



PATRON  
HM THE QUEEN



# Hassocks

**Applicant Information  
for the position of**

# Teacher

## **Our School**

LVS Hassocks was established in 2009 as a specialist independent school for children aged 11 – 19 who have a diagnosis of autism.

Our priority is to educate the whole person and provide them with life skills to enable them to successfully enter the world of further study and employment. We have three academic pathways that students follow from functional, vocational and academic. At LVS Hassocks, students complete a range of qualifications from Entry Level, ASDAN, Functional Skills, BTECs, GCSEs and A-Levels.

We educate 60 male and female students of which 90% hold an Education, Health and Care Plan therefore their place is funded by the relevant local authority.

Students come from a range of areas, including East and West Sussex, Brighton, Surrey and several London Boroughs.

The School is a member of the Independent School Association and in November 2019 was subject to a successful ISI compliance inspection.



## **Our Site**

The school site dates back 200 years and has had multiple uses in that time; family home, pig farm and a convent for nuns prior to opening as a school. The school occupies 40 acres and new purpose-built facilities were added to the site in 2014.

## **Our Staff**

Our staff are drawn from a large catchment area. There is a strong sense of community amongst the staff who all undergo training to work with those on the autism spectrum.

The school comprises of 40 employed staff (teaching and support), alongside visiting specialists such as physiotherapists, clinical psychologists and coaches.

The School is committed to supporting the continued professional development of its staff. A full and varied programme of CPD is offered in-house. There is a well-established Performance Related Pay programme operating within the School which is closely linked to the professional development programme. The School supports staff in gaining relevant qualifications such as PhD, ILM, NEBOSH etc as resources allow.

All new staff attend an induction programme.

## **The Role**

### **OVERALL RESPONSIBILITIES**

As a teacher at LVS Hassocks, you'll play one of the most vital roles in the development of our young people. That will include:

- Providing an outstanding learning journey for our young people and adapting your delivery to meet needs of our individual young people's needs
- Making sure your teaching environment is never anything but calm, safe and conducive to learning
- Realising our commitment to educating 'the whole child' and promote emotional well-being
- Getting to know the LVS Hassocks ethos and policies inside out, so that you're able to implement them in everything you do
- Supporting with the annual review process
- Manage a tutor group and line manage the Learning Support Assistant linked to the class
- Ensuring confidentiality is maintained as a matter of course and principle
- Teaching with due regard to current Health and Safety legislation

### **CURRICULUM**

Each of our young person's set of needs require an individual approach. This is going to be an investigative role for you, that's all about learning what each student is particularly interested in and how they learn and are motivated. Then channelling those factors into the way, you teach each of the subjects so that every student gets the most out of them. Ensuring there's no finer learning environment for our young people will mean:

- Planning, preparing, evaluating and reviewing learning programmes to make sure they not only reflect sound practice but enable physical, emotional, social, cultural and moral development in equal measure
- Teaching both individual students and small groups, reviewing lessons, learning styles and teaching approach as you go along – all in accordance with school policy
- Helping students prepare for public exams and assessing their abilities and needs so that they can achieve the highest levels possible
- Reviewing curriculum and school activities to ensure they play a vital part in our young people's development
- Familiarise yourself with the wellbeing approaches that work best for certain students as well as with the school's Wellbeing Policy
- Give each and every student a level of guidance and counselling that feeds their personal, social and educational development
- Take your share of responsibility for break and lunch time supervision
- Make sure you're always mindful of problems that might arise and use your brilliant communication and all the resources available to you to alleviate challenging circumstances.
- Put together profiles that help other professionals understand each student's educational, personal and social needs
- Effectively and consistently use autism strategies to support the needs of our learners

### **ASSESSMENT, RECORDING AND REPORTING**

Making sure we properly assess and report on our students' development is vital in helping them to secure a bright future. So you'll:

- Use all the mechanisms at your disposal within the school to assess the emotional well-being, learning and behaviours of our students
- Keeping detailed records of your assessments
- Prepare insightful and well-written reports for Statutory Annual Reviews and, when needed, other meetings too.
- Mark work and provide feedback in line with school policy
- Participate in and carry out any administrative and organisational tasks within the remit of the School

