

Vacancy: Teaching Assistant

Northern House School (Oxford)

January 2018

Northern
House
School



Believe, Achieve, Succeed

Vacancy: Teaching Assistant

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Dear Applicant,

Thank you for your enquiry regarding the above position. This post is offered as a permanent contract.

Applicants are asked to provide a completed application form (detailing any gaps in employment), a CV, accompanied by a covering letter of no more than 2 A4 pages, Arial Font 11. In your covering letter tell us:

- What has prepared you for this role?
- Why you want to join our Trust and school?
- What do you think you can bring to the school and the classroom?
- Why do you think an effective TA is so important in a classroom environment?

The school is at an exciting phase in its history, during the past few years it has led on the development of the Trust and is the sponsor school of Northern House School (Wokingham) and Northern House School (City of Wolverhampton).

If you would like more information, or if you would like a tour of the school, please get in touch. It is important for potential employees to fully understand our culture and ethos 'at work'. I hope you will be interested in taking your initial enquiries further and look forward to receiving your completed application form, equal opportunities statement, cover letter, additional supporting statement and CV. Please ensure your covering letter and supporting statement address the person specification and your reasons for applying for the post.

Applications by email are encouraged and must be sent to jobs@northernhouse.org.uk by **noon on 19.2.2018**. Interviews will be held week commencing 26.2.2018. The closing date may be flexible if we receive a large number of applications. Unfortunately we are only able to offer feedback to short-listed candidates.

Yours faithfully,

Jonathan Willis
Head teacher

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Our school motto is 'Believe, Achieve, Succeed' and nowhere more can this be seen than at our flagship 'outstanding' school in Oxford.

It has a long history of being an educational establishment for pupils with special and additional needs dating back to 1840. Northern House School officially opened in 1938 to provide classes for 'disturbed or maladjusted children who were not of subnormal intelligence'.

Since 1938 the school has continued to grow in terms of size and rationale, but has continued to build relationships with external agencies, based on the legacy started in 1940, when the Educational Guidance Clinic from Bury Knowle was co-located. This was followed in 1958 when the staff of The Park Hospital School moved to the site, until their departure in 1971. In 1972 there were 43 pupils on roll. This increased to 53 in 1963 and to 86 now.

The school has seen much change recently. In 2004 it added to its listed main house and stable block, built around 1824. In 2004 a new hall and two classrooms were built to increase capacity. In 2011 the current Prime Minister opened a two storey block, providing accommodation of five classrooms, a library, a SEN base, a music room and a purpose built food technology room. This development has provided pupils with a spacious, bespoke learning environment as well as enabling us to further enhance our respected Integration and Outreach provision.

Northern House School (Oxford) is renowned for its expertise in the management and support of pupils with Emotional and Social Difficulties, as demonstrated by our successive 'Outstanding' Ofsted ratings.



This acclaim led to its successful application to become an Academy in 2012. The Department for Education quickly encouraged us to open a second school in Solihull, and a third in Wolverhampton.

Many of our pupils also have additional needs, often due to the co-morbidity of related medical conditions. Additional needs presented include Autistic Spectrum Disorder (ASD) including Asperger's Syndrome, Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD) including dyslexia and dyspraxia and Speech, Language and Communication Needs (SLCN). Some pupils have medical conditions such as Attention Deficit Hyperactivity Disorder (ADHD) requiring medication, visual and hearing impairments and physical conditions requiring assistance with personal care.

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All pupils at Northern House School have a Statement of Special Educational Needs or an Education, Health and Care Plan (EHC) and are admitted following close consultation with the referring local authorities.



Pupils are taught in groups of around eight by an allocated class teacher and assistant.

Before attending our school, many pupils have experienced 'failure' in a conventional mainstream setting, often resulting in attainment below the national expectations and significant self-esteem and confidence issues. At Northern House School (City of Wolverhampton) we aim to nurture pupils by building trusting relationships, enabling pupils to feel valued and to develop self worth, raising self-esteem and supporting them to engage with learning, leading to achievement and experiencing success.

Our main focus rests on supporting all pupils, regardless of their starting points to reach their academic, emotional and social potential – we want pupils to be the best they can be, enabling them to move on and become a functioning member of society. This is achieved by challenging pupils and staff to take the next step in their personal development.

