

The **GALLERY** TRUST

A community of special schools



Teacher Candidate Information Pack March 2021



Thank you for your interest in the post of Teaching Assistant at Mabel Prichard School.

Welcome to Mabel Prichard School. We are a community special school for children and young people with complex needs from the ages of 2 to 19.

At Mabel Prichard School, we believe in enabling every student to discover who they are and to realise their full potential. Our curriculum offers a broad range of opportunities to face challenge; develop independence; prepare for adulthood; discover the world around them; be safe and develop the skills and knowledge to lead a happy, positive and fulfilled life.

Through our strong caring ethos, we support students to respect their whole community, regardless of background, race, gender, faith and disability and to celebrate diversity, so they are able to develop skills of empathy and tolerance in their life ahead.

We believe education plays a pivotal role in developing as individuals, alongside the vital input from families and other professionals whom we enjoy working closely with. The purpose of the school is to create opportunities through education for each student to value themselves and each other; develop confidence; communicate their thoughts and ideas and to enjoy discovering their strengths to take forward in their life ahead.

Mabel Prichard School is a member of The Gallery Trust, an expanding Special Needs Multi Academy 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. With six academies currently in the Trust, our aim is to build a community of eight to ten special schools over the next five years.

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

Thank you again for your interest and we look forward to hearing from you.



Lucy Wawrzyniak
Executive Headteacher

Teacher
MPR/UPR + SEN 1 Allowance with TLR
Full time 32.5 hours per week, 52 weeks per year

We are recruiting for a permanent Teacher post from September 2021.

A teaching role at Mabel Prichard School is absorbing, thought provoking, exciting and challenging. We have high aspirations and expectations for all of our pupils and in turn this leads to high expectations of teachers. Teachers at Mabel Prichard School have a deep understanding of how all children learn and apply this knowledge in class to deliver creative, exciting learning that motivates our pupils and supports them to achieve.

Teachers at Mabel Prichard School work hard, but all aspects of the role and workload are focused on having an impact on the children and young adults at our school. The teaching team actively informs developments and collectively identifies the best ways to improve the school further.

Some examples of our expectations include:

- Delivering highly personalised inclusive lessons
- Completing termly assessments that include multimedia evidence of achievements
- Working closely with other professionals and families
- Being a lead professional in the class, promoting and establishing high standards in your class team
- Supporting in the delivery of our residential trip programme
- Contributing to our continual journey of school improvement

If you have a proven track record of being an excellent teacher this could be a great role for you. It is essential you fully share our values, which can be found on our website.

Application Process

To apply for this post, please email recruitment@mabelprichard.org or telephone 01865 777878 to request an application form and a job pack. You can also download an application form and job pack from our website www.mabelprichard.org or from The Gallery Trust website www.thegallerytrust.co.uk

Please submit your application form by 12 noon Thursday 6 May to recruitment@mabelprichard.org 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. Any offer of employment with The Gallery Trust is subject to verification of ID and qualifications, satisfactory evidence of the right to work in the UK, health clearance, NCTL and Enhanced Disclosure and Barring Check. The Gallery Trust is an equal opportunities employer, and we welcome applications from candidates from all ethnic and community backgrounds.

The GALLERY TRUST



A community of special schools

The Gallery Trust is a Multi Academy Trust which is dedicated to improving outcomes for SEND learners in Oxfordshire. The aim of the Trust 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 is on a continuing journey of expansion, growing from a Multi Academy Trust based on a single academy in 2013, to its position as the largest Special Trust in Oxfordshire.

The schools in the Trust are:

- Bardwell School, Bicester
- Bloxham Grove Academy, Bloxham, to open in 2022
- A Free Special School in South Oxfordshire, opening date to be confirmed
- Iffley Academy, Oxford
- Mabel Prichard School, Oxford
- Northern House Academy, Oxford
- Orion Academy, Oxford
- Springfield School, Witney
- The Grove@Longford Park, Banbury (satellite provision of Orion Academy)
- The Gallery@Longford Park, Banbury (resource base for mainstream students)

The Trust's vision is to continue to expand over the next five years, supporting a community of converter academies, free schools and sponsored academies. All member academies have the opportunity to share SEND expertise and to work with peers who share common aims and goals.

