



# **Teacher Candidate Pack - Kingfisher School**

# Welcome



Dear Prospective Candidate,

Many thanks for your interest in the role of teacher at Kingfisher School. We have a position available for a **January 2025 start**.

Would you like to join our happy and caring school where teaching and therapies combine to support the development of each child? We are looking for an enthusiastic, inspirational, and creative teacher to join our happy and caring team.

Kingfisher School is a unique, friendly, and successful school based in Abingdon, Oxfordshire, and is part of The Propeller Academy Trust. Our vision is that Kingfisher School is a place where everyone is **valued** to develop **independence** through an **enriching** curriculum which is **worthwhile**. This is the Kingfisher **VIEW**.

We provide high quality education for children and young adults aged 2-19 years who have severe, profound, and complex needs including autism. Our school is organised into pathways that are designed to meet the particular needs of the children, offering them learning programmes that build on their individual strengths and celebrate their achievements.

It is a place where every child has an aspirational and personalised education programme that ensures they receive an exceptional opportunity to succeed.

The Governors wish to appoint a suitably qualified full-time teacher who;

- Has exceptional interpersonal skills
- Is creative in their planning to teach our pupils with a range of SEN
- Is an energetic, hardworking, and motivated professional who is ambitious and shares our drive to achieve an outstanding provision for our very special children and young people
- Is committed to meeting the individual learning needs of our diverse group of pupils
- Is passionate about working in partnership with parents and other stakeholders
- Is self-motivated, dynamic and have the ability to both challenge and support colleagues
- Understands how an outstanding education can support pupils and their families

In return we can offer you.

- A welcoming, inspiring, and highly skilled Senior Leadership Team
- A dedicated, talented, and hardworking team
- A supportive, knowledgeable, and committed local group of governors
- An outstanding body of parents and carers
- Access to a wide network of outstanding professionals across the Trust
- A strong commitment to staff well-being
- And most importantly; an incredibly warm, hospitable, and fun-loving group of children and young people who are inspirational and a delight to work with and for

Experience in a special school is desirable although not essential. Many members of our current teaching staff have come from a mainstream background, bringing immense experience to the school. We have also been successful in recruiting and supporting ECTs who chose to start their careers with us.

Visits to the school are welcome by arrangement. Please contact the school office on 01235 555512 or by email [office@kingfisher.oxon.sch.uk](mailto:office@kingfisher.oxon.sch.uk) to arrange a suitable time. Applications are welcome from UPS, Main scale and ECT's.

Completed applications and a supporting statement should be returned to [recruitment@kingfisher.oxon.sch.uk](mailto:recruitment@kingfisher.oxon.sch.uk) by 9am on

**Monday 30<sup>th</sup> September 2024**

It is important that you include accurate contact details including email addresses for all your referees.

**Lorraine Wilson**

**Headteacher**

## The Propeller Academy Trust

### Our Values

The Propeller Academy Trust supports young people with special needs. It's a special place where every student moves forward on their own trajectory. We never stand still!

Our Headteachers create enriched curriculums which enable our young people to move through society with academic achievements, life experiences and emotional, communication & sensory skills.

The Trust is the enabler for creating opportunities, working with Headteachers to deliver what our next generation of students need.

Every young person has a personalised journey everyone is different!

Our schools have their own identity and values. However, we come together with a shared vision, mutual respect and amazing resources. In return we are a collective team of passionate staff, who believe anything is possible!

### Our Schools

Kingfisher, Fitzwaryn and Bishopswood Schools are Special Needs Schools based in South Oxfordshire. In 2019, Kingfisher was graded a Good school & in 2024, Fitzwaryn was again graded Outstanding. Bishopswood joined in January 2023.

In forming the creation of the Trust, we have successfully embraced the role of being a Sponsor School to support schools to achieve a minimum of good rating with Ofsted.



