



The **GALLERY TRUST**



A community of special schools

Teacher
Candidate Information
September 2020

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Welcome

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

Northern House Academy is a successful school with 89 children on roll.

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 seeking an inspirational and dynamic Teacher: a gifted practitioner who can meet the needs of this vibrant and diverse community.

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. The Trust's aim is to build a community of six to eight special schools over the next ten years.

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

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

Rebecca Holmes
Head of School

Teacher

Main or Upper Scale plus SEN 1 allowance. Teacher's pension scheme.

To start 1st January 2021

We are on the journey to become outstanding on a continuous journey of school improvement. We make respectful relationships with our students through our understanding of their special educational needs, thorough 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 skills and knowledge they need to succeed.

The role of the Teacher involves leading a class in education, behavior and welfare to get the best possible outcomes for each child. You will have a good understanding of the national curriculum, how to create a climate for success and how to support pupils with special educational needs and disabilities to learn and develop. You will have at least two years' experience in teaching. You will also demonstrate 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 the opportunity you are looking for. In return for your contribution to our team, you will work in an environment, which is innovative and in a role which is rewarding and fulfilling. We will provide you with induction and training.

Application process

To apply for this post, please email applications@northernhouseacademy.co.uk or telephone 01865 557004 to request an application form and a job pack. You can also download an application form and job pack from our website: www.northernhouseacademy.co.uk

Please submit your application form by 5pm on Sunday 27th September 2020 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. 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: Iffley Academy, Bardwell School, Orion Academy, Northern House Academy, Springfield Academy and Bloxham Grove Academy, a new free special Academy scheduled to open in 2022 in North Oxfordshire. We will also be joined by Mabel Pritchard School on 1st November 2020 and have recently announced a new Academy to open in Didcot. The Trust's vision is to build an organisation over the next ten years which includes converter academies, free schools and sponsored academies, and 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 Trust is committed to investment in learning, developing leadership, working in partnership and through a shared vision, enabling all students to reach their full potential.



JOB DESCRIPTION

Teacher

INTRODUCTION

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

The performance of all the duties and responsibilities shown below will be under the responsible direction of the Head of School, or other Senior Manager as appropriate, who will be mindful of his/her 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 school's Grievance Procedure will be used to resolve any dispute arising out of the job description. Other relevant policies may include the County Council's Stress at Work Policy and the Dignity at Work Policy.

GENERAL DUTIES/RESPONSIBILITIES

You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and conditions Document currently in operation, or any subsequent legislation.

To take appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally-adopted policies; including taking responsibly for raising concerns with an appropriate manager.

To take appropriate responsibility for promoting and safeguarding the welfare of children and young persons for whom you are responsible, or with whom you come into contact.

GENERAL DESCRIPTION OF THE POST

To be an effective professional who demonstrates thorough curriculum Knowledge, can teach and assess effectively, takes responsibility for Professional Development and has pupils who achieve well.

CORE REQUIREMENTS OF THE POST

In fulfilling the requirement of the post, the teacher will demonstrate essential professional characteristics and in particular will:

- Inspire trust and confidence in pupils and colleagues
- Build team commitment with colleagues and in the classroom
- Engage and motivate pupils
- Demonstrate analytical thinking
- Improve the quality of pupil learning
- Be able to liaise with professionals in other agencies
- UPS3 teachers must impact and support whole school learning and development

PUPIL PROGRESS

Demonstrate appropriate consistent progress:

- For the majority of pupils
- Across all teaching areas

- Across all spectrums of background, ability and behaviour
- That compares favourably with pupils in similar settings
- Use performance data and incident data to evaluate pupils' progress and set appropriate targets for improvement
- Use assessment to inform planning and teaching

PROFESSIONAL PRACTICE

- Maintain an up to date knowledge of good practice in teaching techniques
- To use positive physical intervention techniques and restorative measures as required
- Take account of wider strategies including National ones in all teaching and curriculum developments
- Use knowledge of pupils' learning needs to inform choice of teaching strategy
- Communicate learning objectives
- Effectively use homework and other extra-curricular learning opportunities
- Positively target and support individual learning and behavioural needs
- Maintain high levels of behaviour and discipline
- Make best use of all resources
- Undertake professional development to enhance teaching and pupils' learning and apply outcomes and identify impact, sharing outcomes with colleagues
- Take responsibility for professional learning

CONTRIBUTE TO THE ETHOS AND PRIORITIES OF THE SCHOOL

- Contribute to school improvement and development planning and promote the learning priorities of the school development plan
- Contribute to the development and/or implementation of school policies
- Use the Performance Management Process to advance pupil learning and enhance professional practice in line with the school's aspirations and priorities
- Have lead responsibility for a subject or aspect of the whole school's work and develop plans which identify clear targets and success criteria for its development.
- Promote the wider aspirations and values of the school

This list of duties is not exhaustive. The post holder will be expected to adopt a flexible attitude to the duties which may have to be varied subject to the needs of the school and in keeping with the general profile of the post.

PERSON SPECIFICATION

Key Criteria	Essential	Desirable
Professional Qualifications	Qualified Teacher Status	
	Relevant degree or equivalent qualifications.	Further study/qualification in SEN
Experience	Experience of working with children with SEN	Experience of working with children with SEMH and/or Autism
	Successful teaching experience in Key Stages 1 or 2 for 2+ Years	3
	Experience of providing pastoral care for pupils	Experience of production/use of IEPs and Individual Behaviour Plans
	Knowledge and experience of setting, monitoring and evaluating targets	Evidence of building links with parents, outside agencies, other schools and the wider community
Professional knowledge and skills	Up to date subject knowledge of current curriculum developments	
	Knowledge of safeguarding policies and procedures	
	Awareness of Every Child Matters agenda and fundamental British Values	
	Knowledge and experience of developing a purposeful learning environment and using strategies to promote good behaviour	
	Respect for pupils' social, cultural, religious and ethnic backgrounds with an understanding of how these may affect their learning	
Competence summary	Excellent organisational and time management skills	Willingness to teach across complete ability and age range
	Experience of taking an active role in all aspects of school life	Commitment to keeping everyone safe
	Good knowledge and understanding of ICT	
Personal Skills	Sense of humour	
	Committed to providing a high standard of education for all pupils	
	Enjoy working as part of a team	Can lead others in improving current practice
	An assertive and commanding classroom presence	
Professional Development	Evidence of commitment to personal professional development	Ability to cascade useful skills obtained through own training to other staff