The GALLERY TRUST

A community of special schools

Northern House Academy

Sports Coach
Candidate Information Pack
June 2023

Northern House Academy is a special school for primary age children who have been identified as having Social, Emotional and Mental Health difficulties. We currently have 89 children on roll and all our pupils have an Education, Health and Care Plan (EHCP).

We are passionate about children at Northern House having their abilities recognised and celebrated, whilst receiving an excellent education. The whole staff team is committed to very high standards both professionally and in relation to every aspect of our pupils' education.

The school is currently seeking an inspirational Sports Coach and Pastoral Support Worker to assist and support the Headteacher and teaching staff in providing high standards of teaching and learning across the curriculum.

Northern House Academy is a member of The Gallery Trust, an expanding Special Needs Trust which is dedicated to improving outcomes for SEND learners in Oxfordshire. The Trust has a national reputation for excellence, and is influential in the development of SEND strategy in the county.

On behalf of the school, thank you again for your interest and we look forward to hearing from you.

Bex Holmes
Head of School

Ricky Stevens
Headteacher

Sports Coach & Pastoral Support Worker
Sports Coach
Grade 9
Actual Salary £21,293.09 - £23,373.20 per annum
(FTE Salary £27,741 - £30,451 per annum)
32.5 hours per week, 39 weeks per year, term time only plus inset days

To Start 01 September 2023

At Northern House Academy, we are striving towards excellent practice and are on a continuous journey of school improvement. We make respectful relationships with our students through our understanding of their special educational needs, via assessment of their skills and abilities and carefully planning next steps for them. We are a warm and caring community, dedicated to equipping pupils with the understanding, skills and knowledge they need to succeed.

The dual role of a Sports Coach and Pastoral Support Worker involves setting appropriate boundaries for children, supporting with their education and care and liaising with families to get the best possible outcomes. The role will work across the whole school, including supporting pupils with complex health and medical needs as well as those who may demonstrate physically challenging behaviour. You will have a good understanding of complex barriers to learning and will demonstrate a resilient and instinctive approach in meeting our pupils' needs. You will support colleagues within the class environment, with a passion for coaching, as well as contributing to specific interventions designed to encourage engagement with learning and development of social and independence skills.

Some examples of our expectations include:

- Supporting Teachers to deliver highly personalised inclusive lessons
- Having, or willingness to develop, a good understanding of our school curriculum
- Working closely with other professionals and families
- Supporting the creation of a climate for success for pupils with special educational needs and disabilities to learn and develop
- Promoting high standards in your class team
- A resilient and instinctive approach in meeting our pupils' needs

If you share our passion for making a real difference to the lives of children and young people with special needs this could be a great role for you. Previous special school experience is not necessary, but it is essential you fully share our values, which can be found on our website.

Application Process

To apply for this post, please send a completed application form to applications@northernhouseacademy.co.uk by **4pm on Thursday 22nd June 2023** or send one to Northern House Academy by post.

Please ensure you detail any gaps in employment and use the selection criteria which is contained in the job pack when you prepare your application, as shortlisting for interview will be based on how closely you demonstrate your ability to fulfil the essential criteria.

We do not accept CVs. If you are shortlisted, we will take up written references before your interview so please provide permission for this and provide accurate phone and email contact details for your referees. One of your referees must be your current or last employer, and if you are employed in a school, must include your current Head Teacher.

The Gallery Trust is committed to safeguarding and promoting the welfare of all children and expects all staff to share this commitment. Any offer of employment with The Gallery Trust is subject to verification of ID and qualifications, satisfactory evidence of the right to work in the UK, health clearance, NCTL and Enhanced Disclosure and Barring Check. The Gallery Trust is an equal opportunities employer, and we welcome applications from candidates from all ethnic and community backgrounds.

The GALLERY TRUST

A community of special schools

The Gallery Trust is a Multi Academy Trust which is dedicated to improving outcomes for SEND learners in Oxfordshire. The aim of the Trust is to provide outstanding education and support for young people with special needs and disabilities, enabled through:

- Commitment to special education – striving to provide the best specialist learning experience for all students
- Opportunities for all to learn – ensuring that students and staff have access to learning pathways which enhance their lives
- Genuine respect and value – creating relationships which promote trust, confidence and respect within environments which are safe and secure

The Trust is on a continuing journey of expansion, growing from a Multi Academy Trust based on a single academy in 2013, to its position as the largest Special Trust in Oxfordshire.