It is also common for our pupils to arrive with limited and underdeveloped skills due to missed opportunities and challenging behaviour acting as a barrier to learning. At Northern House School (Oxford), pupils are valued as individuals and time is taken to identify learning styles and to understand the needs of the child. This approach allows us to identify activities and learning opportunities to close the gap and to move children along their educational journey.

Our school is a successful and happy one, where pupils feel valued and learn to take responsibility for themselves and others. We are blessed with children of many different age groups.

This lead sponsor school truly advocates our moto "Believe, Achieve, Succeed"



Remuneration

- Pay Grade 6
- The salary for the post will be on the NJC Pay and Conditions.

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- Full time equivalent salary starting from £18,070, Actual Starting Salary £12,711
- The position is a term time only, with occasional days required either side of the holidays.
- A pension is also provided (**LGPS**).

Additional Benefits

Local Government Pension Scheme

Following a successful probation period access to an array of some of the best discretionary employee benefits that any school or Trust offers,

- Employer paid Health Cash Plan, which provides money back on a range of wellbeing and health items, such as Dental Surgery, Opticians, Physiotherapy and Chiropody.
- Employee Assistance Programme
- Discounted Family Shopping Scheme
- Salary Sacrifice Mobile Phone Scheme
- Salary Sacrifice Cancer Screening
- Child Care Vouchers
- Cycle to Work
- Salary Sacrifice Will Writing
- Salary Sacrifice Gourmet Society

The Application Process

The closing date for applications is **Monday 19th February 2018 @ 12.00pm**.

Interviews will take place week commencing 26th February 2018.

The closing date may be flexible if we receive a large number of applications.

Ideal start date is ASAP.

Applicants are asked to provide a completed application form (detailing any gaps in employment), a CV, accompanied by a covering letter of no more than 2 A4 pages, Arial Font 11. In your covering letter tell us,

- What has prepared you for this role?
- Why you want to join our Trust and school?
- What do you think you can bring to the school and the classroom?
- Why do you think an effective TA is so important in a classroom environment?

Applicants must provide a minimum of two references, one of which must be their current employer (or most recent permanent employer if not in permanent work). The reference must be someone of a senior nature (normally Head Teacher in case of someone working in a school presently).

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The school will then shortlist applications based on the Job Specification provided.

Candidates will be called for interview. During the interview candidates will be required to bring with them a range of Identification, as required under Safer Recruitment and Right to Work. Proof of qualifications will also be required.

For an application pack please download it from our Trusts website (www.northernhouse.org.uk).

Once you have completed your application please email Jobs@northernhouse.org.uk

Safeguarding

Northern House School Academy Trust is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

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All applicants will be subject to a rigorous, Enhanced Disclosure and Barring Service (DBS) check and all references obtained will be checked for authenticity and accuracy.

We are an Equal Opportunities employer and welcome applications from all members of the community.

Information for Job Applicants - Safeguarding of Vulnerable Groups, including children

Please read this important information if the post for which you are applying is classed as Regulated Activity with regard to working or having contact with Vulnerable Groups, including Children.

1. Exemption Orders to the Rehabilitation of Offenders Act 1974 permit us to ask you to tell us about all convictions or cautions on your application form. You are obliged to tell us.

2. Under the Disclosure & Barring Service Scheme, we will need to check that you are not barred from working or having contact with Vulnerable Groups, including Children (according to the post).

Currently we will discover this from an application by you for an Enhanced DBS check for Regulated Activity, which we will arrange for you.

3. As we have children under the age of 8 on site, we will also check that you have not been barred from working with young children due to the 'disqualification by association' legislation which is set out in the DFE's 'Keeping children safe in education' guidance

4. If you are already barred from working with either Children or Vulnerable Groups, we cannot by law employ you for this post, and you will commit an offence by making an application.

5. If you are not barred, a criminal record will not automatically bar you from employment, but you may be required to attend a meeting with a Senior Officer to discuss the details of your record.

6. All information provided by you and the DBS Disclosure, will be kept secure and only made available to persons who need to view it for employment purposes. It will be destroyed after use. We will comply with the DBS Code of Conduct relating to storage and security of all Disclosure information.

