



**SALUTEM CARE
& EDUCATION** 
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Candidate Information Pack

Job Title	Senior Teacher
Location	Woodview

Dear Candidate

I am delighted that you have requested further information on our current vacancy. We are looking for a Senior Teacher to join us and become part of our successful team, giving the very best support to our community every day, because Ingfield Manor School believes in 'fulfilling potential' of every learner. This is a fantastic opportunity to work in an engaging and rewarding environment, supporting the learning of our young people with motor neurological difficulties.

We are committed to providing an excellent education for all learners so that we can equip them with the skills and strategies to live as independent a life as possible in the future. Ofsted inspected us in October 2023 and recognised that the school continues to offer a GOOD quality of education and safeguarding is effective. The inspection noted staff care deeply for pupils and understand their needs very well. In addition, staff dedication, warm and trusting relationships between adults and students, teachers who listen and make learning fun, an innovative curriculum, a tailored approach to the needs of students, positive engagement and students who go home happy.

In this role you will gain a wealth of experience and we can offer a solid training package to help you flourish in your role. Most of all we offer a welcoming team environment where everyone's contribution to the community is noticed and acknowledged.

Are you ready to take your place in Ingfield Manor School, in the Woodview team? I am really looking forward to receiving your completed application.

Yours sincerely

Eli Wapner Carter
Principal



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Ingfield Manor School is a non-maintained special school and part of Salutem Care and Education who have services across England and Wales supporting adults and children in residential and educational Environments.

Based in its own idyllic grounds, Ingfield Manor School offers extensive specialist facilities with the aim to provide an exceptional learning environment, helping children and young people fulfil their potential. Facilities include woodland and outdoor classroom space, high specification sensory room and swimming pool.

At Ingfield Manor School, we believe everyone should have the opportunity to live a healthy, active, and fulfilling life, regardless of their background or disability. The aim of our services is to provide a safe and stimulating environment that enables children and young people to flourish and grow.

Our IMS provision caters for students aged 3–19 years with neurological motor impairment such as Cerebral Palsy and associated medical and sensory needs. Following the Conductive Education approach, Ingfield Manor School focuses on the holistic development of everyone, including their physical and communication skills.

Our Woodview provision is for secondary aged students with special educational needs including speech, language, and communication needs (SLCN) and autistic spectrum conditions (ASC)

We are immensely proud of our school and our community. We are committed to providing the very best for young people while they are with us, helping them to develop the knowledge, skills, confidence and aspiration to succeed throughout their lives. We know that our staff team make the school what it is today and are the key to a successful future. Staff are well supported by the leadership team and are offered opportunities to progress. We know that each and every one of our staff have a pivotal role to play and we believe in supporting everyone to fulfil their potential. Ingfield Manor School is a rewarding place to work, and staff report high levels of job satisfaction.

Through working for Salutem we offer a comprehensive range of employee benefits designed to support you in various aspects of your life through our benefits platform Salutem Extras.

Some of these benefits include free online GP access for you and your family, ensuring that healthcare is readily accessible when you need it most. Additionally, our free employee assistance programme extends its support to both you and your partner, providing essential services such as counselling, financial advice, and legal guidance.

Ingfield Manor School has convenient road links and is a 10 minute drive from Horsham. There is a bus stop 10 minute walk from the school, a large car park for those travelling by car.

New employees joining Ingfield Manor School are guaranteed a warm welcome from the community. Our motto is that 'Fulfilling Potential' and we strongly believe that this should include our entire school community. We look forward to getting to know you better and helping you to play your part in providing the very best to our young people.

Job Description

Job Title	Senior Teacher
Reporting To	Head of School
Location	Woodview at Ingfield Manor School

We believe everyone should have the opportunity to live a healthy, active, and fulfilling life, regardless of their background or disability. The aim of our services is to provide a safe and stimulating environment for children and young people with special educational needs, including speech, language, and communication needs.

Job Overview

Leadership status: Member of the provision's leadership team, with delegated responsibility for day-to-day operational leadership

Direct reports: A proportion of teachers and HLTAs, allocated by the Head of School

Pastoral oversight: Whole-provision oversight for all 56 students, in collaboration with the Safeguarding and Family Liaison Lead

Deputising: During the Head of School's absence, operational deputising under the direction and accountability of the Principal

Teaching commitment: Non-timetabled; required to teach when necessary, as part of cover arrangements and to maintain continuity of learning.