The schools in the Trust are:

- Bardwell School, Bicester
- Bloxham Grove Academy, Bloxham, to open in 2022
- A Free Special School in South Oxfordshire, opening date to be confirmed
- Iffley Academy, Oxford
- Mabel Prichard School, Oxford
- Northern House Academy, Oxford
- Orion Academy, Oxford
- Springfield School, Witney
- The Grove (satellite provision of Orion Academy)
- The Gallery (resource base for mainstream students)

The Trust's vision is to continue to expand over the next five years, supporting a community of converter academies, free schools and sponsored academies. All member academies have the opportunity to share SEND expertise and to work with peers who share common aims and goals.

The Trust is committed to investment in learning, developing system leadership, working in partnership and through a shared vision, enabling all students to reach their full potential.

Sports Coach
Job Description

Introduction

This job description describes in general terms the normal duties which the postholder will be expected to undertake. However, the job or duties described may vary or be amended from time to time without changing the level of responsibility associated with the post.

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Head Teacher. The Head Teacher, or other Senior Manager if appropriate, will be mindful of her/his duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

The job description will be reviewed at least annually and any changes will be subject to consultation. The academy's grievance procedure will be used to resolve any disagreement arising out of the job description. Other relevant policies may be the Stress at work policy and Dignity at work policy.

Job Purpose:

To plan, deliver and monitor a coordinated programme of high quality, professional coaching that is progressive and reflective of the needs of our pupils, and supports the aim of increasing participation in PE and school sport by all pupils at the Academy.

To assist and support the Head Teacher and teaching staff in providing high standards of pastoral care and teaching and learning across the curriculum and to promote The Gallery Trust's vision and ethos.

The job description involves:

Teaching and Learning

- Preparing and implementing a well-structured and progressive coaching programme, ensuring a high quality, enjoyable coaching experience which is centered on the needs of our pupils
- Ensuring the coaching programme links the Academy and the wider community, and aims to provide increased opportunities for children to participate in sport and physical activity
- Delivering PE via a range of physical activities which aim to engage and promote health and well-being for all
- Organising and facilitating inter-school and intra-school sporting competitions for children
- Maintaining appropriate records and preparing monitoring reports
- Being a role model; creating a positive and fun environment in which to motivate and encourage children to participate in sport and physical activity
- Taking positive steps to identify and overcome barriers to participation amongst children, prioritising access and inclusion
- Attending appropriate professional development courses as identified

- Establishing contacts with outside sporting bodies to ensure signposting opportunities are made available to specific groups or individuals
- Completing written reports and records of behaviour for students as necessary
- Ensuring the PE curriculum is designed around the SEND of our children so that it enables them to meet their specific physical education targets on their EHCPs
- Working within our ethos to positively manage behaviour, recognising that praise and reward are the most effective behaviour management tools
- Taking small groups of children out of the classroom to use sports and physical activity as a learning method
- Identifying triggers of specific behaviours during PE lessons
- Using sports as a method of de-escalating situations
- Assisting with maintenance of sports equipment
- Giving feedback on pupil progress to the class teacher and contributing ideas for targets and planning

Pastoral Support

- Manage and deliver pastoral and therapeutic support to pupils and be responsible for preparing children emotionally and physically to engage with teaching and learning
- Engage in restorative training and be a champion of restorative practice
- Address the needs of pupils who need particular help to overcome barriers to learning
- Provide support for pupils within the class
- Provide behavioural support for pupils on an on-call basis
- Manage and provide accurate and detailed feedback, reports and data linked to pupil achievement, progress, behaviour and other matters using a range of ICT packages
- Attend and contribute to internal and external meetings, representing the school in a professional manner and taking minutes
- Prepare specific documentation relating to students (for example, Positive Response Plans, Positive Handling Plans, Risk Assessments)
- Use Team-Teach and model this to colleagues across the school with the support of lead practitioners in this area at the Academy
- Deliver, review, evaluate and record pupil interventions, assessing pupil response and progress
- Manage the supervision and support of pupils who are unable to work in class, who are not working to the usual timetable and to work with colleagues to reintegrate them back into class
- Use creative, innovative and imaginative ideas to engage students during free association
- Provide support to parents, carers and families, including making home visits
- Contribute to the overall Raising Achievement Plan
- Attend to pupils' personal needs and care, and provide advice to assist in their social, health and hygiene development
- To be responsible for first aid and medical treatment of students, including risk assessments and liaison with medical professionals, disseminating medical protocols and ensuring that emergency first aid is carried out
- To be responsible for key working specific children, supporting with their education, liaising with parents/carers and being a point of contact for external professionals.

