



Secondary Sixth Form Outreach

Life Skills Teacher



Welcome

Dear Applicant,

I am delighted that you are interested in the position of Teacher at Samuel Rhodes School.

This is an exciting opportunity for someone who wants to join the staff team of a very successful special school. Samuel Rhodes is a unique, collaborative and positive place to work, and we are looking for someone to fill this post who shares our vision and has equally high aspirations for our students.

Samuel Rhodes is an inner-city secondary special school for students with additional and complex needs and all 129 students have an EHCP. It is a community school co-located with a large mainstream school. Our students come from across London, but the vast majority are from Islington, with most accessing school transport and free school meals. The school is heavily oversubscribed.

We are a large staff team who are experienced and well trained to meet the students' wide range of needs. We are a friendly, hardworking team who are passionate about improving outcomes for both students and their families. We are committed to setting and meeting ambitious targets and driving school development to ensure every pupil receives

the very best provision. We are particularly proud of the holistic support we offer and the wide range of opportunities that our students access in preparation for adulthood and work. Our students' outcomes are above national average, and all go on to access supported internships or college placements.

The school was judged to be outstanding in the last OFSTED (May 22) and received the 'Leading' mark in the last 3 Challenge Partners reviews. We are a very active member of local and national networks and have an outreach department that supports development of SEND practice in nearly all Islington schools.

You can expect from us a school investment in your professional development and a supportive leadership team who are committed to supporting your professional wellbeing.

I would recommend you visit our school so we can show you round and answer any questions you may have.

Yours sincerely,

Cerys Normanton
Headteacher



About the school

Samuel Rhodes School is a school for students aged between 11 and 19 with moderate to more complex learning needs. We are one of 4 special schools in Islington.

The school is collocated in a modern building with Highbury Grove Academy (a mainstream secondary school). The school also shares a 6th Form building with the academy. Our 6th Form provision is a 3-year programme for young people aged 16-19.

We are proud that we are building the self-esteem and life skills of our students, so they are ready for their future careers. The school curriculum is focused on purposeful lifelong learning that promotes independence and competency in the workplace.

We have 78 staff members including a large team of teaching assistants. Our staff are well developed all-rounders although many also have specialisms.

