

Vacancy: Teacher
Northern House School (Oxford)

Date: May 2018

Northern
House
School



Believe, Achieve, Succeed

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Dear Applicant,

Thank you for your enquiry regarding the above position. This post is permanent to start in September 2018.

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 Teacher is so important in a classroom environment?
- UPS3 teachers also need to demonstrate evidence of their whole school impact

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 (Solihull) 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 & hbarstow@northernhouse.org.uk by 12noon on Friday 4th May. Interviews will be held week commencing 14th May 2018. Unfortunately we are only able to offer feedback to short-listed candidates.

Yours faithfully,

Jonathan Willis
Head teacher

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Northern House School (Oxford)

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 2012 the ex-Prime Minister, David Cameron, 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

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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.

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 motto "Believe, Achieve, Succeed"



Remuneration

- Main/ Upper teacher scale
- SEN allowance
- A pension is also provided.

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 **Friday 4th May 2018**.

Interviews will take place week commencing 14th May 2018.

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 Teacher is so important in a classroom environment?
- UPS3 teachers also need to demonstrate evidence of their whole school impact

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 hbarstow@northernhouse.org.uk & 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.

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

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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.

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 Helen Barstow (School Business Manager) on 01865 557 004

JOB DESCRIPTION

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 Teacher, 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

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- 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 as required
- Know subject(s) or specialism(s) to enable effective teaching
- 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 and 2	3 Years + teaching experience
	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