

Dear applicant,

We are currently seeking to employ a teacher to work within our nurturing room – The Key. This is a new role within the school and we are keen to employ a teacher of experience to work with pupils who access The Key. We are very clear that this needs to be an individual who is committed to working with children who may experience difficulties in lessons, whose underlying learning needs mean they may need time working with our mentors or those children who may need the intensive support to manage their behaviour appropriately. It is very important to note that this is not an isolation or internal exclusion room.

Our children who access The Key do so for a variety of different reasons – time out, integration from a Managed Move, as part of their personalised timetables or, simply, because their personal lives outside of school mean they need a tailored, individual approach to engaging with school. There are four mentors who are based within The Key. They work with individuals and their parents and we are looking to complement their excellent work by building capacity so that children who may have part of their timetable in The Key are given access to one teacher who can support their learning. This may be across a wide range of subjects. We currently staff this with teachers who are under allocation but we do not feel this is the best approach for the pupils. They need consistency and a commitment from an individual member of staff.

Our school is an inclusive school where children and staff are treated as individuals. We take a number of Managed Moves and mid-year admissions who usually succeed because of the time and energy we invest in them. This is becoming harder to accommodate though as we are full in each year. Nevertheless, where there is a need we do try and support the individual child and we have a number of pupils in Year 11 who have joined us above our Published Admissions Number as we feel that they have a right to an education.

Behaviour is very good at Falinge but we do have a number of children who have had a repeat Fixed Term Exclusion who we are hoping to support in a more positive manner and work at the root of the problem rather than reacting to their behaviours. We recognise however that this cannot be at the expense of other pupils' learning and this role will encompass working with children on a Pastoral Support Plan or reintegrating from a Fixed Term Exclusion. Permanent exclusions are very low.

We are currently running non-accredited courses for a small group of pupils in Year 9 and want to develop this further. There is the capacity for the teacher within this role to work alongside our SENCO in developing this further.

### **Why Falinge?**

Opening Doors; Unlocking Potential

Our objective is simple at Falinge: to create a compelling learning experience. We do this by believing in people and positive relationships. This underpins our actions with each other and with the children. We have only one non-negotiable in school and that is our commitment to Safeguarding.

If you visit the school I would hope you would notice the warm, welcoming environment; the excellent behaviour of the children; strong staff morale; a commitment to professional development of all staff; and a strong sense that this is a place where learning is valued.

An audit of our Professional Development at Falinge Park in 2016 by the Teacher Development Trust highlighted that:

*Falinge Park High School have created a developmental and supportive culture for staff, where professional learning is prioritised. It was evident on the day that there is genuine enthusiasm amongst staff for the new compelling learning vision and the collaborative learning culture, and there is definitely buy-in. The changes to performance management are hugely developmental and links well with CPD.*

*Thanks again for having me at Falinge Park! It was a really great day, and genuinely exciting to see such a passion for teaching and learning and CPD.*

I include this rather than an excerpt from our Ofsted report and our GCSE data – not because they aren't good – they are! – but because our professional development of staff within the school is an area of which the Senior Leadership team are rightly proud and an area we continue to commit to. We do this through peer to peer collaboration, learning hubs, accredited courses, lesson study and developing a culture where we can take risks and learn from mistakes. This role is a new one for the school and an exciting role too. I hope you can see that you will have the opportunity to develop the role and that you will be well supported in your development.

We don't get it right all of the time – but we make sure that all our actions have to be for the benefit of the children.

### **Next steps?**

If you are interested in applying, please look at the person specification, our website and familiarise yourself with what we are about. If you would like to visit the school please contact my PA Lisa Fitton on [fittonl@falingepark.com](mailto:fittonl@falingepark.com) to arrange a visit and we will make sure we accommodate you. When writing your application, I am interested in understanding why you want to work at our school as well as gathering information about your skills and knowledge that make you suitable for this role.

I am genuinely excited about how this role can develop and how you will play a part in the positive culture we are building for our children in Rochdale. I believe in inclusive education and that means making sure all our children receive the best in a safe, supportive and caring environment.

Opening Doors; Unlocking Potential

Yours faithfully,

A handwritten signature in black ink, appearing to read 'J. Allen', followed by a period. The signature is written in a cursive, slightly slanted style.

**Janice Allen**  
**Headteacher**