Job Advert

An excellent opportunity has arisen at our lead outstanding school in Oxford, that caters for, educates and nurtures children with Social, Emotional and Mental Health difficulties (SEMH).

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The successful candidate will demonstrate confidence, the ability to communicate well with others and willingness to work flexibly to meet the requirements of the post.

In summary the successful candidate will:

- Be committed to making a difference to the future of our pupils.
- Be able and willing 'to do'
- Motivate individuals to perform effectively
- Work in close partnership with staff, parents and other professionals
- Be a team player, with an ability to on your feet, be flexible in your approach to the role and have a good sense of humour

In return, the successful applicant will receive:

- A salary starting from £12,711
- Local Government Pension Scheme
- Following a successful probation period access to an array of some of the best discretionary employee benefits that any school or Trust offers,
 - Employer paid Health Cash Plan, which provides money back on a range of wellbeing and health items, such as Dental Surgery, Opticians, Physiotherapy and Chiropody.
 - Employee Assistance Programme
 - Discounted Family Shopping Scheme
 - Salary Sacrifice Mobile Phone Scheme
 - Salary Sacrifice Cancer Screening
 - Child Care Vouchers
 - Cycle to Work
 - Salary Sacrifice Will Writing
 - Salary Sacrifice Gourmet Society

Further Information

For a further discussion about the position please contact Jonathan Willis (Headteacher) on 01865 557 004.

We would also encourage potential applicants to contact and visit the school prior to the closing date. To arrange a visit please contact Julie Moloney (Pupil Administrator) on 01865 557 004

Northern House School is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

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JOB DESCRIPTION

Job Title	Teaching Assistant
Band/Job Group	Grade 6
Hours/Week	31.25
Special Conditions	Term Time Only
School	Northern House – Oxford

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Responsible to	Head Teacher / Deputy Headteacher
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Job Summary

- To provide classroom support to pupils under the direction of the teacher.
- To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes.
- To enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.
- To drive and/or escort minibuses to provide transport of pupils to and from their homes or any other reasonable location (if applicable)

Additional duties and responsibilities

Support to Pupils

- Clarify and explain instructions
- To facilitate the pupils development and skills in the use of resources including IT.
- Motivate and encourage pupils to interact with others and engage in teacher led activities
- Assisting pupils with dress/ changing for activities/ personal hygiene.
- To support individual/group work across the curriculum to raise levels of achievement.
- Care and welfare of pupils to include toileting and feeding as required.
- Specialist support to pupils in line with a Statement of Special Needs or planned provision (IEP/IBP) and Personal Care Plans.
- Where appropriate taking charge of a group or class in an emergency situation under the direction and control of the Head Teacher, or other designated member of staff, for a period not greater than one working day.

Support to School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Undertake a period of duty during the school lunch break, subject to being given a reasonable rest period
- Contact and links with those with parental responsibility during the working day, as part of the normal consultative and educational process.
- To contribute to the development of, and maintain school policies and procedures.
- Preparation of rooms, equipment and displays.
- Maintain school routine.
- To promote high standards of behaviour throughout school in accordance with Behaviour, Attendance and Bullying Policy.
- Support ethos of school.

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- Maintenance of safe environment.
- Liaise (under direction of the class teacher) with parents about transport arrangements and pupil behaviour.
- Assist with the supervision of pupils out of lesson time, including before and after school and break times.

Support to Teachers

- Contact with parents as part of normal constructive, consultative and educational process, e.g. parents evenings.
- To deliver pre-planned programmes of work.
- Planning and organisation of activities for children and support to teachers in the completion of assessment and other pupil records.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, difficulties etc.
- Promote pupils good behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils work.

- To assist the teacher with supervision of pupils on educational visits.
- Keeping materials and equipment in tidy/safe manner.
- Liaison with teachers and other staff to obtain, exchange and record information on pupils in accordance with school policy.
- Support the supervision of individuals/groups of pupils.
- Provide clerical/admin support, e.g. photocopying, typing, filing etc.

