



The **GALLERY TRUST**



A community of special schools

Teacher  
Candidate Information  
December 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. .

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 1<sup>st</sup> January 2021 or as soon as possible**

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](mailto: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](http://www.northernhouseacademy.co.uk)

Please submit your application form by 5pm on Sunday 13<sup>th</sup> December 2020 to [applications@northernhouseacademy.co.uk](mailto: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 successful Multi Academy Trust based in Oxfordshire, and is an exempt charity and a limited company. The Trust's charitable objectives are focused on providing outstanding education and support for young people with special needs and disabilities. The Trust has a strong vision and values and is dedicated to:

- 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 largest SEND Trust in the county, there are 430 staff working for the MAT within 10 establishments:

- Iffley Academy, Oxford
- Bardwell School, Bicester
- Orion Academy, Oxford
- Northern House Academy, Oxford
- Springfield School, Witney
- Mabel Prichard School, Oxford
- Bloxham Grove Academy, Bloxham (in pre-opening phase, to open 2022)
- Didcot School (in pre-opening phase, to open 2023/2024)
- The Gallery@Longford Park
- The Grove@Longford Park

Further expansion is anticipated over the next 3 years.

The Trust is an established voice of SEND in Oxfordshire, and works strategically with Oxfordshire County Council, the Department for Education and the Regional Schools Commissioner to meet the demand for special school places in Oxfordshire. The Trust is funded by the Department for Education, with additional SEND funding provided by Oxfordshire County Council.

The Trust has an executive team which comprises of Director of Schools, Chief Operating Officer and Director of Development reporting to the Chief Executive Officer. The Chief Operating Officer manages the Business Services team which provides the full range of back office services to schools, including Finance, Audit, Risk management, Estates, ICT, and Health and Safety. The School Improvement team is managed by the Director of Schools. The Chief Executive Officer performs the role of Accounting Officer and reports to the Board of Trustees.

## **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**

<b>Key Criteria</b>	<b>Essential</b>	<b>Desirable</b>
<b>Professional Qualifications</b>	Qualified Teacher Status	
	Relevant degree or equivalent qualifications.	Further study/qualification in SEN
<b>Experience</b>	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
<b>Professional knowledge and skills</b>	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	
<b>Competence summary</b>	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	
<b>Personal Skills</b>	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	
<b>Professional Development</b>	Evidence of commitment to personal professional development	Ability to cascade useful skills obtained through own training to other staff