We would love to see you at Woodlands.
“Woodlands has a friendly, safe and welcoming feel about it. The school is ambitious and wants the best for its students.”

Ofsted
OUR VALUES AND AIMS

‘Aspire and achieve’

Woodlands is a place where people matter

Values
At Allestree Woodlands School we foster:

- the best education and achievement for all
- the nurturing of mutual respect and high self confidence
- the celebration of achievement and success
- the full involvement in education of all students, staff, parents/carers and the wider community
- respect for diversity
- the enjoyment of education

Aims
As a result of these values Allestree Woodlands School will:

- offer a high quality teaching and learning environment that meets the needs of all our students
- offer a wide range of learning opportunities for all students and staff
- enable all students to become confident and independent learners
- aim to equip all students with the learning habits and qualifications needed for modern life
- work in partnership with all parents/carers and the wider community to ensure the success of all our students and staff
- sustain a school community where all of its activities speak of care, courtesy, consideration, and hard work

All members of the school community have been involved in drawing up these values and aims.
Adopted by the Governing Body in 2013.
Allestree Woodlands School opened in 1956 and is pleasantly situated in Allestree, which is a northern suburb of the city of Derby and overlooks fields towards the National Trust property Kedleston Hall. 2016 marks the schools Diamond anniversary and our move into new school buildings. These new school buildings complement our extensive sports facilities which includes a new sports hall, two all-weather and floodlit pitches, a fitness gym, spin room and a refurbished swimming pool. In 2011 we also improved the school’s dining facilities. We also have a new school theatre, meeting rooms and entrance atrium.

It is indeed an exciting time to be joining Allestree Woodlands School.

At Woodlands we offer all students a realistic chance to achieve their potential. We are a supportive and caring school with high expectations of both staff and students. We pride ourselves on the high standards achieved by students. Woodlands is a place of hard work, opportunity and challenge but above all it is a place where people matter, where students enjoy their learning and where we learn respect for each other.

‘we praise the school’s massive and effective drive to improve standards – leading to a ‘good’ rating across all areas – achievement of pupils, quality of teaching, behaviour and safety of pupils and leadership and management.’

In our Ofsted Inspection of April 2014 Ofsted stated Key points from the Ofsted report included:
- The Headteacher, senior leaders, subject leaders and governors have taken concerted action since the previous inspection which has resulted in rapid improvements in teaching and in students’ achievements.
- Students are making good and sometimes outstanding progress and reach standards that are well above national averages at GCSE and A level.
- There has been improved promotion of numeracy and literacy across all subjects.
- The subject expertise of teachers was praised, especially in the sixth form where teaching is ‘often outstanding’. Morale amongst staff is high and there is a culture of ambition, inclusivity and challenge.
- Students’ behaviour in lessons and around the school site is good. Students are courteous, respectful and confident when talking to teachers and visitors.
- Pastoral support and care is good leading to above average attendance. Rigorous checks on achievement and progress ensure that any students who fall behind are quickly identified and supported.
- Students’ spiritual, moral, social and cultural development is promoted well. A high proportion of students say they feel safe and value the additional activities which are available to them both in school and through, for example, international visits.
- The sixth form is good and increasing in size and popularity. Academic standards are high and students are well prepared for higher education or employment.
- Students with disabilities, special educational needs and in the hearing impaired unit are well supported and are making good progress.
- The most able students achieve well with additional challenge and support.

Recommendations for becoming an ‘outstanding’ school include:
- Higher expectations for presentation of some students’ work.
- Improved consistency of marking and feedback.
- Ensuring all teachers check students’ understanding before moving onto new work.

Allestree Woodlands School is at the heart of the community with extensive use of the school’s facilities in the evenings, at weekends and during the school holidays.

The school is also designated as an enhanced resourced school for the hearing impaired. In 2004 the school was further enhanced by the award of specialist technology college status. In 2009 it was recognised by the Specialist Schools and Academies Trust as a ‘High Performing Specialist School’ and we were given a second specialism in maths and computing. Allestree Woodlands School became an Academy on March 1st 2012.

We are committed to the promotion of the highest possible standards of achievement and excellence for all young people whatever their ability. Demand for education at Woodlands continues to grow. We are often over subscribed for places, and applications for places in the Sixth Form continue to grow. Currently there are 1,262 students attending the school including a Sixth Form of 200.

