



**The Henry Box School**  
Founded 1660

# **RECRUITMENT PACK**

**Maternity Cover**

**Intervention Teacher - Maths**

**12 months Fixed Term**

**MPR/UPR**

**£32,916 to £51,812**

**Closing date: 5th January 2026 at 9am**

**Start Date: 13th April 2026**



# The Henry Box School

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## Introduction from the Headteacher

The Henry Box School is an exciting place to work and learn. We are committed to providing education that transforms lives and we are ambitious in our pursuit of excellence. We are the leading school in our 'home grown' Trust.

This is a hugely exciting time for our family of schools as we are presented with a rare opportunity to make a real difference to the lives and life chances of so many young people. Our vision is to enable individual schools to flourish whilst remaining integral to the communities they serve.

## Our approach

To join The Henry Box School is to join a family – staff and pupils who have the courage to do things differently, if that is what it takes.





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Here we think deeply about how we can have the biggest impact on pupils. In a world where the algorithms of life give us more of the same, we believe education has the role to give children something different. We continually ask ourselves the following five questions:

- Are we securing equity?
- Is our leadership driving school improvement?
- Is our curriculum irresistible?
- Are we research informed?
- Are we deploying resources effectively?

All schools in our Trust have a culture of compassion underpinned by high expectations and understanding. We have three rules: ready, respectful, and safe. We are a truly inclusive organization and passionately believe that every child has a right to mainstream education.

## Our curriculum principles

We aim to ensure that all our children have access to a 'box set' knowledge curriculum that builds students' schemata. We work on the understanding that the best type of feedback is in the moment and/or in the next lesson; feedback must be a medical, not a Post-mortem.

We limit our interventions to the ones that are evidence based and enable our students to access the curriculum. Our curriculum is learnt, not experienced and we work hard to ensure a challenging curriculum is available for all. Our curriculum principles are clear: we aim to make sure our curriculum:

- is ambitious and designed to give **all** learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life.
- extends beyond the academic by providing opportunities to develop and discover their interests and talents. Learners are supported to develop their character and help them to know how to keep physically and mentally healthy – including resilience, confidence, and independence.
- prepares learners for life in modern Britain, equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values.
- all learners will develop their understanding and appreciation of diversity, celebrating what we have in common and promoting respect.
- is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning. Assessment is used to help learners to embed and use knowledge fluently, to check understanding and to inform teaching.
- has a rigorous approach to the teaching of reading, writing and oracy that develops learners' confidence and enjoyment of learning.
- provides a range of opportunities to ignite a passion for.



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## Professional Development

We work hard to reduce bureaucracy and keep after school commitments and meetings to a minimum. Teachers in their second year of teaching are entitled to the OLEVI 'Improving Teacher Programme' and in their fourth year the 'Outstanding Teacher Programme,' whilst leaders complete the 'Outstanding Leadership of Education' Programme.

In a nutshell, whatever your career stage, you will have access to high quality professional development and a sensible approach to appraisal, based on action research and supporting each other to be even better. All staff also have access to our professional development library which houses over one hundred and fifty titles.

The Henry Box School is committed to promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The appointment will be subject to enhanced DBS clearance, satisfactory references, and other relevant pre-employment checks.

All staff at The Henry Box School have a responsibility to co-operate with and follow all Health and Safety requirements in accordance with the school Health and Safety Policy.

If you are interested in working in a forward-thinking organisation, then Henry Box could well be the place for you.

**Wendy Hemmingsley**  
**Headteacher**



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## The opportunity

**Position: Intervention Teacher (Maths) 12 months Fixed Term Contract**

**Working Hours: Full**

**Required: 13th April 2026**

We are seeking to appoint a well-qualified, energetic, creative, and enthusiastic highly skilled Intervention Teacher to a maternity contract vacancy at The Henry Box School. Part time hours may be considered for the right candidate.

We are a successful 11-18 comprehensive school, on a historic site in Witney. Applications are welcome from ECTs or experienced teachers. We are also open to applications from applicants wanting part time hours as we could make a number of part time appointments to make up the full-time role.

The post is at based at The Henry Box School but, if you're ambitious and career minded, opportunities will become available across the Trust for the right person.

We are looking for candidates who are committed to the development of both the subject and the department. The successful candidate should be able to inspire and motivate students as well as have the ability to work well as part of a lively and professional team.







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## About the Role

The Inclusion Faculty is made based at the heart of our school. We have a team of 4 specialist teachers who deliver a range of interventions covering literacy, numeracy, EAL and our enhanced pathway. Each of these teachers has their own SEND case load and works as an Assistant SENDCO to support our School Leader: Inclusion and House Leaders in meeting the needs of our students.

We believe that students with SEND should be supported with a 'built in not bolt on' approach. So, our specialist teachers' provision is embedded within subjects and the timetable meaning that numeracy and literacy interventions are not based withdrawal.

The interventions delivered by the Inclusion Team include White Rose Maths, Maths Mastery, Read Write Inc Fresh Start, targeted literacy support, EBSA and ELSA. We also work closely with SEND advisory services to implement strategies to meet the needs of a range of students.

