



Teacher Application Pack

Full Time - Permanent

TMS/UPR + SEN Allowance

Required for Easter start or sooner

The Orchard School

The Orchard School is a Maintained Special School for children with severe, profound, and complex learning difficulties and medical needs. There are currently 173 pupils on roll. Our children range from 4 – 11 years.

We have a purpose-built premises with excellent facilities which include a music and drama studio, white and dark room studios, soft playroom, sensory room, swimming and hydrotherapy pools and defined outdoor play areas for differing ages and abilities.

Along with teaching and classroom support staff, the school is supported by a multi-agency team of nursing, physiotherapy, occupational therapy and speech therapy colleagues, and a teacher of the visually impaired. These staff are based in the school part of the week and have dedicated on-site facilities. There are nursing staff on-site the majority of the week. Medical out-patient clinics run by consultant paediatricians take place regularly and there are also specialist ophthalmology and occupational therapy clinics in school. Multi-agency teamwork is an essential and highly valued aspect of the school.

We endeavour to provide the very best learning opportunities for all. Our bespoke curriculum is underpinned by the National Curriculum and every child has a personalised learning journey to enable them to achieve their best potential.

Additional information about the school is available on the school website:

www.orchard.sandwell.sch.uk



Teacher

Part Time

Hours: TMS/UPR plus SEN Allowance

Contract type: Permanent

Are you a talented and dedicated teacher who is ready to take on a new challenge? Do you have a passion for making a difference in the lives of pupils with diverse needs? If so, we have the perfect role for you!

The Orchard School is seeking to appoint good/outstanding teachers to join our exceptional team. As an exemplary classroom practitioner, you will bring your wealth of experience, enthusiasm, and motivation to our vibrant and forward-looking school. This is an exciting time to join The Orchard school as we look to expand our provision to support additional pupils with profound and complex needs

At The Orchard School, we believe in nurturing every child's potential through a welcoming ethos and strong partnerships with families and other agencies. Our commitment to collaboration ensures that our pupils receive the best possible support and education. We are proud to be a dynamic school that values innovation and embraces new approaches.

To excel in these roles, you must have extensive experience and a genuine passion for the education of pupils with a wide range of needs. Your dedication to their growth and development will be evident in your teaching practice and your ability to create engaging and inclusive learning environments.

We understand the importance of finding the right fit, which is why we encourage you to visit our school. Experience our friendly atmosphere and witness the incredible work being done by our dedicated staff and pupils.

If you would like to look around The Orchard School please contact the school office on 0121 569 7040 to arrange a suitable date and time.

Joining The Orchard School means joining a team that values your contributions and supports your professional growth. If you are ready to embark on an exciting new journey with us, we would love to hear from you. Make a difference in the lives of our pupils and contribute to our successful school. Apply now and become a part of The Orchard School family.

JOB DESCRIPTION

Job Title	Teacher
Band/Job Group	Teacher pay scale + SEN allowance
Hours/Weeks	Full-Time
Special Conditions	Plus 5 training days
School	The Orchard School
Responsible to	Head Teacher

Main duties and responsibilities

The Post

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document. Members of staff should at all times work within the framework provided by the school's policy statements to fulfil the general aims and objectives of the school's improvement Plan. To make a major contribution to the successful teaching and learning opportunities offered at The Orchard School.

Main responsibilities

Relationships with children and young people

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

Frameworks

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

Communicating and working with others

- Communicate effectively with children, young people and colleagues, including those from multidisciplinary teams.
- Communicate effectively with, both spoken and in writing, parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.

- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people and raising their levels of attainment.

Personal and professional development

- Evaluate their performance and be committed to improving their practice through appropriate professional development.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Act upon advice and feedback and be open to coaching and mentoring.

Professional knowledge and understanding

Teaching and learning

- Have a sound, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Have a secure knowledge and understanding of the curriculum areas and related pedagogy.
- Know and understand the relevant statutory and non-statutory curricula and frameworks
- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Assessment and monitoring

- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use reports and other sources of information related to assessment in order to provide learners with bespoke learning packages.

Achievement and Diversity

- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic factors.
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

- Understand the roles of colleagues with specific expertise and know when to draw on the expertise of colleagues.

Health and well-being

- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- Know the local arrangements concerning the safeguarding of children and young people.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Professional skills

Planning

- To take an active part in whole-school development planning.
- Plan for progression across the age and ability range they teach, designing effective and personalised learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge and evidence of prior learning.
- Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- Plan, set, assess homework, and other out-of-class assignments where appropriate, to sustain learners' progress and to extend and consolidate their learning, working in partnership with families.

Teaching

- To have responsibility for a class group
- To be responsible for delivering on appropriate curriculum package linked to pupils EHCP and Orchard School curriculum guidance
- To organise the classroom, its resources, pupil groupings and displays in order to provide an appropriate stimulating learning environment.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range in which you:
- Use an appropriate range of teaching strategies and resources, which meet learners' needs and take practical account of diversity and promote equality and inclusion
- Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress
- Develop concepts and processes which enable learners to apply new knowledge, understanding and skills linked to personalised learning aims.

- Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
- Manage the learning of individuals, groups and whole classes effectively, modifying teaching methods appropriately to suit the stage of the lesson and the needs of the learners.
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

Assessing, monitoring and giving feedback

- To become acquainted with and implement the planning and record keeping systems in operation in the school; to keep evidence efficiently and in line with school policy.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment and plan future teaching.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development, including contribution to EHCP review.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.

Reviewing teaching and learning

- To attend EHCP reviews and Case Conferences when required, mainly during school hours, but sometimes out of school hours.
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.

Learning environment

- To direct and coordinate the work of Support Staff in their class team or curriculum group.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national and school policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
- Follow the school's safeguarding policy and procedures
- Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out of school contexts.

- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework, in line with the school's behaviour policy, including management of individual behaviour support plans.
- Use a range of techniques and strategies to promote the behaviour, adapting them as necessary to promote the self-control and independence of learners.

Team Working and Collaboration

- To promote good communications with parents eg: home/school diaries, telephone calls and meetings.
- To liaise with other professions and support teachers to develop learning programmes for individual pupils and /or groups of pupils.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Personal responsibilities

- To co-operate with the school's Performance Management Procedures.
- To support the Head Teacher in the implementation of all school policies and procedures.
- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To take responsibility for safeguarding and promoting the welfare of children.
- To undertake training and professional development as appropriate.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.

Performance standards

- To manage class and curriculum budgets (as appropriate) according to school policy and practice.
- To keep up-to-date with developments in educational thinking

PERSON SPECIFICATION

Job Title	Teacher			Directorate	The Orchard School
JE Reference No:		Grade	Teacher Pay Scale + SEN Allowance	Service	Schools
Completed By	Elizabeth Hopewell			Date of Issue	June 2025

The Personnel Specification outlines the main attributes needed to adequately perform the post specified. In drawing together the specification, a critical examination of the job description has been undertaken to pinpoint those elements of the post deemed as essential.

The Personnel Specification is intended to give prospective candidates a better understanding of the position's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates and in determining an applicant's suitability for employment, whilst giving due consideration to the need to make reasonable adjustments in line with the requirements of the Equality Act 2010.

	Essential		N/A	How identified
1. Qualifications				
Teacher degree/certificate in education	E		<input type="checkbox"/>	Formal possession of an appropriate qualification to be verified at interview or from records.
Qualified Teacher Status	E			
2. Skills and Abilities				
Ability to work co-operatively with multi-disciplinary professionals, governors and other agencies including parents.	E		<input type="checkbox"/>	Ensuring candidates are aware of these requirements from the job description. Interview questions and application details.
Ability to promote a positive image of the school together with high standards of education, care, and behaviour.	E			
Ability to remain calm and reflective when working in a challenging environment.	E			
Good IT skills to support the organisation and management of own work.	E			
Proven ability to work on own initiative, be well organised, prioritise effectively and achieve results against deadlines.	E			

Proven ability to work collaboratively as part of a team, including the effective deployment of support staff.	E			
To establish a safe and stimulating environment for pupils, rooted in mutual respect.	E			
3. Knowledge				
Evidence of sound knowledge of the current Curriculum for pupils working at pre-national curriculum levels. Initiatives to promote good to outstanding teaching, learning	E		<input type="checkbox"/>	
4. Physical				
Ability to perform all duties and responsibilities and able to meet the ongoing physical demands of the role	E		<input type="checkbox"/>	
5. Experience				
Experience of teaching in a Special School environment	D		<input type="checkbox"/>	
Experience in working with children with complex needs.	D			
Experience of successfully delivering a differentiated curriculum to pupils with a wide range of needs.	E			
6. Managing Behaviour				
Manage classes effectively using approaches, which are appropriate to pupils needs to involve and motivate them	E		<input type="checkbox"/>	
Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary	E			

7. Training			
Willing to attend relevant training	E	<input type="checkbox"/>	
8. Wider Professional Responsibilities			
Attendance at and contribution to staff meetings, training days and parent's evenings	E	<input type="checkbox"/>	
Be aware of and implement all school policies	E		
Be responsible for the Health & Safety of pupils in their charge and staff, and to report any H & S issues to Head Teacher	E		
9. Legal Requirements			
Enhanced DBS Clearance for Regulated Activity	E	<input type="checkbox"/>	

THE REMAINING SECTIONS ARE TO BE COMPLETED BY MANAGERS AND ARE FOR THE APPLICANT'S INFORMATION ONLY.