The Senior Teacher will lead the safe, effective and well-organised day-to-day running of Woodview. The postholder will translate the Head of School's strategic priorities into consistent daily practice, ensuring that staffing, timetables, learner support and operational routines work together so that pupils receive a high-quality education and the support set out in their plans.

The role combines operational leadership with whole-provision pastoral oversight, staff development and multidisciplinary assurance. It is non-timetabled, although the postholder will teach when required as part of cover arrangements.

Job Responsibilities:

Daily operation Leadership & staffing

- Act as the day-to-day operational lead for the provision, maintaining a calm, visible and solution-focused leadership presence.
 - Establish the daily staffing position and coordinate cover arrangements for planned and unplanned absence.
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Job Description

Job Title Senior Teacher

- Ensure that classes, interventions, duties, breaks, transitions and other scheduled activities are staffed by colleagues with the appropriate skills, training and knowledge of individual pupils.
- Deploy and, where necessary, redeploy staff according to pupil need, risk, staff competence and operational priority, explaining changes clearly and fairly.
- Maintain a clear daily deployment record and communicate changes promptly to staff, leaders and relevant professionals.
- Identify staffing gaps or unsafe arrangements early, take proportionate mitigating action within delegated authority and escalate unresolved risks immediately to the Head of School.
- Ensure that daily timetables, room use, resources and operational routines support continuity of learning and minimise disruption for pupils.
- Teach when required as part of cover arrangements to maintain continuity of learning, while retaining oversight of the provision's daily operations.

Absence Management & Workforce coordination

- Act as the operational point of coordination for staff absence, ensuring that information is received, recorded and responded to in line with organisational policy.
 - Coordinate timely welfare contact and return-to-work discussions, where delegated, and ensure agreed actions are recorded and followed through.
 - Monitor attendance patterns, repeated short-term absence and the operational impact of absence, escalating concerns to the Head of School and Human Resources in accordance with policy.
 - Support formal absence-management processes as requested, while maintaining confidentiality, fairness and accurate records.
 - Use staffing and absence information to identify recurring pressure points and make evidence-based recommendations about timetables, deployment, recruitment, bank staff, training and succession planning.
 - Support the effective induction and deployment of temporary, bank or agency staff, ensuring they receive the essential pupil, safeguarding, health and safety information required to work safely.
 - Contribute to the responsible use of staffing resources by reducing avoidable disruption, unnecessary additional hours and agency reliance while never compromising pupil safety.
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Job Description

Job Title Senior Teacher

Pastoral leadership, safeguarding & pupil wellbeing

- Hold whole-provision pastoral oversight for all 56 students, working in close collaboration with the Safeguarding and Family Liaison Lead and class teams.
- Ensure that pupils are listened to, their communication methods are respected, and their views inform decisions about their learning, support and daily experience.
- Coordinate timely responses to pastoral concerns, working with families, teachers, support staff, therapists and external professionals as appropriate.
- Promote consistent, relational and person-centred approaches to behaviour support, emotional regulation and de-escalation.
- Work collaboratively with the Safeguarding and Family Liaison Lead and the designated safeguarding team, immediately reporting and recording concerns in line with procedure. The post carries no DSL or Deputy DSL responsibility.
- Promote strong attendance and punctuality, ensuring that barriers are identified and addressed through proportionate support and challenge.

Teaching, learning & professional practice

- Model high-quality, adaptive and inclusive teaching that reflects the needs, communication profiles and aspirations of pupils at Woodview.
- Support the Head of School in maintaining a clear and consistent standard of teaching and support practice across the provision.
- Coach, mentor and provide constructive feedback to teachers and support staff, using agreed quality-assurance processes such as learning visits, work scrutiny, planning review and professional dialogue.
- Identify individual and whole-team development needs and contribute to induction, training, professional development and the sharing of effective practice.
- Support staff to translate education, therapy, health and care outcomes into meaningful teaching, classroom routines and opportunities for independence.
- Contribute operational evidence and professional insight to self-evaluation, improvement planning and the monitoring of agreed actions.
- Provide cover teaching when required and use demonstration lessons or team teaching where this will strengthen practice.