With a strong focus on **mathematics**, you will design, deliver, and assess high-quality interventions to help students who have fallen behind. This includes working closely with those with **Special Educational Needs and Disabilities (SEND)** and other vulnerable students. You will play a key role in ensuring these learners gain confidence, make progress, and successfully access the curriculum. This role is ideal for teachers with **primary or secondary experience**, particularly those who are skilled in adapting learning strategies to meet individual needs.

## Key Responsibilities

- Plan and deliver **engaging, targeted intervention sessions** in maths and other subjects as needed.
- Work **one-on-one and in small groups** to provide bespoke learning support.
- Adapt teaching strategies to aid **Year 6 to Year 7 transition**, collaborating with primary SEND teams.
- Develop expertise in **SEND best practices, advisory services, and external agency support**.
- Track student progress, assess needs, and provide clear reports to colleagues and parents.
- Liaise with **subject leaders, teachers, and external professionals** to ensure interventions align with curriculum objectives.
- Support **classroom teachers** in embedding inclusive teaching strategies.
- Act as **one of four Assistant SENDCOs**, supporting students with additional needs within a House system.

## What We are Looking For

We are seeking a dedicated and compassionate teacher who is:

- **Qualified** (QTS or equivalent) or highly experienced in teaching and interventions.
- Experienced in **working with SEND students** and delivering targeted interventions.
- Passionate about **inclusive education** and committed to student success.
- Skilled in **Edukey Provision Map software**, assessment tools, and tracking systems.
- **Collaborative**, with the ability to work effectively with staff, students, and families.
- Organised, adaptable, and able to balance multiple priorities effectively.

## Desirable Experience



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- Additional **SEND qualifications or training** (e.g., Speech and Language, Autism, Dyslexia support).
- Experience in **EAL assessment and curriculum planning**.
- Familiarity with **therapeutic approaches and behaviour support strategies**.

## Health & Safety

All staff at The Henry Box School have a responsibility to co-operate with and follow all Health and Safety requirements in accordance with the school Health and Safety Policy.

## Job Description: Teacher (MPR and UPR)

**Post Title:** Intervention Teacher

**Purpose:** To raise standards of attainment and achievement of learners

**Reporting to:** Faculty Leader and Assistant Faculty Leader where appropriate

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. 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.

**Liaising with:** School Leaders, Faculty Leaders, House Leaders and relevant staff with cross-school responsibilities, relevant support staff

**Working Time:** Full or part time

**Disclosure Level:** Enhanced

**Salary:** MPR/UPR

**Job Purpose:**

With a focus on mathematics, to plan, deliver, and assess targeted interventions for students who have fallen behind in math's. This may include but is not limited to students with SEND), ensuring they receive the appropriate support to access the curriculum and make progress.

### Key Responsibilities:

#### Planning and Delivery:

- Develop, plan, and deliver targeted intervention sessions for students, either individually or in small groups. Whilst this post has a focus on math's, other subject areas will also be supported.
- Adapt teaching methods and prepare resources to support the transition of vulnerable children from Year 6 to Year 7, liaising with primary SEND teams, as necessary.
- Deliver an appropriate curriculum tailored to the needs of students on the SEND register or those identified by the Inclusion Team.
- Develop strong knowledge of effective interventions by engaging with CPD, SEND Advisory Services, Speech and Language Therapy services, and other external agencies.



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- Liaise with subject leads to ensure interventions align with curriculum objectives and report on student progress.

## **Assessment and Monitoring:**

- Assess students' needs, track progress, and maintain detailed records of interventions.
- Provide regular reports on student development and identify any additional support needs.

## **Collaboration:**

- Work closely with class teachers, SENDCo, parents, and external professionals to create and implement effective learning strategies.
- Be attached to a House and support the House Leader (acting as one of four Assistant Sencos) with their students with SEND.
- Contribute to and review Individual Education Plans (IEPs) and Education, Health, and Care Plans (EHCPs).

## **Classroom Support:**

- Assist in creating a positive, inclusive learning environment where all students feel valued and supported.
- Provide guidance to teachers involved in intervention delivery and in wider lessons.

## **Professional Development:**

- Stay up to date with SEND best practices and participate in relevant training opportunities.
- Share knowledge and strategies with colleagues to promote inclusive teaching practices across the school.

## **Administrative Duties:**

- Use Edukey Provision Map software to log and review interventions for all students.
- Create intervention letters to obtain parental consent for alternative curricula and intervention programmes.
- Attend and minute meetings with parents, documenting next steps where applicable.
- Order resources and equipment as necessary to support interventions.
- Liaise with data teams to set up and monitor intervention groups.
- Attend relevant training and share key learning points with staff.
- Run reports using SIMS to track the behaviour of key pupil groups.

## **Pastoral Responsibilities:**

- Deliver an alternative curriculum tailored to the needs of students highlighted by the Inclusion Team.
- Provide support for vulnerable students.
- Attend relevant CPD training regarding behaviour and safeguarding as required.