We maintain traditional values and standards and embrace the need to develop well qualified and well rounded, confident young men and women. We are fully committed to a partnership with parents/carers and our young people in order to develop quality, excellence and opportunity for all.

Derby itself is, of course, situated within beautiful countryside, nestled between the Peak District National Park and the National Forest. As the country’s most central city, Derby has excellent transport links to all parts of the country. Going back in history, as the birthplace of the Industrial Revolution, Derby is a city that has literally changed the world. Today it has the best of both worlds – a vibrant, contemporary yet traditional city centre, complimented by the glorious surrounding countryside of Derbyshire and the Peak District. In essence Derby is a great place to live and work.

For further information about the school please log on to our website at www.woodlands.derby.sch.uk.
There is a full range of SEN students at Woodlands School including those with learning difficulties relating to literacy and numeracy, a number of students who present persistent emotional, social and/or behavioural difficulties, a limited number of individuals with physical problems and a dedicated enhanced resource facility for Hearing Impaired Students.

The Enhanced Learning Faculty presently includes a SENCo, 3 teachers, 1 HLTA and 6 TAs, with a further 2 Teachers of the Deaf and 6 CSWs in the Hearing Impaired team. In addition, Sixth Form students are encouraged to support young SEN learners, giving one-to-one help in developing reading, comprehension, mathematical and ICT skills in the classroom.

The Enhanced Learning Faculty has a suite of dedicated rooms used for the withdrawal of students from lessons at KS3 and KS4, one of which is specifically kitted out for the Hearing Impaired students. The rooms are also used heavily at lunchtimes by students requiring support with their studies, as well as providing a location in school where SEN students can feel more self-assured.

The teachers of Enhanced Learning withdraw students to the Learning Support Bases, for specific teaching of literacy, numeracy and life skills. The progress of students is reviewed on a termly basis. The teachers of Enhanced Learning work predominately within the Support Base (the HUB). Additional support by the Teaching Assistant team is within the mainstream classrooms providing support for the teachers and students. Staff tend to work within specialist subject areas so that they develop a solid working knowledge of the curriculum and work as an effective member of the subject team as well as the Enhanced Learning Team.

The professional development of our staff is important and the needs of the individual and the Faculty as a whole are regularly reviewed as part of the Faculty Review and the Performance Management process.

Students with special needs include those with literacy and numeracy difficulties plus dyslexia, dyscalculia, dyspraxia, Autistic Spectrum Disorder, physical needs, hearing impairment, communication needs, behavioural, social and emotional needs, ADHD and GDD.

Our students with SEN acquire knowledge, develop understanding and learn and practise skills very well, given the specific difficulties each has with learning. These students are supported and challenged to succeed, benefiting from the high expectations prevalent in the whole school.

Progress of SEN students can be demonstrated in each key stage and in core subjects.

NEET figures are very low, showing progression from school into appropriate training, education or employment by the vast majority of our students each year.

As part of our commitment to ‘Every Child matters,’ regular learning walks and lesson observations by members of the SLT and Directors of Study help to monitor the quality of learning for students with SEN.

The increasing use of data to monitor and track students’ progress by individual teachers and their line managers helps to focus attention on the progress being made by individual SEN students.

Learning Support is available to all students attending the school. The Enhanced Learning Team clearly tends to work with students who have special needs including those on the SEN Register but work with any student requiring assistance in the classroom.
JOB DESCRIPTION

POST TITLE: Part-Time Teacher of the Deaf 0.6fte

POST GRADE: Teachers Main Pay Scale plus SEN allowance
(Depending on experience and qualifications)

Line Manager: School Director of Enhanced Learning

All staff appointed to the school will commit themselves to achieving the school’s clearly defined vision as laid out in its statement of values and aims.

SAFEGUARDING

Allestree Woodlands School is fully committed to safeguarding and promoting the welfare of its students. All members of staff will be vetted according to established procedures. All members of staff will familiarise themselves with the school’s child protection and safeguarding guidance and procedures and act accordingly.

Job summary:
- To assist the Head of the Enhanced Resource Facility in teaching and supporting students with Hearing Impairment.
- The Hearing Impaired Support Team is part of a larger Enhanced Learning Team and the post holder will therefore be a member of that team under the leadership of the Head of Enhanced Learning.

