

CLASSROOM TEACHER

INTRODUCTION

Frank Wise School caters for 120 students aged between 2 and 19 years with severe and profound and multiple learning difficulties. We serve a growing community within a mixed catchment area extending over 15 miles across much of North Oxfordshire. As an outstanding school we offer an excellent environment in which to teach, including a hydrotherapy pool, an innovative space with a 3-wall projection system, a purpose built Post-16 block, and an all-weather pitch and outdoor fitness equipment on the school field.

SCHOOL STRUCTURE

Currently, the school has 12 broadly chronologically-based classes, including a Foundation class and a Post-16 class. Students are grouped by age to enable every child to develop within a socially diverse Family Group in which each child is valued as a unique individual. Each class of around 9 children is led by a teacher supported by three full-time Classroom Support Officers.

THE CURRICULUM

The school enjoys an excellent reputation for curriculum innovation and was graded outstanding by Ofsted in May 2019 for the fourth consecutive time. Through whole staff involvement, we have developed an exciting and evolving curriculum framework based on clear, skills-based teaching objectives achieved through careful task analysis and differentiation. All children are given full access to a broad and balanced curriculum, meticulously tailored to meet specific learning needs and interests. We feel this approach provides consistency throughout the school, but also offers scope for teachers to design and implement creative but highly structured teaching programmes to meet the very individualised educational needs of each child in their class. Detailed record keeping on a daily and termly basis is an integral part of our approach.

Teachers meet after school once a week for professional discussions and then, again, with their class teams for the same purpose, but focussed on the needs of the children in their class. The whole staff team meet every month for Staff Meetings. The successful candidate would be expected to continue with the school's philosophy and developmental practice and to take a full and active part in its future enhancement.

PARTNERSHIP WITH PARENTS

We believe that close co-operation with parents and carers is an essential part of every child's education. Therefore, all staff at the school are expected to liaise and work closely with parents in a variety of ways to the benefit of the children. Parents are always encouraged to be actively involved in the planning and supporting of teaching programmes and to read and discuss their child's records. Partnership is currently achieved through the more formal systems of Annual Reviews, Parents' Termly Review Evenings and informally through home/school communication and regular contact with class teachers, and we make increasing use of technology to support communication with parents, depending on individual preferences.

The Friends of Frank Wise School actively support our work by financing the costs of our three mini-buses and by underwriting the costs of staff involvement for day and residential trips. Through major fund-raising initiatives they have also provided the school with a superb hydrotherapy pool, a classroom block and music room, significantly improved playground facilities, the complete refurbishment of our Drama Room and the resourcing of our post-16 block with specialist equipment, furniture and integrated technology.

INCLUSION WITH MAINSTREAM SCHOOLS

The school's policy of strong associations and links with mainstream schools manifests itself at present by all our pupils up to the age of 16 spending at least half a day per week in nine different local primary and secondary schools for joint curricular activities. We see inclusion as a two-way process, therefore, we augment our mainstream links by offering cross-institutional curricular work based at our school wherever possible. We are actively working to develop similar links with the local business community with the aim of building relationships for work-related learning, as well as raising the profile of all that our students have to offer in their future adult lives.

RECENT AND CONTINUING DEVELOPMENTS

We consider ourselves a resource for other schools and pupils with special needs in the area and contribute to national projects and discussions. These links highlight exciting challenges and the need for applicants committed to an integrated approach to the education of children with learning disabilities. Courses and meetings are often held at the school, providing training across many areas of SEND, and we have historically provided professional advice and expertise to mainstream colleagues on an outreach basis, helping to support a range of children who remain in mainstream placements. The school is proud of its high profile within the local community and beyond.

We strive to ensure that our students leave us with the skills and confidence to go on to leave fulfilling lives as an active member of their communities. It is our aim for an extraordinary education to lead to extraordinary lives. Significant elements of our current development work are focussed on continuing to improve our systems and approaches to support this aim. We are reviewing and augmenting our practice in the post-16 part of the school to facilitate optimum outcomes for the students across the attainment spectrum; we are undertaking a long-term process of enhancing our assessment systems to ensure learning is captured in a detailed and accurate way, and fosters an approach which ensures that skills, knowledge and understanding become truly embedded; and we continue to develop the use of communication systems that support students to be able to interact as meaningfully and effectively as possible with those around them.