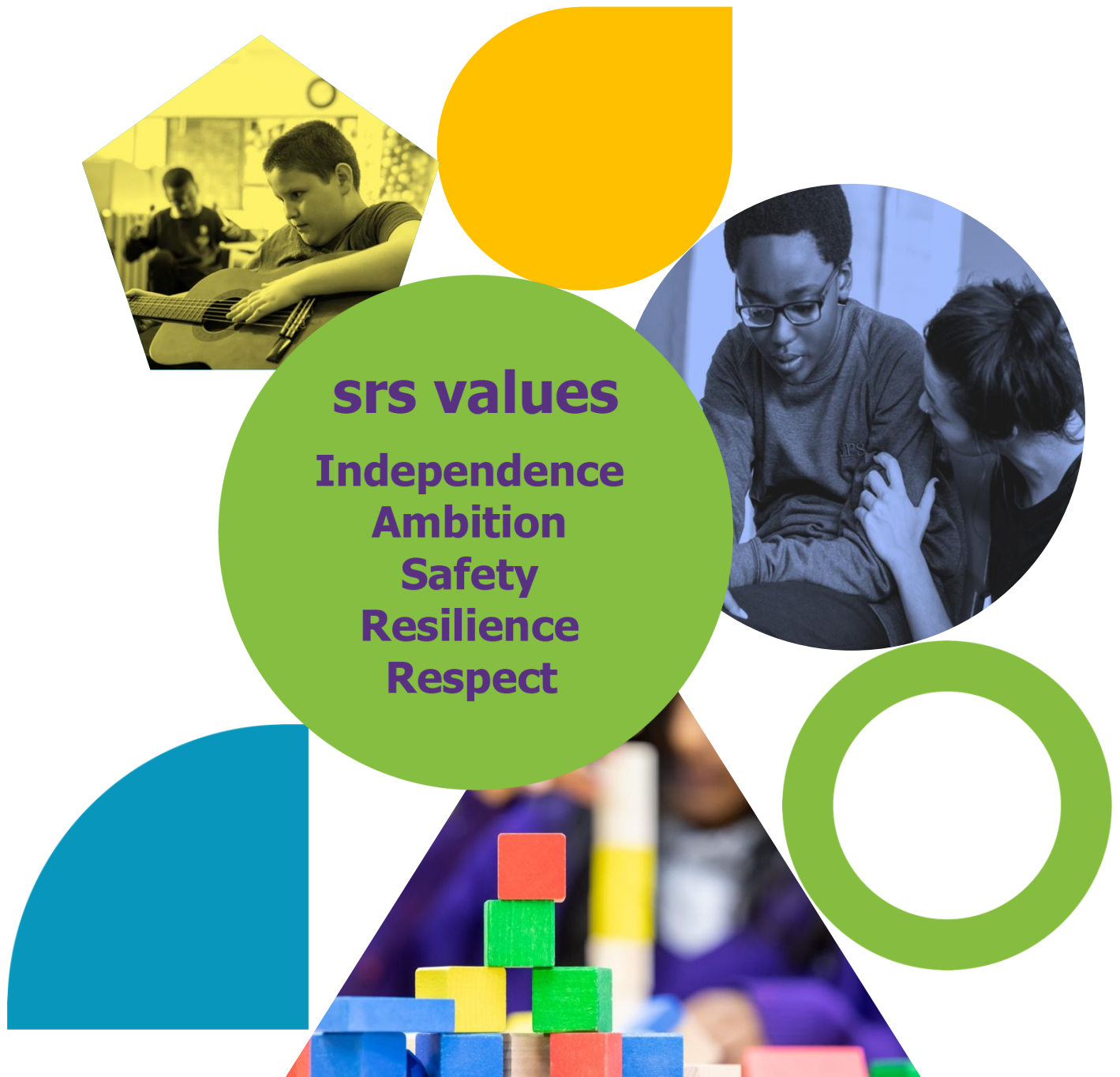
Teaching staff collaborate with a range of professionals (including onsite therapists and Health team members) to ensure that students' needs are met and barriers to learning are minimised.



Our vision and values

Learning for life

Our vision is to provide students with the life skills, social competencies, practical abilities, and qualifications to find a meaningful role in our community as resilient and increasingly independent adults.



<https://www.samuelrhodes.islington.sch.uk/>

Staff wellbeing and support

Staff wellbeing is a priority and staff support is integral to our practice. We want to ensure all our staff members can access support and feel listened to, included, and comfortable in the workplace.

Wellbeing

- **Staff wellbeing** - The school places high importance on the wellbeing of all staff by providing a suite of supported interventions and opportunities such as fortnightly coaching, group supervision, drop-in clinics, and wellbeing days.
- **Employee Assistance programme** - free, confidential and independent support to help staff balance their work, family and personal lives. Support is available via phone, online and through 1 to 1 Counselling sessions.
- **Gym Membership scheme** – An annual membership for all the 280 leisure centres across the country managed by GLL (Better). This is offered at a very competitive cost and repaid over 10 months.
- **Cyclescheme** – Allows staff to purchase a bike and equipment through a lease arrangement, repaid over 12 months allowing for a monthly tax saving.
- **Free Eye test** – available to users who use display screen equipment for more than 2 hours a day.
- **Able Futures** – a free and confidential, nine-month support service for employees whose circumstances or mental health may affect their wellbeing or work performance.
- **Occupational Health** - aims to promote and maintain the health and wellbeing of employees to ensure staff have access to specialist occupational health practitioners and services.

Financial wellbeing and support

- **Inner London pay** – Being in the heart of London, Islington schools offer inner London pay, a competitive way to reward employees who work with us.
- **National pension schemes** – whether you are a support staff member or a teacher, you will have access to either Local Government scheme or Teachers Pensions scheme. Both schemes are government backed and are some of the most generous across the country.
- **Techscheme** - A salary sacrifice benefit that allows employees to get technology from Currys PC World and spread the cost over 12 months.
- **Season ticket loan** - An interest free season ticket loan allows employees to buy an annual travel card for up to £10,000. The loan is recovered over 10 monthly instalments.
- **Welfare loan** - There may be times when staff experience financial hardship, and we aim to help these employees overcome genuine domestic difficulties. Staff can request a loan of up to £1,000, which is be repaid over a 12-month period.
- **Long Service award** - rewarding staff with 20 or 25 years continuous service in Islington or local government.



