-curricular and whole-school activities.
Knowledge and skills	<ul style="list-style-type: none"> E Ability to communicate effectively with parents. E Ability to be creative and to complete work efficiently and effectively. E Knowledge of and commitment to Equal Opportunities, inclusion and outreach. E Emotional resilience in working with challenging behaviours. E Ability to form and maintain appropriate relationships and personal boundaries with children and young people. E Good ICT skills. E Commitment to further professional development. D Knowledge of relevant SEN legislation and current issues in SEN. D Knowledge and understanding of recent developments/initiatives within the National curriculum.