TRAINING AND CONTINUING PROFESSIONAL DEVELOPMENT

We regard access to high quality in-service training and continuing professional development opportunities as a right for all staff and are committed to an extensive induction and ongoing training programme for everyone.

JOB OUTLINE

Conditions of service will be in accordance with the 'School Teachers' Pay and Conditions of Employment'.

The teacher appointed will be expected to:

- Take responsibility for a class within Key Stages 1 - 5, teaching 0.9 of the week with 0.1 PPA time
- Prepare and implement high quality, differentiated whole class lessons and individualised teaching programmes for a class of pupils, which promote achievement in line with the aims of their Education, Health and Care Plans and are within the school's curriculum framework, assess learning and progress, and record this using the school's systems
- Plan, prepare, organise and manage the daily running of a class to a standard conducive to effective delivery of learning opportunities
- Promote the safety and well-being of all pupils and staff
- Review a class set of Education, Health and Care Plans, write reports for parents, carers and other professionals, detailing the learning needs, progress and achievements of pupils in the class, and update Educational, Health and Care Plans, where appropriate
- Prepare and implement behaviour support strategies for those children in their class requiring consistent careful management (This would be done in consultation with senior staff at the school and training would be available if required)
- Create and maintain a bright, stimulating and imaginative classroom environment, which reflects care and concern for the presentation of children's work
- Communicate effectively with pupils, staff, parents, carers and other professionals
- Contribute to and become fully involved in all aspects of school life

SALARY

Main pay range up to and including U3, plus SEN Allowance 1.

THE APPLICANT

The professional qualities we are looking for are:

- Effective, qualified teacher
- Excellent understanding of how people learn
- Ability to differentiate and adapt teaching to meet individualised needs
- Ability to build effective working relationships with pupils and colleagues
- Skills in promoting high standards of behaviour amongst pupils and respect for others
- Excellent written and verbal communication skills
- Competent ICT skills
- Knowledge and understanding of developments in educational theory, practice and legislation

A willingness to acquire knowledge of the developmental nature of learning for pupils with SLD/PMLD is essential, and skills in teaching pupils across the special school ability range, including more profoundly disabled children, are desirable.

The personal qualities we are looking for are:

- Energy, enthusiasm, warmth and a sense of humour
- A commitment and positive attitudes towards the education of pupils with disabilities
- Determination to make learning exciting, relevant and fun
- Ability to motivate and work cooperatively within a relaxed, friendly, but hard working team
- Good organisational skills
- Good analytical skills combined with a flair for innovative, strategic thinking
- Energetic approach to all aspects of the job
- A passion for excellence and the capability to enjoy the challenges associated with a motivated school committed to high professional standards in all aspects of its work

We are looking for a teacher who will fully support the stated purpose, values and aims of the school and will be able to play a major part in all aspects of its future development. We believe that the relevant skills for this post can be taught, but the positive attitudes required cannot. Therefore, previous experience and additional specialist qualifications would be an advantage, but are not essential as full training will be given.

In addition:

Applicants must respect the need for confidentiality and professionalism which this post demands. The person appointed should enjoy the challenges that are associated with a school motivated by and committed to high professional standards.

APPOINTMENT PROCEDURES

We would warmly welcome applicants who wish to visit the school before they apply. Visits can be arranged by phoning (01295) 263520 or by emailing office@frankwise.oxon.sch.uk.

Completed application forms should highlight any previous experience, professional interests and skills and please ensure we have an email address and contact telephone number for confirmation. In line with the KCSIE guidance, we will be conducting an online search for all shortlisted candidates.

Please note that, if you are successful in your application, you will be required to provide information at the point of interview which will be checked by the Disclosure and Barring Service in accordance with Keeping Children Safe in Education.

All shortlisted candidates will be asked to visit the school (if they have not done so already) to meet with children and staff prior to or as part of the interview process.

ADDITIONAL INFORMATION

Frank Wise School is committed to safeguarding and promoting the best interests of our students. We expect all staff and volunteers to share this commitment. All posts within the school are exempt from the Rehabilitation of Offenders Act 1974 and appointments are made subject to enhanced DBS and barred list checks. A minimum of two references will be sought and there will be a 6 month probationary period.

Frank Wise School is a committed equal opportunities employer.