

The **GALLERY** TRUST

A community of special schools



SEND Teacher Candidate Information Pack 2024



Thank you for your interest in the post of Teacher at Mabel Prichard School.

Welcome to Mabel Prichard School. We are a community special school for children and young people with complex needs from the ages of 2 to 19.

At Mabel Prichard School, we believe in enabling every student to discover who they are and to realise their full potential. Our curriculum offers a broad range of opportunities to face challenge; develop independence; prepare for adulthood; discover the world around them; be safe and develop the skills and knowledge to lead a happy, positive and fulfilled life.

Through our strong caring ethos, we support students to respect their whole community, regardless of background, race, gender, faith and disability and to celebrate diversity, so they are able to develop skills of empathy and tolerance in their life ahead.

We believe education plays a pivotal role in developing as individuals, alongside the vital input from families and other professionals whom we enjoy working closely with. The purpose of the school is to create opportunities through education for each student to value themselves and each other; develop confidence; communicate their thoughts and ideas and to enjoy discovering their strengths to take forward in their life ahead.

Mabel Prichard 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.

Lucy Wawrzyniak
Executive Headteacher

SEND Teacher MPR/UPR +SEN1

Are you an inspirational, committed, dynamic teacher, seeking to join an equally exciting team? If so, Mabel Prichard School has an opportunity for you, we are seeking to appoint a Teacher of SEND to our team for September.

Our teachers work with multi-disciplinary teams, including speech and language therapists, physiotherapists and occupational therapists. We also work closely with the CAMHS (child and adult mental health services) to ensure all students have the support they need to learn.

At Mabel Prichard School, we believe in:

- **Motivating our pupils to learn throughout their lives.**
- **Preparing them for a meaningful adulthood.**
- **Encouraging success as individuals and as part of the community.**

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You will:

- Have experience of working with children with special educational needs in a specialist or mainstream setting
- Maybe have early years' experience.
- Be an excellent team player.
- Demonstrate a reflective, creative approach to teaching.
- Believe passionately all students should be offered every opportunity to reach their full potential.
- Want to take advantage of our excellent CPD and career development opportunities through the Gallery Trust
- Maybe have an interesting skill or talent to share with our students.

Although this role currently carries no leadership responsibility, the school is committed to developing individuals and there may be opportunities in the future to progress.

The possession of a criminal record will not necessarily prevent an applicant from obtaining this post. All cases are considered confidentially and according to the nature of the role and information disclosed “The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered ‘protected’. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website.”

We encourage anyone considering applying for the role to call to discuss the position.

For further information or to arrange a visit, which will very much encourage, please contact Lucy Wawrzyniak, Headteacher on 01865 777878 or email recruitment@mabelprichard.org

Application Process

To apply for this post, please download an application form and job pack from our website www.mabelprichard.org or from The Gallery Trust website www.thegallerytrust.co.uk.

Please submit your application form by 12pm Tuesday 14th May 2024 to recruitment@mabelprichard.org. Interviews to be held on Wednesday 22nd May 2024. 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.



The Mabel Prichard School curriculums are personal for all learners and are informed by three main Equals curriculums, pre-formal, informal and semi-formal. Some learners access aspects of the formal curriculum, where appropriate and there is a vocational pathway at post 16, focusing on preparing for either supported or independent work opportunities. The Early Years and KS1 learners are grouped according to need and are assessed using Development Matters and are then moved into a class according to their needs (see How We Assess on the website for details of the range of assessment tools used for each phase and curriculum).

Further information on the rationale and implementation of these curriculums can be found in the curriculum handbook and can also be shared on request.

The committed team at Mabel Prichard School includes class teachers, teaching assistants, higher level teaching assistants, pastoral support workers, lunchtime supervisors, welfare and personal care assistants, a school business manager and admin team, caretaker, cleaning team and safeguarding leads.

We are passionate about staff development and in addition to our weekly teacher development meetings and whole staff meetings, we offer a range of career development opportunities both within the school, the trust and beyond.

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

If you are interested in finding out more about joining our highly motivated, skilled and supportive teaching team at Mabel Prichard School, please contact Lucy Wawrzyniak, Head Teacher on 01865 777878 for an informal chat and visit



Teacher Job Description

Salary/Grade: MPS / UPR + SEN 1 Allowance

Responsible to: Senior Leadership Team

Review of Role: Annually at Appraisal meeting

Main Purpose of the Job:

To be responsible for the overall planning, teaching and running of the class, ensuring the engagement in learning and welfare of the pupils. As a Teacher, the education of students are the first concern. We welcome teachers who are committed to achieving the highest possible standard of work and conduct. You should act with honesty and integrity; have strong subject knowledge, keep your knowledge and skills as a teacher up-to-date and be reflective; forge positive professional relationships and work with parents in the best interest of your students.

Applicable Contract Terms and Duties:

To be performed in accordance with the provisions of the Schools Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the post holder's title and salary grade. The post is otherwise subject to the Conditions of Service of School Teachers in England and Wales (the "Burgundy Book"). This job description is to be read in conjunction with the National Professional Standards for Teachers as appropriate to the relevant level.