Early Career Teacher mentoring

- Act as the provision's Early Career Teacher mentor, providing regular, structured and evidence-informed support and completing any required mentor training.
- Work closely with the induction tutor and appropriate body so that mentoring, progress reviews, observations, professional development and formal assessment responsibilities are clear and completed on time.

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- Hold regular mentor meetings, support purposeful use of the statutory induction programme and help the ECT connect professional learning to the needs of pupils in a specialist setting.
- Provide honest developmental feedback, recognise progress and raise any concern promptly so that additional support can be agreed at the earliest stage.
- Maintain accurate and confidential mentoring records in line with the school's induction arrangements.

Multidisciplinary plan oversight and assurance

The postholder will provide operational oversight and assurance for pupil plans, including healthcare plans, manual handling plans and speech, language and communication plans. Nurses and the relevant therapists or professional leads retain formal ownership, specialist authorship and sign-off.

- Maintain an accurate oversight system showing each pupil's relevant plans, named professional owner, review date, status and outstanding actions.
- Work with nurses, manual handling leads, speech and language therapists, other relevant therapists, teachers and families to ensure plans are reviewed within agreed timescales.
- Ensure that current plans are accessible to the colleagues who need them, stored appropriately and reflected in classroom practice, staffing, timetables, resources, risk assessments and pupil support.
- Check that staff understand the plans they are expected to implement and that required training, competency assessment or delegated-healthcare arrangements are in place before duties are allocated.
- Use audits, observations, incident reviews and professional feedback to test whether plans are being implemented consistently and effectively.
- Ensure that changes in a pupil's presentation, professional advice, incidents or concerns trigger timely reconsideration of relevant plans.
- Escalate overdue reviews, conflicting advice, missing professional sign-off or implementation concerns to the Head of School and the relevant professional without delay.
- Respect professional boundaries: the postholder must not amend, authorise or direct clinical, therapy or manual handling content beyond their competence or delegated authority.

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Leadership, communication and continuous improvement

- Work as a trusted member of the provision's leadership team and, during the Head of School's absence, deputise for the operational leadership of Woodview under the direction and accountability of the Principal.
- Line manage, supervise and develop allocated staff, setting clear expectations and addressing concerns promptly and fairly.
- Build effective working relationships with pupils, families, colleagues, visiting professionals and external partners.
- Ensure that operational decisions are consistent with safeguarding, health and safety, data protection, equality, organisational policy and the provision's regulatory requirements.
- Contribute to policy implementation, quality assurance, internal audit and action planning, bringing a clear operational perspective to leadership decisions.
- Use evidence, including pupil information, staffing data, attendance, incidents, feedback and plan-compliance information, to identify priorities and evaluate impact.
- Promote Salutem's values through visible leadership, professional conduct, transparent decision-making and high expectations.

Delegated authority and role boundaries

Within arrangements agreed by the Head of School, the postholder should have sufficient authority to:

- direct daily deployment and redeployment of staff within the provision;
 - agree and coordinate short-term cover within delegated staffing and financial arrangements;
 - require timely completion of operational actions, plan reviews and agreed quality-improvement work;
 - pause, amend or escalate an activity where staffing, competence or pupil safety is not secure; and
 - make recommendations about longer-term staffing, training and operational design.
 - When deputising, the postholder will operate under the direction and accountability of the Principal. Formal employment sanctions, changes to clinical or therapy instructions, expenditure outside delegated limits and strategic decisions remain with the Head of School, Principal or other authorised leaders and professionals.
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Job Description

Job Title **Senior Teacher**

Job Responsibilities:

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school

Health and Safety

- Promote the safety and wellbeing of students, and help to safeguard students' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy

This job description should not be seen as all encompassing, and the post holder will be expected to undertake any other responsibilities appropriate to the post as identified by the company.

The post holder will further Salutem's vision and comply with the policies and procedures of Salutem and the school. This job description will be kept under review to ensure that it remains up to date. The post holder will be consulted about any proposed changes.

Salutem Care and Education are committed to safeguarding and promoting the welfare of children and young people. All offers of employment are subject to rigorous pre-employment checks, including enhanced DBS, in line with our stringent safer recruitment policy.

Successful candidates for all posts will undergo a minimum of 6 months' probation period.