Working at SRS

Stephanie Taylor,
Science teacher and Careers lead, explains what it's like to work at SRS.

'I joined the school as a Science teacher in 2020. I now also lead on Careers and Home Learning. Whilst I previously worked in mainstream Primary schools, I've been given the support I need at SRS to develop my practice in a specialist setting. I currently teach Science across KS3 and 4, working collaboratively with colleagues to deliver an adapted curriculum that meets the wide range of pupils' needs.

I have 8 pupils in my tutor group, all of whom have Autism amongst other diagnoses. My class team support them with a sensory diet throughout their day. Their bespoke timetable and specific strategies are developed in conjunction with the school's team of visiting professionals.

Since joining SRS, I have found my love of teaching once more. It's a fun place to work. The students amaze me every day with their courage and resilience. We work hard to prioritise their emotional and holistic needs. Students love coming to school, they feel safe and valued. We can be creative in identifying appropriate learning opportunities that lead towards fantastic outcomes.

I work with an amazing class team and we have regular opportunities to discuss effective strategies and individual pupils' progress towards their goals. This is set within the wider staff team who are knowledgeable and supportive and are always ready to offer different ideas and share good practice. I and the rest of the team benefit from a comprehensive CPD schedule that supports us to be confident in meeting the needs of increasingly complex students.

We all work closely with families to raise aspirations to ensure ambitious outcomes. We optimise on every learning opportunity that can support students towards greater independence. We share their commitment to their children having a valuable place in the wider community as young adults. As Careers Lead it has been important to me to develop and extend our students' opportunities to access real workplaces.'



Job Description

SCHOOL: Samuel Rhodes School

POSITION: Life Skills Teacher

GRADE: MPS/UPS + SEN 1

Visits to the school are actively encouraged, please contact the school office to arrange a time.

Salary: £38,766 - £60,092 (+ £2,679) depending on experience. Inner London.

Samuel Rhodes School takes safeguarding very seriously, and as such this post is subject to enhanced DBS, online checks and other safeguarding clearances.

We particularly welcome applicants from a black or ethnic minority background.

Are you an established SEN practitioner and have a passion for adapted inclusive practice?

Are you passionate about supporting vulnerable pupils to make the very best progress possible?

This is a fantastic opportunity to join an ambitious, hardworking and supportive team who are dedicated to ensuring our cohort are ready for life and work.

We are looking for a Life Skills teacher who will also teach some other areas of the curriculum.

We are open to teachers at all pay levels applying.

PURPOSE AND REQUIREMENTS OF THE POST

The role of the Life Skills teacher will impact students' lives through delivering high quality teaching and learning.

We are looking for someone who:

- Is committed to improving children's lives through education - and shows resilience and commitment to this challenge.
- Has a commitment to professional growth- wanting to do things better all the time.
- Has compassion for our students, some of whom have considerable challenges in their own lives in addition to their learning needs.
- Can drive the highest possible progress and outcomes for the students.
- Will work within the team to ensure a cohesive and personalised programme of learning activities.

- Will be ready to teach other areas of the curriculum including KS4 and KS5 vocational accreditations.
- Will support the school in the constant improvement of the quality of education and the teaching and learning throughout the provision.
- Will support the school's ongoing pedagogical development necessary to meet the changing needs of the cohort.
- Will carry out the duties of a teacher as set out in the Schoolteacher's Pay and Conditions and such specific duties that form part of this job description.

MAIN PROFESSIONAL RESPONSIBILITIES.

The successful candidate will:

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.
- Establish constructive working relationships among staff with whom they work, through team working relations and mutual support, evaluating practice and developing an acceptance of accountability. Be able to have challenging conversations whilst engaging discretionary effort and support.
- Model a solution-focused approach and to be an effective member of ambitious teams that are committed to providing the best possible opportunities for a vulnerable cohort.
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.