Aims and Objectives

- To uphold and work towards the school's vision and aims, supporting the school ethos and mission.
- To contribute to the development and review of school policies and then to uphold and work within the policies as agreed.
- To plan the curriculum, with colleagues, in line with school policy, to secure high quality learning for the students.
- To deliver the curriculum through a range of lessons designed to stimulate and motivate students' learning
- To evaluate and report on students' progress, feeding into planning for continued progress.
- To establish effective working relationships with others
- To make efficient use of resources
- *If TLR -To lead on improving outcomes in a subject throughout the school, monitoring and reporting progress and identifying areas for development.*

Key Tasks:

Planning

- Ensure that each school day is planned in advance, so that all class staff understand the needs of the learners throughout the day.
- Set stretching objectives for pupils' learning which are ambitious and relevant to each pupil's individual needs
- Plan, prepare and implement appropriate teaching programmes
- To include opportunities for appropriate inclusion, taking into account individual needs and objectives.

Teaching

- Demonstrate teaching skills which lead to learners achieving well relative to their prior attainment
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment
- Be flexible, creative and adept at designing and refining approaches to teaching that are well-matched to learning objectives
- Ensure that all the pupils receive motivating, effective and relevant learning opportunities which meet their individual needs as outlined in their EHCP and in accordance with the school's curriculum guidance.
- To plan and teach lessons with a child centred approach to learning
- Provide a learning environment for pupils that is appropriate to their needs and facilitates high levels of achievement.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework, in line with the school's behaviour policy.
- Facilitate enriching activities outside the classroom that enhance learning opportunities.
- Report to parents/carers about their son or daughter's work at least 3 times a year.
- Liaise with parents/carers; therapists; other schools; colleges and outside agencies
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

Standards and Achievement

- Provide an on-going assessment of the pupil's achievements and abilities, supporting this with robust and comprehensive record keeping, in line with the school's policy
- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

Professional Standards and Development

- Work with other professionals to meet the needs of pupils as appropriate, seeking guidance and support, delivering specialist programmes and providing effective feedback to secure the best possible provision
- Regularly reflect on own practice seeking continuous improvement

Leadership and Management

- Lead the class team, providing them with a positive role model and appropriate guidance to ensure that they support the delivery of high quality learning experiences to the pupils
- Develop class team's professional knowledge and skills through example, coaching and professional dialogue
- Have knowledge of and always follow the School's Health, Safety and Well-Being and Safeguarding policies, procedures and guidelines
- To be an active participant in a Learning and Teaching Team. This may include opportunities to lead in school improvement areas.

School responsibilities

- Provide training as agreed with the Headteacher that is relevant to experience, expertise and qualifications
- Take assemblies on a rota basis, as agreed

- Attend curriculum development meetings, and INSET on a regular basis
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Make a positive contribution to the wider life and ethos of the school and be an active team member
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- To monitor provision and practice for equal opportunities; race equality and related issues across the school
- Any other requirement of the Headteacher, analogous to the role of class teacher

This job description is not your contract of employment, or any part of it. It has been prepared for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed.

Additional Note Teachers in the Upper Pay Scale (UPS) can be expected to make a particular contribution to the development and improvement work of their Teaching & Learning Area team in line with statutory requirements to meet threshold standards. In particular teachers at UPS 1 / 2 / 3 will:

- Provide a model of high quality professional practice
- Make a distinctive contribution compared with MPS teachers
- Consistently provide at least a good quality of teaching and learning for students, with potential to develop outstanding practice
- Make a significant contribution to the improvement of work of the School

This is the current job description and is subject to annual review and may, after discussion with the teacher, be changed.

Person Specification Class Teacher

	ESSENTIAL	DESIRABLE
Professional Qualifications	<ul style="list-style-type: none"> • DfE recognised Qualified Teacher Status 	<ul style="list-style-type: none"> • Qualification specific to Special Educational Needs
Professional Experience and Knowledge	<ul style="list-style-type: none"> • Experience of teaching pupils with SLD, PMLD and/or ASC • Evidence of being a good / outstanding teacher • Evidence of a sound understanding of adapting learning to meet the needs of all learners. • Evidence of being involved in recent and relevant professional development relating to pupils with special needs • Ability to maximise the use of ICT for both teaching and professional duties • Evidence of having high standards of education for all pupils • Evidence of a commitment to personal and professional development • Demonstrate an awareness of current initiatives within education • Experience of using alternative means of communication such as SCERTS, PECS, visual timetables etc. • Evidence of a good understanding of the stages of child development • Respect for pupils social, cultural, linguistic, religious and ethnic backgrounds with an understanding of how these may affect their learning • 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 	<ul style="list-style-type: none"> • Experience of working in a community special school • Evidence of successful community integration and inclusion from PMLD and SLD learners • Evidence of contributing to the development and review of teaching and learning and the school policies
Skills and qualities	<ul style="list-style-type: none"> • Proven flexible and creative approach towards motivating children to learn • Excellent communication skills at all levels both verbal and written • Evidence of supporting the ethos, values and vision of your workplace. • Evidence of leading a team effectively, inspiring and motivating adults • The ability to work in a team 	<ul style="list-style-type: none"> • Being able to drive the school's minibus • Experience of using makaton signing • Knowledge and experience of one or more interventions suitable for learners with complex needs (e.g. TACPAC,

	<ul style="list-style-type: none"> • Evidence of developing effective relationships with others • Able to carry out manual handling programmes under the guidance of the therapists, or a willingness to learn • Evidence of a commitment to continuing professional development, particularly in relation to developing skills to support learners with complex needs. • Well-motivated, dedicated and able to manage time effectively • A proven commitment to working with parents/carers and other professionals as partners. • Motivation and resilience in challenging circumstances • Approachable member of staff • A commitment to equal opportunities • A commitment to safeguarding children 	<p>Attention Autism, Social Stories, Sensory Stories.)</p> <ul style="list-style-type: none"> • Desire to take on special projects and to further career.
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