

Information for Candidates

BACKGROUND

The school currently has a role of 87 students and there is a wide range of ability within the learning disabilities range. This may include meeting the needs of students with severe or, profound and complex learning disabilities, sensory or physical disabilities, autism and challenging behaviours.

The range of disabilities requires the contribution of a multidisciplinary team – with physiotherapists, occupational therapist, speech and language therapists and special school support assistants, all working co-operatively with the teaching staff to meet the individual needs of the students.

The catchment area of the school covers the whole of Southwark. A few students also attend from other Local Authorities.

Our students come from every social background, and are fully representative of the multicultural, multi ethnic and multi faith communities of South London.

SAFER RECRUITMENT

Tuke School actively promotes the welfare of our students through our safeguarding procedures and code of conduct. These apply to recruitment and employment of all staff, who will be subject to enhanced CRB checks.

LOCATION and ACCOMMODATION

Tuke School is a purpose built school on Daniel Gardens, Peckham, Southwark.

- It is an essential part of our philosophy that all of the curriculum and every part of the building are easily accessible to all.

Tuke School aspires to be:

- A centre of educational excellence for students with Severe and Complex Learning Needs
- An exceptional place to work and learn
- A school that encourages creativity, challenge and self-motivation
- An environment where our students are empowered by their learning and through the environment in which they learn.
- A place where learning will be enhanced and enabled through intelligent technology

Tuke School Facilities

- Our specialist teaching areas include: Hydrotherapy suite, Art and design studios, music room and garden, food technology rooms and a physical exploration area with trampoline and interactive technology
- Our school building has very wide corridors and door frames allowing ease of access around the school for all

- Our corridor walls incorporate a 'sensory trail' as an aid for students to navigate themselves through the school
- Our hygiene rooms have a sensory element allowing students to make choices of sound and colour when entering
- We are on one floor which enables all students to easily access any area of the school
- Every teaching space has an overhead hoist that covers all areas of the room
- There is a sensory trail through the circulation space that will enable visually impaired students to find their way around the building

OUR MISSION STATEMENT

'Learning everywhere, inspiring everyone'

Our Values

Creativity: Exploration, Experience, Investigation

Opportunity: Curiosity Inclusion, Diversity

Achievement: Celebration, Pride, Dedication

Positivity: Aspiration, Trust Community

Our principles, expectations and aspirations:

We:

Problem solve together to improve standards

Support creative contributions

Encourage innovation and originality

Champion artistry

Help one another to communicate effectively

Pursue experiences to expand interest

Listen, embrace differences and treat each other fairly

Participate in school and the local community

Actively celebrate progress and success

Have personal development to challenge and improve outcomes

Will be encouraged to take the initiative, lead and make decisions

Will always seek to understand new concepts and ideas

Are empowered to share, be heard, make choices and achieve

Are welcoming, collaborative and committed to openness

Are active, engaged, resilient and empathetic to behaviours that challenge

Contribute to school life with high expectations and enthusiasm

CURRICULUM

By 'Curriculum' we refer to all the learning opportunities provided by the school. We offer a 'personalised curriculum' which offers a wide range of activities, through which we teach short and long term targets, as set out in your child Individual education Plan (IEP) and the Schools Schemes of Work.

At Tuke we have created a total learning environment. Focussed learning areas include

- Creative Arts
- Exploration
- Social Experiences
- Sixth Form
- Personalised Learning

Depending on the needs of the individual, appropriate educational targets are set. These learning intentions are then taught through a range of different activities. Learning intentions are evaluated termly and new ones are set where appropriate. At the Annual review meeting, education outcomes and steps for the next academic year are discussed with parents/carers.

The School implements a personalised version for the National Curriculum. This has been based on the broader statutory expectations:

- Cognition and learning
- Communication and Interaction
- Personal and social wellbeing
- Physical and sensory
- Creative and cultural

Within the framework of the curriculum there is also an emphasis on self help and daily living skills, skills such as dress, eating, drinking, toileting and mobility skills the aim being to encourage maximum independence. These skills are taught giving students every opportunity to use their developing skills in a realistic context:

Dressing as part of PE and swimming
Eating and drinking as part of snack and lunchtimes
Road safety skills when going shopping
Sitting, standing and walking integrated throughout the Curriculum

MEETING INDIVIDUAL NEEDS

The school follows a range of language and communication programmes including Makaton symbols and signing and Picture Exchange Communication System. Each student is assessed by the speech and language therapist and the class teacher in order that their communication needs can be met. The suitability of other communication systems, such as

electronic or computer based aids is explored for individual students where appropriate.

Many students require individual sensory integration programmes. Some students are supported from peripatetic teachers for the visually or hearing impaired.

Students are encouraged to make relationships with their peers and to progress through the stages of play, from playing and working on their own to playing and working alongside and with others. Students are encouraged to be aware of others in their environment, starting with recognition of faces, names and then moving towards caring for others and respecting their feelings.

We wish to promote and provide opportunities and experiences of integration of students into the community, linking with other mainstream and special schools and colleges as appropriate.

As students move through the school to the Key Stage 5, the curriculum will change to reflect the student's increasing maturity. The 16-19 Moving on Curriculum continues to focus on the development of functional language, literacy, numeracy and problem solving skills. In addition there is more emphasis on independence and life skills and course work that will lead to national accreditation.

SCHOOL DAY

School starts at 9.30 am and finishes at 3.20 pm, loading buses to leave at 3.30pm. The daily routine is similar to other schools. Each class group has its own timetable of lessons related to the Curriculum and which includes some specialist teaching, therapy and planned off-site activities.

Lunch is served from 12noon – 12.45pm and this time is considered as teaching time, where social skills can be taught and practised. A range of activities are provided for students during the break time of 12.45 pm – 1.30 pm. Students are encouraged to become involved in an activity that they like.

EQUAL OPPORTUNITIES STATEMENT

Southwark Council states its policy of commitment to equal opportunities, regardless of race, sexual orientation, gender, class, religion or disability.

We take seriously the responsibility to provide equality of opportunity for all member sof the school community. Care is taken in the organisation of the school, in curriculum planning, in school activities and in the attitude of staff, to prevent stereotyping. We advocate that all students, regardless of their disability, should have access to a curriculum that is broad, balanced and differentiated.

We actively promote cultural understanding amongst students and staff and support the Southwark Council's Policies to this end. The school has worked hard to establish an Equal Opportunities Policy and Staff Code of Conduct which highlights those issues which are of particular relevance to Tuke School.

ANTI-BULLYING STATEMENT

The school aims to create an environment that is free from intimidation. Staff are vigilant and give opportunities for students to express their problems and anxieties. Issues of general concern are discussed in whole school assemblies and individual needs are met through a consistent behaviour plan. Staff helps students to change through a supportive environment.



Teachers with previous experience in Special Education, newly qualified and mainstream teachers who are ready to take on a new challenge are very welcome to apply.

Thank you for your interest.