



The **GALLERY TRUST**



A community of special schools

**Unqualified Teacher  
Bardwell School**

Candidate Information Pack  
July 2023

Thank you for your interest in the post of Unqualified Teacher at Bardwell School.

Bardwell School is a community special school for children aged 2 – 19 years with severe learning difficulties and profound and multiple learning difficulties. The school has 103 pupils on roll, following recent expansion of the school buildings.

We are passionate about students at Bardwell having their abilities recognised and celebrated, whilst receiving an excellent education. The staff team is committed to very high standards in relation to every aspect of our pupils' education. The school is values led, with every decision underpinned by its principles and values. These values include a positive reinforcement approach to behaviour management and a non-label led individualised approach to planning and delivering learning for all students.

Bardwell School is a member of The Gallery Trust, an expanding Special Needs Multi Academy 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. With six academies currently in the Trust, our aim is to build a community of eight to ten special schools over the next five years.

Please visit our website to find out more about the school. If you would like to visit the school to find out more about this exceptional opportunity before you submit your application, you will be most welcome. Our staff and students will be delighted to meet you!

Thank you again for your interest and we look forward to hearing from you.



*Julie Foot*  
*Head Teacher*

**Unqualified Teacher  
Full Time Fixed-Term for 1 year**

**Salary: Unqualified Teacher Grade 4 £25,733 (+ 1SEN point)**

This is an exciting time to join the team at Bardwell School. We are recruiting for a fixed-term post from September 2023.

A teaching role at Bardwell is absorbing, thought provoking, exciting and challenging. We have high aspirations and expectations for all of our pupils and in turn this leads to high expectations of teachers. Teachers at Bardwell have a deep understanding of how all children learn and apply this knowledge in class to deliver creative, exciting learning that motivates our pupils and supports them to achieve.

Teachers at Bardwell School work hard, but all aspects of the role and workload are focused on having an impact on the children and young adults at our school. The teaching team actively informs developments and collectively identifies the best ways to improve the school further.

Some examples of our expectations include:

- Delivering highly personalised, inclusive lessons
- Completing termly assessments that include multimedia evidence of achievements
- Working closely with other professionals and families
- Being a lead professional in the class, promoting and establishing high standards in your class team
- Supporting in the delivery of our residential trip programme
- Contributing to our continual journey of school improvement

If you aspire to become a qualified teacher, this could be a great role for you. Special school experience is essential for the role of Unqualified teacher at Bardwell School, so that whomever is successfully appointed can build on their existing knowledge of supporting students with SEND and focus their attention on gaining skills in teaching, planning and assessment. It is essential you fully share our values, which can be found on our website.

## **Benefits of working at Bardwell School include:**

### **Professional development opportunities**

- Regular training and access to a range of internal and external professional development opportunities, tailored to your learning needs, your job role and your career aspirations.
- Opportunities for career progression, secondments and transfers within The Gallery Trust, the largest special school Academy Trust in Oxfordshire.
- Opportunities for collaborative working across the schools in The Trust, offering the chance to liaise with experienced colleagues, building knowledge and professional networks
- Develop your career in The Gallery Trust, an expanding and successful organisation which offers opportunities for progression, secondments and collaborative working with colleagues across our schools

### **Financial**

- Competitive salaries for teaching and support staff based on School Teacher Pay and Conditions Document and the NJC Green Book
- Access to attractive pension plans (TPS and LGPS), linked to salary life assurance
- Contribution towards glasses and eye tests for DSE use
- Salary sacrifice schemes, including childcare vouchers
- Perkbox - discount and wellbeing platform membership

### **Wellbeing**

- 24/7 access to a free Employee Assistance Programme to provide confidential advice and guidance
- Membership to My Healthy Advantage wellbeing app
- Excellent induction processes, and strong line management structures to promote your wellbeing at work
- A culture which is open to employee ideas and encourages open dialogue
- Complimentary tea and coffee
- Regular staff surveys and gathering of staff views to gain feedback on wellbeing and to drive improvements
- The opportunity to join colleagues for social events
- Family friendly policies, which promote your wellbeing
- Cycle to work Scheme
- Weekly opportunity to purchase from the Post 16 lunch bar (currently soup and scone)
- Tuck shop – run by Post 16 provision (The Lodge)

### **Facilities**

- Free car parking and cycle storage

## Application Process

To apply for this post, please email [jobs@bardwell.oxon.sch.uk](mailto:jobs@bardwell.oxon.sch.uk) or telephone 01869 242182 to request an application form and a job pack.

Please submit your application form **by Sunday, 9<sup>th</sup> July 2023** to [jobs@bardwell.oxon.sch.uk](mailto:jobs@bardwell.oxon.sch.uk) or by post.

### **Interviews dates to be confirmed.**

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 is a Special Multi Academy Trust which is dedicated to improving outcomes for SEND learners in Oxfordshire. We strive to provide the best possible specialist learning experience for all pupils.

### **Our Strategic Aims**

- **Places where innovation drives learning** – our schools have a clear purpose, they educate the whole child and prepare them for adulthood. Everything we do, from our curriculum offer to our pastoral care, is meaningful and driven by the needs of learners.
- **Places where relationships drive engagement and achievement** – our schools are built around exceptional relationships. We provide excellent experiences, growth, and opportunities for pupils and staff, and specialist working environments and resources.
- **Places which provide exceptional knowledge and support** – our schools are supported by a skilled and experienced central team which provides high quality school improvement and central support services.
- **Places which inspire and influence** – our schools are committed to collaborating with our local and national partners and communities to ensure that children and young people with SEND receive the education and opportunities they deserve.