The Trust is committed to investment in learning, developing system leadership, working in partnership and through a shared vision, enabling all students to reach their full potential.



At Mabel Prichard School students work in class groups where teachers differentiate learning for all students ensuring lessons are inclusive for all.

The school has developed a comprehensive and broad skills-based curriculum, which can be found on the school's website. This curriculum, which is underpinned by detailed assessment processes, guides the learning for all students. The school has excellent links with community partners and its strong focus on pathways to adulthood supports students onto further education and into employment.

The committed team at Mabel Prichard School includes class teachers, teaching assistants, lunchtime supervisors, care assistants, School Business Manager and admin team, caretaker and cleaning team and safeguarding leads.

The school recognises its success is based on successful partnerships. Most importantly, the school works closely with parents and understands that they know their child best. The wider multi-professional team at Mabel Prichard includes a Special School Nurse, Speech and Language Therapist, Occupational Therapist and Physiotherapist. The school also hosts health clinics through the special school nurse provision.



Teacher

Job Description

Introduction

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

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Head Teacher. The Head Teacher, or other Senior Manager if appropriate, will be mindful of her/his duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

The job description will be reviewed at least annually and any changes will be subject to consultation. The academy's grievance procedure will be used to resolve any disagreement arising out of the job description. Other relevant policies may be the Stress at work policy and Dignity at work policy.

Main Purpose of the Job

To be responsible for the overall planning, teaching and running of the class, ensuring the good behaviour and welfare of the pupils. As a Teacher, you should make the education for your pupils their first concern. We welcome teachers who are committed to achieving the highest possible standard of work and conduct. You should act with honesty and integrity; have strong subject knowledge, keep your knowledge and skills as a teacher up-to-date and be reflective; forge positive professional relationships and work with parents in the best interest of your pupils.

Aims and Objectives

- To uphold and work towards the school's vision and aims, supporting the school ethos and mission.
- To contribute to the development and review of school policies and then to uphold and work within the policies as agreed.
- To plan the curriculum, with colleagues, in line with school policy, to secure high quality learning for the pupils.
- To deliver the curriculum through a range of lessons designed to stimulate and motivate pupils' learning
- To report on pupils progress
- To establish effective working relationships with others
- To make efficient use of resources
- *If TLR -To lead on improving outcomes in a subject throughout the school, monitoring and reporting progress and identifying areas for development.*

Key Tasks

Planning

- Ensure that each school day is planned in advance, so that all class staff understand the needs of the learners throughout the day.
- Set stretching objectives for pupils' learning which are ambitious and relevant to each pupil's individual needs
- Plan, prepare and implement appropriate teaching programmes
- To include opportunities for appropriate inclusion, taking into account individual needs and objectives.
- *If TLR holder – To identify areas for improvement from data and plan relevant interventions with SLT.*

Teaching

- Demonstrate teaching skills which lead to learners achieving well relative to their prior attainment
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment
- Be flexible, creative and adept at designing and refining approaches to teaching that are well-matched to learning objectives
- Ensure that all the pupils receive motivating, effective and relevant learning opportunities which meet their individual needs as outlined in their Statement of Educational Need/EHCP and in accordance with the school's curriculum guidance.
- To plan and teach lessons with a child centred approach to learning
- Provide a learning environment for pupils that is appropriate to their needs and facilitates high levels of achievement.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework, in line with the school's behaviour policy.
- Facilitate enriching activities outside the classroom that enhance learning opportunities.
- Report to parents about their child's work on a termly basis
- Liaise with parents; therapists; other schools; colleges and outside agencies
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

Standards and Achievement

- Provide an on-going assessment of the pupil's achievements and abilities, supporting this with robust and comprehensive record keeping, in line with the school's policy
- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

Professional Standards and Development

- Work with other professionals to meet the needs of pupils as appropriate, seeking guidance and support, delivering specialist programmes and providing effective feedback to secure the best possible provision
- Regularly reflect on own practice seeking continuous improvement