Communicating and working with others

- Communicate effectively with children, young people and colleagues.
- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Have a commitment to collaboration and co-operative working internally + with network + partner school colleagues.
- Have the pastoral and lead professional responsibility for a tutor group of pupils, liaising with parents and overseeing interventions supported between teaching assistants.
- Identify resource needs and work with colleagues to identify and allocate available resources with maximum efficiency to meet the objectives of the school and its plans.
- Ensure the effective, efficient management and organisation of learning resources, including the use of information and communication technology in your teaching, planning, research, assessment and record keeping.
- Contribute to the annual review cycle of EHCPs/parent consultation days and other relevant parental contact.

- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Ensure teaching assistants are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- At all times to carry out the responsibilities of the post with due regard to all policies relating to equal opportunities.

Safeguarding, health and wellbeing

- 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 school and local arrangements concerning the safeguarding of children and young people.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures rigorously.
- Sustain one's own motivation and, where possible that of other staff, through having positive attitudes and an understanding of the ethos, aims and values of the school.
- Engage in all aspects of de-escalation and behaviour support training to ensure behaviour management strategies are consistent and in line with school policies.
- Engage with student focus meetings.
- Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- Carry out the duties and responsibilities of the post, in accordance with the Health and Safety Policy and relevant Health and Safety guidance and legislation (the nature of the job requires a high degree of initiative, confidentiality, tact and discretion when giving or receiving information, which could be confidential).

Frameworks and policies

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework, the policies and practice of their workplace.
- Contribute to the school process of self-evaluation and development in the School Development Plan, have regard for their own professional development and play a part in the general life and work of the school's meetings and events including work with the SIP, IIP, and network colleagues.

Achievement and diversity

- Understand how children and young people develop and how progress can be affected by different protected characteristics.
- Know how to make effective personalised provision for all students, and how to take practical account of diversity and promote equality and inclusion in your teaching.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and refer to sources of information, advice and support from external agencies.
- Be able to understand the importance of trauma informed practice when working with the specific cohort at Samuel Rhodes School.

Literacy, numeracy and ICT

- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
- To be able to collate and assess data in order to identify gaps in learning.
- To identify and utilise innovative technological strategies to support pupils to

Teaching and learning

- To be responsible for the delivery of life skills in line with specific requirements of SRS.
- To deliver and facilitate dynamic, creative, multi-sensory and engaging aspects to lessons.
- To keep abreast of developments in all relevant aspects of the curriculum area, in particular strategies adopted in other good and outstanding SEN provisions.
- To support sharing good practice internally and externally in networks and partner schools.
- To assist and support other members of staff to ensure the smooth running of offsite activities.
- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Assessment, monitoring and qualifications

- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- Know how to use school progress data to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Know how to give effective scaffolded feedback and support learners to self-assess and peer assess in order to make the best progress possible.
- To ensure evidencing and marking in folders and books is in place and meets the requirements of the students and the whole school evidencing policy and procedures.
- To deliver and support the process of moderation internal and external in line with school expectations.
- 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.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide students so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.

Personal and professional development

- Evaluate their own performance independently and in coaching sessions, being committed to improving their practice through appropriate professional development.
- Have a creative, open and constructively critical approach towards innovation and pedagogical development identified as appropriate and impactful by the school and visiting professionals team.
- To act upon advice and feedback and be open to support and guidance.
- Participating in performance management and undertake training and professional development as appropriate.

Teaching

- Have a secure knowledge and current understanding of your subjects and curriculum areas and related pedagogy including the contribution that they make to cross-curricular learning.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
- (a) use an appropriate range of teaching strategies and resources, including using technological solutions, which meet learners' needs and take practical account of diversity and promote equality and inclusion.
- (b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress
- (c) are designed to raise levels of attainment.

Planning

- Plan with other colleagues for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills.
- Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

Learning environment

- (a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that students feel secure and sufficiently confident to make an active contribution to learning and to the school.
- (b) Support learners' presentation constructively by establishing robust routines and ensuring clear and positive strategies in response to pupil need and in line with school behaviour policy.
- (c) Promote school values.

Any other duty commensurate with the post as directed by the Headteacher.

NOTE: This job description sets out the main duties of the post at the time when it was prepared. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed.

