

The **GALLERY TRUST**

A community of special schools



Northern House  
Academy

**Candidate Information Pack  
Teacher and  
Early Years Leader (TLR2)  
Northern House Academy**

**To start in September 2020 or  
January 2021**

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Northern House  
Academy

## About Northern House Academy

Northern House Academy provides education for students with a range of Special Educational Needs and Disabilities, including Autistic Spectrum Disorder, Social, Emotional and Mental Health Needs and Cognition and Learning Needs on its site in the outskirts of Oxford.

Northern House Academy joined The Gallery Trust on 1 February 2020 and is part of our growing community of special schools alongside Iffley Academy, Bardwell School, Orion Academy and Bloxham Grove Academy. Bloxham Grove is currently in the pre-opening stage and will open in January 2022.

All students have an Education, Health and Care Plan, which drives their educational provision.

Northern House Academy currently offers places to 86 students aged from 5 to 11 years. Students attend from throughout the county.

Students 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 innovative and creative approaches to teaching and learning, and are taught predominantly by one class teacher, supported by additional class adults. The Academy provides support for the social and emotional needs of students through a qualified and skilled therapeutic team, underpinned by a Trust pastoral support team. The offer to students is enhanced by additional specialist therapies and interventions.

The Ofsted report of 2019 found all categories considered by inspectors (Leadership and Management, Behaviour and Safety of students, Quality of Teaching, Achievement of students) to be “inadequate”. The interim leadership at the school are working successfully to make rapid improvements across all areas of the school.

## Aims and Values

We are committed to guiding and encouraging our children and young people towards reaching their full potential. We believe that each and every one of our unique learners has their own contribution to make to the life of the Academy, their family and their community, through:

- Engaging with a stimulating and challenging education of the highest quality within which they know that their achievements are valued
- Developing the ability to be independent and successful in adult life and the wider community
- Developing the ability to embrace change and the challenges this can bring
- Developing positive relationships and respect for one another
- Developing tolerance and understanding of individual needs
- Embarking on a journey of self discovery
- Engaging with the Academy's high expectations, positive attitudes and staff that have a passion for working with young people
- Supporting the Academy's safe and secure structure
- Embracing the exciting and innovative challenges and opportunities on offer

## Application process

Due to restrictions linked to Covid-19, school visits will not be possible.

To find out more information and to apply for this post, please email [recruitment@thegallerytrust.co.uk](mailto:recruitment@thegallerytrust.co.uk) or telephone 07572 235294 to request an application form and a job pack. You can also download an application form and job pack from our website:

<http://iffleyacademy.co.uk/vacancies/current-vacancies/>

Please submit your application form by 5pm on Sunday 28<sup>th</sup> June 2020 to [recruitment@thegallerytrust.co.uk](mailto:recruitment@thegallerytrust.co.uk). 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. The successful candidate will be subject to an Enhanced DBS check, Occupational Health check and a probationary period of 6 months. The Gallery Trust is an equal opportunities employer and we welcome applications from a range of ethnic backgrounds to represent diversity in line with our school community.

## About The Gallery Trust

The Gallery Trust is a Multi Academy Trust which is dedicated to improving outcomes for SEND learners in Oxfordshire. Formerly known as The Iffley Academy Trust, the driving force of the Trust is simple: it 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 currently has six member Academies: Orion Academy, Iffley Academy, Bardwell School, Northern House Academy, Bloxham Grove Academy (a new free special Academy scheduled to open in 2022 in North Oxfordshire), and a new free special Academy in Didcot also scheduled to open in 2022. Springfield Special School will join the Trust in July 2020 and Mabel Prichard School will join in November 2020. The Trust is also currently in formal negotiation with an additional special school which is keen to join in the next academic year. The Trust's vision is to build an organisation over the next ten years which includes converter academies, free schools and sponsored academies, which will meet the needs of all cohorts of SEND students in the county. All constituent academies will have the opportunity to share expertise across the Trust and work with peers who are specialists in SEND, sharing common aims and goals.

The Board of Trustees believes that by providing the support of a highly experienced Chief Executive Officer and a complementary offer of shared services, school leaders across the Trust will be empowered to focus on the standards of teaching and learning within their schools and in meeting the operational and strategic demands of running a complex organisation. The Trust is committed to investment in learning, developing leadership, working in partnership and with a shared vision, enabling all students to reach their full potential.



## Northern House Academy

### Job Description

#### Teacher 1.0 fte

Salary: MPS/UPS + SEN Allowance 1 (£2,209) or SEN 2 (£4,359) + TLR2 (£6,829)  
Full-time

**Responsible to: Head Teacher**

#### **Job Purpose:**

To advise and support the Head Teacher in providing vision, strategic direction, professional leadership and management to ensure high quality education for all students.

#### **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 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.

#### **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 academy'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
- Contribution, 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**

- Working for the positive development of the academy, in line with the Raising Achievement Plan
- Attending staff meetings, curriculum forums or any other relevant meetings within the stipulated 1265 directed hours
- Taking a share of supervisory duties as part of the weekly routine as necessary
- Taking appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitor 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 above teacher**

In addition to the duties outline 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 curriculum areas, including the role of tutor

#### **Staff development and support**

Delivering INSET training throughout the academy, as appropriate

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

- Encouraging 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.
- Working co-operatively with the Governing Body and Trustees
- Liaising and co-ordinating with external agencies and other professionals



**Northern House  
Academy**

**JOB DESCRIPTION - Early Years Leader TLR**

TLR2 (£6,829)

Full-time

**Job Purpose:**

The successful applicant will take the lead in implementing and adapting the school's curriculum offer for pupils in the Early Years of the school.