- Observe The Gallery Trust's Safeguarding Policy and other policies to ensure compliance with school and statutory procedures
- Administrative support, e.g. completing paperwork, correspondence, filing and communicating with stakeholders through email, telephone, etc.
- Attend meeting and reviews
- Manage record keeping systems and processes

Standards and quality assurance:

- Support the aims and ethos of the academy
- Set a good example in terms of dress, punctuality and attendance
- Attend team and staff meetings
- Be proactive in matters relating to health and safety
- Participate positively in training and professional development
- Taking a share of supervisory duties as part of the weekly routine and as necessary
- Take part in Performance Management and appraisal
- Meet deadlines

Specific responsibilities

In addition to the duties outlined, you may be responsible for the following:

- Support in the delivery of specific key stage interventions
- The physical management (restrictive physical interventions) of pupils, following appropriate training
- Driving and supporting pupils in school vehicles
- Supporting pupils on a range of offsite educational visits
- Undertake tasks and duties as requested by the Head Teacher

General Responsibilities:

- Taking appropriate responsibility for one's own health, safety and welfare and the health, safety and welfare of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally-adopted policies; including taking responsibility for raising any concerns with an appropriate manager and for reporting accidents and incidents appropriately
- To carry out other duties as may be reasonably assigned by the Head Teacher
- Be aware of and support difference and ensure equal opportunities for all
- Be aware of and comply with the Academy's policies and procedures

Selection Criteria
Sports Coach, Northern House Academy

	Essential	Desirable
Professional Qualifications	Level 2 qualifications or equivalent	Level 3/ 4 qualifications Qualifications linked to SEN Team Teach Trained
Experience	Experienced in coaching/working with children or young people within an educational or sports club setting Experience of working with children and young people in an educational or therapeutic context Experience of working with children and young people in 1:1 and group situations Experience of liaising with external professionals and agencies Experience in preparing and delivering learning activities to children and young people	Previous experience working in a school environment Previous experience working with SEN Experience of working with or caring for children of relevant age Previous experience working in a therapeutic role Previous experience of restorative practice Delivering specific interventions to children and young people Delivering training on specific areas Mentoring children and young people Experience of preparing Risk Assessments
Professional Knowledge & Skills	Understanding of child development and learning Ability to self-evaluate learning needs and actively seek learning opportunities Ability to work flexibly, throughout the whole school, meeting the needs of pupils in a range of contexts Willingness and ability to undertake physical management of pupils, following appropriate training Willingness to undertake First Aid training and to attend to the medical, first aid and personal needs of pupils.	Understanding of relevant policies/codes of practice and awareness of relevant legislation General understanding of National Curriculum First aid trained

	Ability to take an active role in the leadership of PE lessons Ability to work restoratively Ability to respond flexibly to situations and to demonstrate good judgement Knowledge of, or willingness and ability to be trained in, Team Teach (restrictive physical interventions) Resilient personality with the ability to work with children and young people who demonstrate challenging behaviour Ability to comprehend and observe the Academy's policies and procedures as well as relevant legislation Ability to engage with academic research and communicate findings at a professional level Willingness to undertake personal care Effective use of ICT to support learning	
Personal Skills and Qualities	Ability to establish and maintain positive relationships with key stakeholders, including pupils, colleagues, parents, carers and external agencies Good organisational skills Good communication skills Ability to work collaboratively and constructively in a team Commitment to safeguarding and the welfare of children and young people Ability to remain positive and enthusiastic, including when under pressure Strong commitment to raising standards	Full driving license