## **General Responsibilities:**

- Undertake any other duties as may reasonably be required by your line manager or the Headteacher.
- Ensure all activities are in line with The Henry Box School's policies and ethos, promoting equal opportunities.
- Adhere to health and safety policies and procedures, taking responsibility for risk assessments and safe practices within your role.





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## **Person Specification:**

### **Essential:**

- Qualified Teacher Status (QTS) or equivalent teaching qualification, or significant teaching experience as an unqualified teacher.
- Proven experience working with children with SEND, including planning, and delivering interventions.
- Strong understanding of the SEND Code of Practice and effective intervention strategies.
- Proficient in using Edukey Provision Map software and tracking tools such as ClassCharts.
- Excellent organisational, communication, and interpersonal skills.
- Ability to work collaboratively with staff, parents, and external agencies.
- Strong verbal and written communication skills.
- High expectations of self and professional standards.
- The ability to work independently and as part of a team.
- A flexible approach to working practices.
- A commitment to equal opportunities and empowering students.
- Ability to adapt plans to meet the diverse needs of students.
- Commitment to professional development and achieving relevant qualifications.
- Ability to plan, prioritise workload, and work under pressure.

### **Desirable:**

- Additional SEND qualifications or training (e.g., Speech and Language support, Autism, Dyslexia intervention).
- Experience in EAL assessment and curriculum planning.
- Knowledge of therapeutic approaches and behaviour support strategies.

### **Additional Requirements:**

- Evidence of an enhanced DBS check, or willingness to undertake one.
- Suitable references from previous employment.

### **General Responsibilities**

- Taking 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 responsibility for raising concerns with an appropriate manager

### **Additional duties**

- Play a full part in the life of the school community, to support its distinctive mission and ethos, and to encourage and ensure staff and students follow this example
- To promote and lead extra-curricular activities in line with the traditions and expectations of the school within the context of a life work balance

### **Other Specific Duties**

- Undertake the role of Form Tutor
- Share in supervisory duties according to the school's published rotas
- Keep up to date with school information e.g. the weekly bulletin, staff handbook and to clear your pigeonhole daily



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- Participate in any arrangements within an agreed national framework for the appraisal of your performance and that of other teachers
- Continue personal development as agreed
- Engage actively in the appraisal process
- Whilst every effort has been made to explain the main duties and responsibilities of the post each individual task undertaken may not be identified
- Employees will be expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description
- Employees are expected to be courteous to colleagues and to provide a welcoming environment to visitors and telephone callers
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- Undertake any other duty as specified by STPCD not mentioned in the above

## For all staff

You have specific responsibilities under Health & Safety /Safeguarding to ensure that you:

- Take reasonable care for your own health and safety, and that of others affected by what you do, or do not do
- Co-operate on all issues involving health and safety
- Use work items provided for you correctly, in accordance with training and instructions
- Do not interfere with or misuse anything provided for your health, safety, or welfare
- Report any health and safety concerns to your line manager as soon as practicable
- Report any safeguarding children concerns to a senior member of staff
- Attend safeguarding training as requested

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in job commensurate with the grade or job title.

## Working with Children and Safeguarding

The MILL Academy is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All successful candidates are required to have enhanced DBS clearance and will need to undertake the DBS check with our organisation. Other relevant pre-employment checks will also be carried out including references from present and previous employers, a confidential health check and internet/social media checks.

## What we can offer you:

- ✓ A hard working and committed team of colleagues
- ✓ Beautiful, historic school location, with a good range of shops, bars, and cafes within a short walk
- ✓ Competitive salary with upper pay scales above the usual national levels



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- ✓ Regular programmes of professional development to Teacher Development Trust Gold Standard
- ✓ Support for and commitment to your future training and development needs
- ✓ On-site free car parking
- ✓ Cycle to work salary sacrifice scheme
- ✓ Annual free flu vaccination
- ✓ 24/7 employee assistance wellbeing scheme
- ✓ We pay above the national pay agreement from Main Scale 4



## The Application Process

We are seeking to appoint the best possible candidate, and our recruitment process will reflect our desire to undertake all possible measures to achieve this.

Applicants should download and complete the teaching staff application form from our website or complete our online application form on our TES recruitment site. You should also submit an accompanying letter of application, addressed to the Headteacher, that is no more than two sides of A4. Applications should be returned to [jobs@millacademy.co.uk](mailto:jobs@millacademy.co.uk) please or via the TES online portal.

Visits to the school prior to interview are also encouraged and warmly welcomed and can be arranged with the HR Team. If you have any queries about this role, please do not hesitate to contact the HR Team on 01993 848166 or email [jobs@millacademy.co.uk](mailto:jobs@millacademy.co.uk).

The closing date for applications is **9am on the 5th January 2026**. Shortlisting will take during that week, and candidates will only be notified if they are successful in being called for interview. Applications may be considered as soon as they are received, and the Trust reserves the right to withdraw the vacancy at an earlier date if a suitable applicant is found.

If you decide you want to be part of our dynamic team, we look forward to hearing from you and to receiving your completed application form.