PERSON SPECIFICATION

EDUCATION AND EXPERIENCE	<ol style="list-style-type: none">1. Qualified Teacher Status and evidence of appropriate subsequent and ongoing continuing professional development.2. Minimum of 2 years recent teaching experience of working with pupils that have Special Educational Needs.3. Proven experience of high standards of classroom practice in **** and preferably up to level 2 in at least one inner city school or special school.4. Proven experience of directing support staff within the classroom environment to deliver effective bespoke learning opportunities for students with a range of needs.5. Proven experience of working with other professionals and stakeholders to ensure the best outcomes for the pupils.
SKILLS, KNOWLEDGE AND ABILITIES	<ol style="list-style-type: none">6. An unwavering commitment to all aspects of safeguarding and a profound understanding of the shared accountability to keep all students safe at school.7. Evidence of a commitment to excellence and the maximising of academic and personal achievement for all students.8. An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child.9. Evidence of the ability to strategically deliver the curriculum appropriately for a class of pupils of mixed abilities, aptitudes and educational needs through differentiated planning, preparation, monitoring and assessment.10. Excellent subject knowledge and understanding of a wide range of effective teaching strategies within that curriculum area.11. Evidence of leading a class team effectively to improve pupil outcomes.12. A thorough knowledge of the requirements of the National Curriculum and learning strategies for pupils of all abilities.13. Strong IT skills and ability to adapt quickly to new ways of working. Evidence of knowledge and understanding of effective online record keeping, and its use to promote the educational and personal development

	<p>of all children within the school.</p> <p>14. Evidence of excellent organisational skills to create and maintain a calming and engaging learning environment.</p> <p>15. Evidence of the ability to assess the performance of pupils and to keep their progress under systematic review.</p> <p>16. Evidence of the ability to maintain effective 'behaviour for learning' in a positive context using appropriate strategies and school systems.</p> <p>17. Evidence of excellent interpersonal skills and the ability to work as member of a team and develop and maintain good relations with external professionals as required, communicating clearly and professionally with all stakeholders orally and in writing.</p> <p>18. Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process.</p> <p>19. An understanding of the responsibility of the class teacher with regard to the health and safety of pupils in their care, showing understanding about how complex holistic issues effect pupils' presentation and learning in school.</p> <p>20. Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</p> <p>21. Evidence of a commitment to an equal opportunities policy both in service delivery and employment, and an understanding of its effective operation within a school.</p> <p>22. Evidence of empathetic and compassionate ways of working and an ability to ensure that each child's identify is respected and maintained and enhanced and that stereotypes are challenged in a sensitive way.</p> <p>23. An understanding of the responsibility of the class teacher with regard to the health and safety of pupils in their care, showing understanding about how complex holistic issues effect pupils' presentation and learning in school.</p> <p>24. Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</p> <p>25. Evidence of a commitment to an equal opportunities policy both in service delivery and employment, and an understanding of its effective operation within a school.</p> <p>26. Evidence of empathetic and compassionate ways of working and an ability to ensure that each child's identify is respected and maintained and enhanced and that stereotypes are challenged in a sensitive way.</p>
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Selection process

Application deadline

- Completed application forms must be received by 12 noon, Thursday 24 April 2025.
- Please apply online:
- [Jobs and careers | Islington Council](#)
- [Teaching Jobs & Education Jobs - Tes Jobs](#)

Completing your application and informal discussion

- If you have any queries about the role or the application process, please contact Bernadette Napleton, SBM at Samuel Rhodes School:
napleton.b@srs.islington.sch.uk
or 020 7704 7490

Visits

Visits to Samuel Rhodes School are encouraged and can be arranged by contacting the School Office on 020 7704 7490.

Selection procedure

- The selection process will take place on Tuesday 6 May and Wednesday 7 May at Samuel Rhodes School. This will be conducted by a panel of Senior Leaders. Shortlisted candidates will be given more details immediately after shortlisting has taken place.

References and online checks

- Candidates are advised that references will be taken up immediately after shortlisting.
- Candidates are asked to ensure that their referees are warned of the need to respond within the timescale set.
- The post will be offered subject to satisfactory completion of pre- employment checks.
- In line with KCSIE 2022 and safer recruitment practices, an online search will be conducted for all shortlisted candidates. The online search is part of our safeguarding checks and will seek publicly available information on candidates' suitability to work with children. Shortlisted candidates will be provided with further guidance and will be asked to clarify their online presence.

Safeguarding children

- Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.



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