Support with Curriculum

- To contribute to the development of curriculum policies.
- To assist in the teaching of the curriculum.
- Support teachers in the assessment and monitoring of pupils, in accordance with school policy.
- Contribute to development of school policies and procedures as part of Key Stage team.
- To support individual/ group work across the curriculum to raise levels of achievement and to respond appropriately to pupils.
- Participation in working groups on curriculum matters.
- Contribute to curriculum development as part of training days and at any ongoing review meetings.
- Involvement in planning meetings, where appropriate.
- Attendance at staff meetings and appropriate training sessions as required.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

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- In consultation with teachers/senior managers, liaise with parents about transport arrangements and pupil behaviour.
- Development and preparation of curriculum materials.
- Support the use of ICT in learning activities and develop pupils' competence.
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertake programmes linked to local and national learning strategies, e.g. literacy, numeracy.

Contribute to the ethos and priorities of the school

- Contribute to school improvement and development planning and promote the learning priorities of the SIP
- 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
- Promote the wider aspirations and value of the school

Driving

- Ensure that any vehicle that is allocated to the post holder is kept in a clean condition, both externally and internally.
- Ensure that, at all times, vehicles driver are roadworthy and comply in all respects with the law. To report all faults in the prescribed manner and co-operate in ensuring that servicing, repairs and maintenance are carried out effectively, as specified by Fleet Management.
- Maintain mileage and vehicle defect records and provide returns relating to the use of vehicles driven.

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.

It is your responsibility to carry out your duties in line with the Trust's policy on equality and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. You should act as an exemplar on these issues and should identify and monitor training for yourself and any employees for whom you are responsible, in line with this policy and the Equality Act 2010.

Such other duties as may be appropriate to achieve the objectives of the post to assist the school in the fulfilment of its objectives commensurate with the post holder's salary grade, abilities and aptitudes.

The post holder must at all times carry out his/her responsibilities with due regard to the Trusts policy, organisation and arrangements for Health and Safety at Work.

Any variations to the job are a common occurrence and cannot of themselves justify a reason for a reconsideration of the grading of the job.

The post holder must ensure they are aware of all other policies and procedures, in particular those surrounding safeguarding of children.

The post holder must ensure they keep up to date of policies and procedures in relation to safeguarding of children and bring highlight any concerns to the relevant individual/agency any concerns that relate to the safeguarding of children, whether in school or out of school.

The post must ensure they maintain the strictest confidentiality in relation to any stakeholders of the Trust.

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Signed..... Head Teacher

Signed..... Job Holder

Date.....

PERSONNEL SPECIFICATION

Job Title	Assistant Teacher
Band/Job Group	Grade 6
Hours/Weeks	31.25 hrs per week, term time only
School	Northern House – Oxford
Responsible to	Head Teacher

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Sickness Absence and Disability	<p>A good attendance and punctuality record.</p> <p>Any absences relating to a disability or any other incapacity will be viewed sympathetically and will be considered if fully explained. Due regard will be made to the need to make reasonable adjustments in line with the requirements of the Equality Act 2010. (This information will be obtained from successful candidate after conditional offer of employment has been made).</p>
Qualifications, Knowledge and Skills	<ul style="list-style-type: none"> • NVQ Level 3 in Childcare, BTEC or NNEB (or equivalent) • Literate and numerate. • Able to communicate well with others. • Ability to use IT technology
Experience	<ul style="list-style-type: none"> • Experience of working with Primary/Secondary children with Social, Emotional and Mental Health (SEMH) • Knowledge and understanding of Equal Opportunities • Knowledge of Health and Safety issues • Knowledge and understanding of the Children Act • Minibus driver
Training	<ul style="list-style-type: none"> • Willing to attend relevant training. • Demonstrate willingness to take advantage of CPD
Special Knowledge	<ul style="list-style-type: none"> • An understanding of child development and appropriate levels of childcare
Circumstances	<ul style="list-style-type: none"> • Ability to work when the school is open (Term Time working) • Willingness to work flexibly to meet the requirements of the post
Disposition	<ul style="list-style-type: none"> • Will make things happen, operates with resilience, flexibility and integrity • Shares and listens to information, opinions and ideas, using a range of effective approaches. • Ability to motivate individuals to perform effectively • Awareness of and respect for, the needs of the individual child and their families, including multi-cultural and inclusive practices. • Willingness to work in close partnership with staff, parents and other professionals. • Empathy with children/parents who are experiencing difficulties. • Flexible approach to people and situations. • A sense of humour. • Confident.
Legal Requirements	Enhanced DBS Check for Regulated Activity