Role:
- To be the hearing impaired students’ primary support in matters relating to the educational implications of hearing loss.
- To work with students on an in class basis and also in small tutorial sessions on a withdrawal basis.
- To assist in the assessment of students.
- To assist with the development and implementation of individual education programmes for the students.
- To assist hearing impaired students to be fully involved in school life both academically and socially.
- To assist with the development of student and staff signing skills.
- To assist with the maintenance of equipment on a day to day basis.
- To liaise closely with subject teachers to ensure that Hearing Impaired students achieve their potential.
- To advise teachers of the appropriate classroom strategies to assist Hearing Impaired students.
- To assist with the differentiation of material if considered appropriate.
- To assist with the review process of students’ process including internal and formal annual reviews.
- To assist with inset for staff.
- To maintain regular contacts with parents.
- To attend the various parents’ evenings as indicated on the school calendar.
- To assist with the annual reviews of students with an Education and Health Care Plan and collate the relevant documentation.
- To maintain records of students’ progress.
- To liaise with relevant outside agencies who have involvement with Hearing Impaired students.
- To implement the SEND Code of practice re Hearing Impaired students.

Responsibilities:
- To attend appropriate meetings for staff in accordance with school policy and the annual calendar of directed time.
- To work as a member of the school staff.
- To ensure that all documentation is consistent with school policy, implemented appropriately and regularly reviewed and improved.
- Other duties at the discretion of the Headteacher.
- To complete cover within the Enhanced Resource Facility as appropriate for absent colleagues.
- To assist with the differentiation of material if considered appropriate.
- To assist with the review process of students’ process including internal and formal annual reviews.
- To assist with inset for staff.
- To maintain regular contacts with parents.
- To attend the various parents’ evenings as indicated on the school calendar.
- To assist with the annual reviews of students with an Education and Health Care Plan and collate the relevant documentation.
- To maintain records of students’ progress.
- To liaise with relevant outside agencies who have involvement with Hearing Impaired students.
- To implement the SEND Code of practice re Hearing Impaired students.

QUALIFICATIONS AND SKILLS
- Degree level education with Qualified Teacher Status.
- Mandatory Teacher of the Deaf qualification, or willingness to train.
- Minimum BSL Level 2

SPECIAL KNOWLEDGE, ABILITIES AND/OR EXPERIENCE
- Have experience of teaching deaf children across a variety of age ranges and abilities.
- Detailed and contemporary knowledge and understanding of the nature of hearing impairment and the impact on social, emotional, cognitive and behavioral development.
- Have an up to date knowledge of audiological equipment including cochlear implants, hearing aids and radio aids.
- Be flexible, with a commitment to work in partnership with a mainstream team.
- Have an up to date knowledge of the new SEND Code of Practice.

PERSONAL QUALITIES
- An enthusiasm for teaching and an interest in learning strategies.
- An interest in the development of young people and their needs, in order to promote effective inclusive education for deaf pupils.
- Sound communication and organisational skills.
- The ability to form good relationships with staff and students.
- Drive, energy and ‘teacher warmth’.
- A commitment to high standards in personal work and to continued professional development.
- The ability to work under pressure and to meet deadlines.
- A record of good health and attendance.
- Smart personal appearance.
- A willingness to support and promote the ethos and standards of the school.
- A sense of humour.
- Willingness to contribute to enrichment activities within the department and the whole school.

EXPECTATIONS

1. Set high expectations which inspire, motivate and challenge pupils:
- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils:
- be accountable for pupils’ attainment, progress and outcomes in collaboration with staff
- develop an awareness of pupils’ capabilities and their prior knowledge, and plan to build on these with collaboration with staff
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on your support by completing TA logs
- encourage pupils to take a responsible and conscientious attitude to their own work and study.
- Support homework and learning in HUB duty times

3. Demonstrate good curriculum knowledge
- have a secure knowledge of the relevant subject(s) and curriculum areas, by accessing staff notes/resources and speaking to teaching staff.
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English
- if supporting mathematics, demonstrate a clear understanding of appropriate teaching strategies appertaining to each students’ needs.

4. Plan to support well-structured lessons
- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children’s intellectual curiosity
- contribute to the design and provision of an engaging curriculum within the relevant subject areas.

5. Adapt support to respond to the strengths and needs of all pupils
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs, those of high ability, those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment
- give pupils regular feedback and encourage pupils to respond to the feedback.
‘This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.’