### **SUBJECT KNOWLEDGE**

- Have a secure knowledge of the relevant subject(s) and curriculum areas taught, foster and maintain students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever your specialist subject.
- Demonstrate an understanding of and take responsibility for promoting high standards of numeracy and the correct use of mathematical terminology, whatever your specialist subject.
- Demonstrate to a high standard the DfE Teacher Standards
- Be familiar with the Independent Schools Inspectorate standards
- Deliver PSHE and life skills lessons to tutor group students weekly at LVS Hassocks

### **STUDENTS**

If there's one thing that makes a great teacher, it's the ability to connect with students. In your role, you'll:

- Establish the kind of relationships that build confidence, trust, understanding and mutual respect as our young people navigate through the years
- Be a true role model in everything that you do
- Set reasonably challenging demands that enable our students to develop not just their learning abilities but their self-esteem, independence and resilience too
- Give carefully constructed feedback that helps students to understand their progress and how to work towards achievements
- Encourage students to behave in ways that will help them in the wider world, by maintaining good order as well as safeguarding them
- Providing guidance and advice to students on educational and social matters
- Attending, planning and delivering assemblies,
- Registering the attendance of students and recording incidents vis ISAMS
- Follow safeguarding protocols at all times

### **PARENTS**

- To encourage and maintain good relations with parents through weekly correspondence
- To attend social and school functions, special events involving parents
- Attend and participate in parents' evenings

### **RECORDS MANAGEMENT**

All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have

responsibility for record-keeping as part of the role. Employees are required to be conversant with the Charity's policies and procedures on records management.

### **EXERCISE OF DUTIES**

- Perform any reasonable duties as requested by the Principal

### **NOTE**

- The postholder may be required to perform any other reasonable tasks after consultation.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed and it may be subject to modification at any time after consultation with the postholder.

The successful candidate will be expected to lead by example, demonstrating the School's values in all that they do.

### **Person Specification**

The highest level of professionalism and knowledge of their subject area, and an ability to communicate their passion for the subject to their students is expected. Staff should inspire trust and confidence, in students and colleagues alike, whilst creating a positive and stimulating learning environment.

- A commitment to educational excellence
- Capacity for hard work and handling stressful situations with energy, enthusiasm and a positive outlook
- The ability to motivate and inspire
- A team player with an ability to develop and to sustain relationships and empower others
- The wisdom and ability to resolve complex problems
- A capacity to initiate and manage change with flair and creativity
- Integrity, reliability and a commitment to honesty and fairness
- A sense of humour

### **Education, Qualifications and Skills**

- A good bachelor's degree is essential.
- Qualified Teacher Status (QTS) is desirable
- An excellent record as a teacher
- A record of continuous professional development
- Excellent communication and listening skills
- Strong emotional resilience
- Powers of diplomacy and persuasion
- The ability to think strategically and to contribute to the School's Development Plan
- Strong organisation and administrative skills with a keen eye for detail.
- A good level of IT competency
- Understanding of supporting those with SEND

### **Knowledge and Experience**

- A track record of excellent teaching and positive outcomes for learners
- A holistic view of education that encompasses academic and pastoral elements
- Experience of managing change
- Understanding of role in the context of safeguarding children

- Understanding of the requirements of Equality and Diversity
- Ability to interpret and produce data in a variety of forms
- Understanding of autism and working with students who have this diagnosis.

### **Salary and Benefits**

We offer an attractive salary and pay progression. The salary for the successful candidate will depend upon their qualifications and experience and will be discussed at interview.

Candidates should note that all appointments are subject to an enhanced check with the Disclosure & Barring Service and references from past employers.

In addition to salary other, benefits of teaching at the School include:

- Access to the Teachers' Pension Scheme
- Free lunch and refreshments during term time
- Free onsite parking
- Provision of a Surface Pro
- Extensive professional development training opportunities
- Financial assistance for obtaining further qualifications
- Access to an Employee Assistance Programme

### **The Process**

LVS Hassocks is committed to safeguarding and promoting the welfare of children and young people. Successful candidates will be subject to an enhanced DBS record check.

Please complete an Application Form, which can be found on the Vacancies section of our website. Candidates are asked to include a letter of no more two sides explaining why they are suitable for the role, what they can offer to the development of the school and what they see as the key challenges in supporting those with SEN. The completed form can then be emailed to [tracy.spencer@ltcharity.org.uk](mailto:tracy.spencer@ltcharity.org.uk)

LVS Hassocks is committed to ensuring that applicants and employees from all sections of the community are treated equally and not discriminated against on the grounds of gender, colour, race, nationality, marital or civil partnership status, religion or belief, sexual orientation, disability or age.



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