9. Background Checks			
Please ✓ required check(s) referring to Section 9 of Guidance on completing individual sections of the Personnel Specification			
The post is subject to the following Background Check(s) which will be undertaken, where applicable, following a conditional offer of appointment.	a) Enhanced DBS with Children's and Adults Barring List Check	<input type="checkbox"/>	Only one or none of these checks (a – f) may be applicable.
	b) Enhanced DBS with Adults Barring List Check	<input type="checkbox"/>	
	c) Enhanced DBS with Children's Barring List Check	<input checked="" type="checkbox"/>	
	d) Enhanced DBS Check	<input type="checkbox"/>	
	e) Standard DBS Check	<input type="checkbox"/>	
	f) Basic Disclosure Check	<input type="checkbox"/>	
	Police Vetting Check	<input type="checkbox"/>	This check may also be required in addition to one from (a-f) above
	No Check Required	<input type="checkbox"/>	
10. Politically Restricted Post			
Is this post a "politically restricted post"?		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Applicants can gain further information on Politically Restricted posts in the "Information for job applicants' booklet".			
11. Main Physical Activities/ Requirements of the Post.			
Please ✓ if activity requires to be undertaken.			
The Council will make reasonable adjustments that are necessary for the successful candidate to undertake any of these activities			
Lifting / manual handling / client handling	<input checked="" type="checkbox"/>	Prolonged standing or sitting	<input type="checkbox"/>
Working at heights	<input type="checkbox"/>	Prolonged working with vibrating tools / machinery	<input type="checkbox"/>
Working in confined spaces	<input type="checkbox"/>	Bending / Squatting / Kneeling	<input checked="" type="checkbox"/>
Working outdoors	<input checked="" type="checkbox"/>	Manual cleaning /domestic duties	<input type="checkbox"/>
Agricultural / gardening work	<input type="checkbox"/>	Food Handling	<input type="checkbox"/>
Work requiring respirators or masks	<input type="checkbox"/>	Rotating shift work or night work	<input type="checkbox"/>
Work requiring hearing protection	<input type="checkbox"/>	Driving Duties HGV / LGV/ Minibus / Passenger carrying	<input type="checkbox"/>
Work with skin irritants / allergens / respiratory irritants/fine particles	<input type="checkbox"/>	Any other driving duties	<input type="checkbox"/>
Significant use of computers	<input type="checkbox"/>	Using restraint	<input checked="" type="checkbox"/>
Working with children or vulnerable adults	<input checked="" type="checkbox"/>	High mental stress content	<input type="checkbox"/>
Permanent night work	<input type="checkbox"/>	Physical / sport / leisure duties	<input type="checkbox"/>
Lone working	<input type="checkbox"/>	Regular walking on uneven ground	<input type="checkbox"/>
Working with challenging behaviours	<input checked="" type="checkbox"/>		
Other main physical activities not listed above	Personal care of children		
12. Safety Critical Posts			
A pre-employment/placement medical assessment with Occupational Health is required for any employee who is undertaking a safety critical post.			
A safety critical post is one that is likely to be exposed to:-			
<ul style="list-style-type: none"> Noise e.g. gardeners using mowers and highways road workers) Vibration <ul style="list-style-type: none"> Hand/arm vibration (e.g. gardeners using blowers and/or strimmers, road workers, arborists, cleaners using buffers and countryside workers) Whole body vibration (e.g. tractor drivers) Hazardous substances (i.e. solvents, fumes, dusts, biological agents and other substances hazardous to health) (e.g. School Design and Technology Technicians) 			

Also, the following posts: Fleet Drivers (where it is an essential requirement of the job to hold a valid driving licence in order to carry out the duties of the role), Trading Standards Officers, Vehicle Mechanics, School Crossing Patrol Operatives, employees working with asbestos and employees with responsibility for the health and well being of children and adults during the night require a pre-employment/placement medical.

Other Night workers (e.g. care workers and concierge staff) will be given the option to receive pre-employment/placement screening if they are offered the position

Having reviewed the criteria outlined in Section 12 is this post a "Safety Critical" post?

☐ Yes

☒ No

13. Language Requirements

Is this post covered by part 7 of the Immigration Act (2016), and therefore, the ability to speak fluent and spoken English is an essential requirement for this role? For example:

- The employee will work in a customer-facing role.
- The employee is required to speak to members of the public in English and this forms a regular and intrinsic part of the role.

☒ Yes

☐ No

The employee requires a command of spoken English, to enable the effective performance of the role.

APPLICATION PROCESS

If you have the experience and passion to join our team, application forms are available below from the school website and should be returned to **SIPS Education Ltd, 2nd Floor Guardian House, Cronehills Linkway, West Bromwich, West Midlands B70 8GS** or emailed to hr@sips.co.uk.

If you require more information about how to apply for the post, please call 0121 296 3000. Please ensure application forms are signed if sending via email. If you provided an email address, correspondence will be sent via e-mail.

Please state on your application if you are interested in the permanent or temporary maternity cover post.

If you are successful in being short-listed for interview, you will be contacted via email within 28 working days of the closing date. **Please ensure you check your junk/spam boxes as well as your inbox in case any correspondence has been delivered there.**

Closing date: Friday 5th December 2025 @ 12.00 noon

Shortlisting: Monday 8th December 2025

Interviews: Friday 12th December 2025

The school is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. An Enhanced Disclosure Barring Service (DBS) check is required for this post. An **online search** will be undertaken on all shortlisted candidates. This search does not form part of the shortlisting process, and you will have the opportunity to discuss any issues of concern that may arise from this search at the interview.