

The **GALLERY** TRUST

A community of special schools



Northern House
Academy

Future Teacher Candidate Information Pack April 2024

Thank you for your interest in the post of Future Teacher at Northern House Academy.

Northern House Academy is a special school for primary age children who have Social, Emotional and Mental Health difficulties. We currently have 88 pupils on roll and all our pupils have an Education, Health and Care Plan (EHCP). Based in Summertown, Oxford, the Academy has 50 members of staff who are committed to improving the outcomes of our diverse and dynamic pupil community. Our learning community is based on respectful relationships with pupils, created through understanding of their special educational needs, commitment to restorative approaches, and by providing outstanding teaching and pastoral care. This is a warm and caring community, dedicated to equipping pupils with the skills and knowledge they need to live independent lives.

Northern House Academy 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 Northern House Academy. 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 pupils will be delighted to meet you!

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

Ricky Stevens
Headteacher

Bex Holmes
Head of School

Future Teacher
Salary: Unqualified Teacher Grade 4 £27,406 (+ 1SEN point)
To start September 2024

A teaching role at Northern House 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 Northern House 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.

If you are committed to enriching and improving the lives of young people with Special Educational Needs and Disabilities, if you would like to join a team which delivers an exciting and diverse curriculum which is not driven by the National Curriculum or exam outcomes, and if you want to work in a vibrant Special Academy – we want to hear from you.

Pupils are taught through a differentiated and bespoke curriculum designed to enhance academic and social development, with a strong emphasis on independence skills. The curriculum delivers a thematic, cyclical approach to provide a meaningful and interesting context for the development of basic skills, knowledge and understanding while providing the relevant National Curriculum requirements. Classes are grouped into stage, not age, allowing for innovative and creative approaches to teaching and learning and are taught predominantly by one class teacher, supported by additional class adults.

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 Northern House Academy, so that whomever is successfully appointed can build on their existing knowledge of supporting pupils 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.

Application Process

To apply for this post, please email an application form to applications@northernhouseacademy.co.uk. The application form and candidate information pack can be downloaded from our website or from The Gallery Trust website www.thegallerytrust.co.uk. If you are unable to download the application form, please call 01865 557 004 to request one.

Please submit your application form by **5pm Sunday 12th May 2024** to applications@northernhouseacademy.co.uk or 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 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.

Future 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 pupils 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 pupils
- Provide reports for annual EHCP reviews and annual reports
- Produce termly outcome plans for pupils
- The curriculum planning and review cycle is maintained in accordance with the school's planning framework and policy
- On-going assessment of pupils' 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 pupils' work
- Safeguarding and promoting the welfare of all pupils

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:

Class Teacher Responsibilities

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**

	Essential	Desirable
Professional Qualifications	Degree	
Experience	<p>Successful experience of supporting pupils 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>	