As we enter the next phase of our development and build on our many successes, we want to embrace future challenges and opportunities. 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. There are currently six special academies in the Trust located throughout Oxfordshire, with an additional academy opening in January 2024, and a further academy scheduled to open in 2026. 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, and providing outreach and other opportunities. All academies collaborate to share SEND expertise and best practice, and work in partnership with peers who are committed to common aims and goals.

The Board of Trustees believes that by providing the support of highly experienced and specialised school improvement and business teams, school leaders are empowered to focus on the standards of teaching and learning, and in meeting the operational and strategic demands of running their schools.



Bardwell School is a community special school that caters for children aged 2 – 19 years.

Students work in class groups where teachers differentiate learning for all students ensuring lessons are inclusive for all.

The school has developed a comprehensive and broad skills-based curriculum, which can be found on the school's website. This curriculum, which is underpinned by detailed assessment processes, guides the learning for all students. The school has excellent links with community partners and its strong focus on pathways to adulthood supports students onto further education and into employment.

Bardwell School benefits from a hydrotherapy pool that has recently been refurbished. All pupils access the pool for weekly swimming lessons, and pupils with physically disabilities and/or physiotherapy programmes attend additional weekly sessions as required.

The committed team at Bardwell School includes senior leaders, class teachers/unqualified teachers, teaching assistants, lunchtime supervisors, reception, finance and human resources staff, site manager, cleaning team, a pool manager and pool assistant, an ICT technician and pastoral and safeguarding lead.

The school is also commissioned to deliver a Short Break service, Branch-Out. This provision is highly regarded by parents and professionals and lead by the Short Breaks Lead and Short Breaks Deputy and has a team of play workers. Branch-Out provide after school clubs, youth clubs and holiday provision.

The school recognises its success is based on successful partnerships. Most importantly, the school works closely with parents and understands that they know their child best. The wider multi-professional team at Bardwell includes a Special School Nurse, Speech and Language Therapist, Occupational Therapist and Physiotherapist. The school also hosts health clinics through the special school nursing provision.



# Unqualified Teacher

## Job Description

### Introduction

The job description should be read in conjunction with the current School Teachers' Pay and Conditions document and the provision of that document will apply to the post holder.

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 Leader 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.

### Teaching and learning

- Ensure all students in their care within the academy receive an exciting, effective and appropriate education as outlined in their Educational Health Care Plan (EHCP) and in accordance with the school's curriculum framework.
- Monitor, evaluate and report on the quality of teaching and learning and classroom management standards
- The provision of suitably differentiated work to meet the individual needs of the students
- The curriculum planning and review cycle is maintained in accordance with the school's planning framework and policy
- On-going assessment of students' work and abilities through comprehensive record keeping based on the academy's agreed format
- Maintenance of good discipline in line with the academy's 'Restorative Approaches' policy
- Contribute, wherever appropriate, to the display, presentation and celebration of students' work
- Safeguarding and promoting the welfare of all students

### Wider responsibilities relating to whole academy issues and procedures

- Work for the positive development of the academy, in line with the 'Raising Achievement Plan'
- Attend staff meetings, curriculum forums or any other relevant meetings within the stipulated 1265 directed hours
- Take a share of supervisory duties as part of the weekly routine as necessary
- Take appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitors and colleagues, in accordance with the requirements and locally adopted policies: including taking responsibility for raising concerns with a manager

## **Specific responsibilities agreed between the Head Teacher and the Unqualified teacher**

In addition to the duties outlined in the School Teachers Pay and Conditions document currently in operation, or any subsequent legislation, you will be responsible for the following:

### **Teaching**

Teaching across a range of subject areas in line with the school curriculum

### **Staff development and support**

Taking part in and/or delivering INSET training throughout the academy, as appropriate

### **Links with parents, Local Authority and the wider community**

- Encourage full parental participation in the work, life and development of the school and make sure they are fully informed of their child's progress. To be available to deal with parental concerns and provide support where possible or refer to other professionals or agencies.
- Work co-operatively with the Governing Body and Trustees
- Liaise and co-ordinate with external agencies and other professionals

## Selection Criteria Unqualified Teacher

	<b>Essential</b>	<b>Desirable</b>
Professional Qualifications	Degree (if you are part way through a degree, please contact the school to discuss eligibility)	
Experience	<p>Successful experience of supporting students with SEN</p> <p>Evidence of strategies used in order to raise pupil achievement</p> <p>Experience of interactive teaching methods</p> <p>Evidence of differentiation of the curriculum</p>	<p>Experience of teaching, planning or assessing</p> <p>Effective involvement in school improvement planning and monitoring</p>
Professional Knowledge & Skills	<p>Knowledge and experience of developing a purposeful learning environment and using a range of strategies to promote good behaviour</p> <p>Respect for pupils' social, cultural, linguistic, religious and ethnic backgrounds with an understanding of how these may affect their learning</p> <p>Understanding the importance of team working with teaching assistants in maximising pupils' learning</p>	<p>Awareness of current initiatives, issues and legislation</p> <p>Knowledge and experience of applying a framework of curriculum planning which: includes long and short-term plans; requires learning objectives to be identified for classes, group and individuals; enables monitoring, assessment and recording of pupils' progress</p>
Personal Skills and Qualities	<p>Strong commitment to raising standards</p> <p>High expectations of self and others</p> <p>Ability to establish and maintain positive relationships, including with parents</p> <p>Ability to remain positive and enthusiastic, including when under pressure</p> <p>Good communication skills</p> <p>Effective computing skills</p> <p>A 'can do' attitude with values aligned with the school's values</p> <p>Aspiration to become a qualified special school teacher</p>	