Leadership and Management

- Lead the class team, providing them with a positive role model and appropriate guidance to ensure that they support the delivery of high quality learning experiences to the pupils
- Develop class team's professional knowledge and skills through example, coaching and professional dialogue
- Have knowledge of and always follow the School's Health, Safety and Well-Being and Safeguarding policies, procedures and guidelines
- To be an active participant in a Learning and Teaching Team. This may include opportunities to lead in school improvement areas.
- *If TLR – to join the school's middle leadership team, coordinate a key stage and lead on the improvement of teaching and learning in a subject area.*

School responsibilities

- Provide training as agreed with the Headteacher that is relevant to experience, expertise and qualifications
- Take assemblies on a rota basis, as agreed

- Attend curriculum development meetings, Key Stage meetings and INSET on a regular basis
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Make a positive contribution to the wider life and ethos of the school and be an active team member
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- To monitor provision and practice for equal opportunities; race equality and related issues across the school
- Any other requirement of the Headteacher, analogous to the role of class teacher

This job description is not your contract of employment, or any part of it. It has been prepared for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed.

Additional Note: Teachers in the Upper Pay Scale (UPS) can be expected to make a particular contribution to the development and improvement work of their Teaching & Learning Area team in line with statutory requirements to meet threshold standards. In particular teachers at UPS 1 / 2 / 3 will:

- Provide a model of high quality professional practice
- Make a distinctive contribution compared with MPS teachers
- Consistently provide at least a good quality of teaching and learning for students, with potential to develop outstanding practice
- Make a significant contribution to the improvement of work of the School

| Person Specification Class Teacher | | |
|---|--|--|
| | ESSENTIAL | DESIRABLE |
| Professional Qualifications | DfE recognised Qualified Teacher Status | Qualification specific to Special Educational Needs |
| Professional Experience and Knowledge | <p>Experience of teaching pupils with SLD, PMLD and/or ASC</p> <p>Evidence of being a good / outstanding teacher</p> <p>Evidence of a sound understanding of adapting learning to meet the needs of all learners.</p> <p>Evidence of being involved in recent and relevant professional development relating to pupils with special needs</p> <p>Ability to maximise the use of ICT for both teaching and professional duties</p> <p>Evidence of having high standards of education for all pupils</p> <p>Evidence of a commitment to personal and professional development</p> <p>Demonstrate an awareness of current initiatives within education</p> <p>Experience of using alternative means of communication such as SCERTS, PECS, visual timetables etc.</p> <p>Evidence of a good understanding of the stages of child development</p> <p>Respect for pupils social, cultural, linguistic, religious and ethnic backgrounds with an understanding of how these may affect their learning</p> <p>Knowledge and experience of applying a framework of curriculum planning which includes long and short term plans; requires learning objectives to be identified for classes, group and individuals; enables monitoring, assessment and recording of pupils progress</p> | <p>Experience of working in a community special school</p> <p>Evidence of successful community integration and inclusion from PMLD and SLD learners</p> <p>Evidence of contributing to the development and review of teaching and learning and the school policies</p> |

| | | |
|-----------------------------|---|---|
| Skills and qualities | <p>Proven flexible and creative approach towards motivating children to learn</p> <p>Excellent communication skills at all levels both verbal and written</p> <p>Evidence of supporting the ethos, values and vision of your workplace.</p> <p>Evidence of leading a team effectively, inspiring and motivating adults</p> <p>The ability to work in a team</p> <p>Evidence of developing effective relationships with others</p> <p>Able to carry out manual handling programmes under the guidance of the therapists, or a willingness to learn</p> <p>Evidence of a commitment to continuing professional development, particularly in relation to developing skills to support learners with complex needs.</p> <p>Well-motivated, dedicated and able to manage time effectively</p> <p>A proven commitment to working with parents/carers and other professionals as partners.</p> <p>Motivation and resilience in challenging circumstances</p> <p>Approachable member of staff</p> <p>A commitment to equal opportunities</p> <p>A commitment to safeguarding children</p> | <p>Being able to drive the school's minibus</p> <p>Experience of using makaton signing</p> <p>Knowledge and experience of one or more interventions suitable for learners with complex needs (e.g. TACPAC, Attention Autism, Social Stories, Sensory Stories.)</p> <p>Desire to take on special projects and to further career.</p> |
|-----------------------------|---|---|