Job Description

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Our Values

- We are **Supportive** by promoting opportunities for everyone so they can reach their full potential
- We are very **Ambitious** to provide the best possible outcomes for the people who use our services
- We are **Loyal** because we put the people that we support and our staff at the centre of everything we do, and we deliver on our promises. We also are committed to ensuring that our services are meeting the needs of all stakeholders
- We are **Unique** because we are ambitious and innovative about the diversity of the services that we provide without compromising quality
- We are **Transparent** by being open, honest and fostering a culture of mutual respect. We promote a culture where we learn by our experiences, and we are committed to doing things better and setting the highest standards in what we do
- We are **Engaging** because we work in partnership with the people that we support, our staff and all our stakeholders
- We encourage everyone to experience a **Meaningful** life by being aspirational and by offering opportunities

Job Description

Job Title **Senior Teacher**

Knowledge, skills and competency

Area	Essential	Desirable	Evidence
Professional Qualifications	Qualified Teacher Status or an equivalent recognised teaching qualification. A degree or equivalent professional qualification. Successful teaching experience in a specialist SEND setting or strong evidence of effective practice with pupils who have complex needs. Experience of leading colleagues, a team, phase, curriculum area or improvement priority. Experience of coordinating competing operational priorities and making calm, defensible decisions under pressure. Experience of coaching, mentoring or developing teachers and support staff. Experience of working collaboratively with families and multidisciplinary professionals. Ability and willingness to fulfil the ECT mentor role and complete required mentor training.	A relevant leadership qualification, such as NPQSL, or evidence of sustained senior or middle leadership development. Experience as an ECT mentor and completion of relevant mentor training.	QTS Certificates Application & interview

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Knowledge, skills and competency

Area	Essential	Desirable	Evidence
Knowledge	Strong understanding of safeguarding and the responsibilities of school leaders. Understanding of adaptive teaching, assessment and effective pedagogy for pupils with SEND. Understanding of safe staff deployment, competence, risk and the operational implications of pupil needs. Working knowledge of attendance and absence-management processes, including confidentiality, welfare contact, return-to-work discussion and escalation. Understanding of the purpose and implementation of healthcare, manual handling and speech, language and communication plans. Clear understanding of professional boundaries and the distinction between leadership assurance and clinical or specialist authorship. Secure understanding of the ECT induction and mentoring process, or the ability to develop this promptly and complete required mentor training.	Experience supporting pupils with complex healthcare, physical, sensory, communication or manual handling needs. Experience of specialist communication approaches and working alongside speech and language therapy. Experience of attendance analysis, return-to-work and formal absence-management processes. Experience of workforce planning, timetabling, cover or resource deployment. Experience of self-evaluation, improvement planning and quality assurance.	

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Job Title Senior Teacher

Knowledge, skills and competency

Area	Essential	Desirable	Evidence
Knowledge	Highly organised, with the ability to prioritise rapidly without losing attention to detail. Visible, calm and decisive leadership, especially when staffing or pupil needs change unexpectedly. Strong communication and relationship-building skills, including the confidence to give clear direction and hold difficult conversations. Ability to deploy staff fairly and transparently while keeping pupil need and safety central. Ability to interpret information, spot patterns, maintain accurate oversight systems and follow actions through to completion. Credible classroom practice and the ability to model, explain and coach effective teaching and support. Professional curiosity and the confidence to challenge practice appropriately across education, care and therapy interfaces. Commitment to inclusion, pupil voice, dignity, safeguarding and ambitious outcomes.		

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Job Title Senior Teacher

Knowledge, skills and competency

Area	Essential	Desirable	Evidence
Knowledge	Discretion, integrity, resilience and sound professional judgement. Commitment to Salutem's values and to collaborative, multidisciplinary working		

We hope you have found this pack useful. Please do take a look at our website as well for more information and to see lots of images of our staff and young people, to help you get a feel for the work of the school. <https://www.ingfieldmanorschool.co.uk/>

For further information please contact Eli Wapner Carter, Principal by phone 01403 782294 or email eli.wapner-carter@salutemsharedservices.co.uk

Data Protection:

All information is stored securely and processed appropriately. Any information supplied by unsuccessful candidates will be destroyed through a confidential waste system after six months from notifying unsuccessful candidates, in accordance with our information and records retention policy.