**Introduction:**

This job description describes in general terms the normal duties which the post holder 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 duties and responsibilities shown below will be under the reasonable direction of the Head Teacher. The Head 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. This 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.

The role is closely linked to the expansion and growth of Northern House Academy and our vision to create a nurturing environment for students starting at the school in Years 1 - 3 with a focus on replicating an Early Years Foundation Stage curriculum. Many of the children attending the academy will benefit from further opportunities to consolidate their Reception Years, from regular structured interventions to develop communication and interaction skills, and for regular 1:1 and small group structured play situations.

The post-holder part of the Extended Leadership Team and the successful applicant will play a key role in leading on embedding the Six Principles of Nurture throughout the school:

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication

- All behaviour is communication
- The importance of transition in children's lives

Please note 'Early Years' refers to the early years within Northern House Academy. We are planning on further developing and expanding our transition stage into the school, KS1 and lower KS2 provision. As detailed above, this role will oversee how principles that underpin early years practice can inform our approach with pupils throughout the school.

The job description involves:

### **Early Years Leader**

- To develop and implement a new curriculum model for Early Years provision at the academy
- To develop high quality teaching and learning in line with the Northern House Academy curriculum offer
- To monitor the quality of teaching and learning in the Early Years of the school and as pupils transition to new classes
- Provide support to teachers in the planning, delivery and development of the a new curriculum model
- Take responsibility for monitoring standards of curriculum planning and to advise on actions necessary to improve standards in all subjects throughout the academy
- Support teachers in designing and implementing innovative teaching programmes which meet the specific, individual educational needs of their cohort of learners
- Research new approaches and consider the implementation of new ideas to engage and inspire students and staff
- To continually review and update Early Years Foundation Stage within the curriculum at the academy
- Mentor and support colleagues in developing sound professional knowledge and understanding and professional skills in the delivery of the new curriculum
- To support teachers in improving learning across all subjects
- To support teachers in setting EHCP Outcomes and priority targets appropriate to each child's development needs
- To analyse pupil progress data and use this to inform the action plan
- To be aware of new curriculum initiatives and develop links with support and other outside agencies, advising other colleagues accordingly, e.g. development of INSET in consultation with the Trust Director of School Improvement and SEND, and leading staff meetings
- Take responsibility for producing strategic plans to feed into the academy's Raising Achievement Plan and evaluate and report on the plan when required
- Participate fully in Leadership Team meetings and report to the Rapid Improvement Board and Trustees

- To manage, evaluate and requisition materials and resources for the curriculum, within the appropriate budget and, working with the Head Teacher and Deputy Head Teacher, within other subject specific funding, as available
- To maintain an up-to-date list of resources and to coordinate the use of a suitable safe, tidy and efficient storage and retrieval system
- To be responsible for the preparation, implementation and regular review of any policy documentation for the curriculum, (i.e. policy statement/guidelines)
- To support colleagues in the production of curriculum policies
- To ensure there are clear and effective systems to baseline and track pupils' progress
- To Identify and implement key assessments to underpin the curriculum
- To continually improve staff knowledge, understanding and skills in how to develop pupils' skills in line with Development Matters (EYFS)
- To ensure families are provided with information to support their child's development at home

### **Enhancing the teaching of others**

The post holder will enhance the teaching of others within the area by enabling colleagues to:

- Develop subject knowledge and pedagogy
- Plan effectively, setting clear objectives that pupils understand and offer a variety of teaching strategies
- Challenge and inspire pupils, expecting the most of them, so as to deepen their knowledge and understanding
- Develop and improve technical competence in teaching basic skills
- Use methods which enable all pupils to learn effectively
- Manage pupils well and insist on high standards of behaviour
- Use home learning as appropriate to reinforce and/or extend what is learned in school
- Assess pupils' work thoroughly and use assessments to help encourage pupils to overcome difficulties

## **SELECTION CRITERIA**

### **Teacher and Early Years Leader**

MPS/UPS + SEN Allowance 1 (£2,209) or SEN 2 (£4,359) + TLR2 (£6,829)

Full-time

#### **Professional Qualifications**

- Qualified teacher status
- Relevant Professional qualification

#### **Experience**

- Successful teaching experience
- Planning for and teaching pupils with SEN
- Effective involvement in school improvement planning and monitoring
- Evidence of strategies developed for target setting and monitoring performance in order to raise pupil achievement
- Experience of interactive teaching methods
- Evidence of differentiation of the curriculum
- An excellent track record of teaching and/or leading within the Early Years Foundation Stage

#### **Professional knowledge and skills**

- Awareness of current initiatives, issues and legislation
- Experience of using ICT effectively
- Knowledge and experience of developing a purposeful learning environment and using a range of strategies to promote good behaviour
- Respect for pupils' social, cultural, linguistic, religious and ethnic backgrounds with an understanding of how these may affect their learning
- Understanding the role of teaching assistants in maximising pupils' 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