**Fitzwaryn School  
Wantage**



**Kingfisher School  
Abingdon**



**Bishopswood School  
Sonning Common**



# JOB DESCRIPTION

## TEACHER

### KINGFISHER SCHOOL – ABINGDON, OXFORDSHIRE

Title:	Teacher
Salary:	M1-U3 + 1SEN
Start Date:	January 2025
Location:	Abingdon, Oxfordshire

## Job Overview

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher and the Deputy Headteacher, or other Senior Manager if appropriate, who will be mindful of their 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 be the Stress at Work Policy and the Dignity at Work Policy.

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. You will be required to participate in the organisation, management and conduct of the school in accordance with the Articles of memorandum, policies of the Propeller Academy Trust and within the direction of the Local governing body and Headteacher.

## Key Responsibilities

### Teaching and Learning

#### Planning

- Identify clear teaching objectives and specifying how they will be taught and assessed.
- Plan and teach challenging, well-organised lessons and sequences of lessons that:
  - are informed by relevant and up-to-date subject, curriculum, and pedagogical knowledge.
  - use a range of teaching and learning strategies and resources, including e-learning, adapted to meet learners' needs effectively.
  - take account of the prior learning and attainment of those they teach and underpin sustained progress and effective transitions.
  - Promote spiritual, moral, cultural, and physical development.
  - Prepares pupils for the transition to adolescence and adulthood.
- Plan, set and assess coursework for examinations, homework and other out of class assignments to sustain learners' progress and to extend and consolidate their learning.
- Identify and provide opportunities for learners to develop literacy, numeracy, ICT and learning skills appropriate within their phase and context.



# JOB DESCRIPTION (cont.)

## Subject Knowledge

- Have a secure knowledge and understanding of the subjects/curriculum areas they teach including: the contribution that their subjects/curriculum areas can make to cross curricular learning, recent relevant developments, and related pedagogy.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided by DfE, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
- Know how to use skills in literacy, numeracy, and ICT to support their teaching and wider professional activities.

## Teaching

- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- 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 effective and consistently well-matched to learning objectives, integrating recent developments, including those relating to pedagogy.
- Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise the learning experience to provide opportunities for all learners to achieve their potential.
- Identify and provide for pupils with a range of SEN and identify those that are 'more able' within the cohorts.
- Provide clear structures for lessons maintaining pace, motivation, and challenge.
- Make effective use of assessment and ensure coverage of programmes of study.
- Ensure effective teaching and best use of available time.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Act upon advice and feedback and be open to coaching and mentoring.

## Behaviour Management

- Manage learner's behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- Promote learners' self-control, independence, and cooperation through developing their social, emotional, and behavioural skills.



## Standards and Assessment

### Assessment

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching.
- Mark and monitor pupils' work and set targets for progress.
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning, and recognise the level at which the pupil is achieving.
- 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.
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for their subjects/curriculum areas, including those related to public examinations and qualifications.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- Use an appropriate range of approaches to assessment, including the importance of formative assessment.
- Use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress, and areas for development, including action plans for improvement.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Provide learners, colleagues, parents, and carers with timely, accurate and constructive feedback on learners' attainment, progress, and areas for development.

### Professional Standards

- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- Participate in training and other learning activities and performance development as required.

### Leadership and Management

- Management of TAs; To give clear directions to TA of what is required. To give prior information on curriculum and lessons. To support TAs in the behaviour management of children. To support TAs in their own professional development. To undertake the PM of the TAs. Overall, to value the work of the TAs.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
- Make use of the local arrangements concerning the safeguarding of children and young people.
- Promote collaboration and work as a team member, identifying opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

# JOB DESCRIPTION (cont.)

## Working with Parents and the wider school community

- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress, and well-being.
- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- Recognise and respect the contributions that colleagues, parents, and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.
- Have a commitment to collaboration and co-operative working where appropriate.
- Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in-school learning and learning in out of-school contexts.
- Work in partnership with school-based support services such as Therapists.

## Duties relating specifically to you

1. Class Responsibility: To be confirmed at interview
2. Subject Lead Responsibility: To be confirmed at interview

## 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.

*The Propeller Academy Trust and its member schools are committed to safeguarding and promoting the welfare of all children and preventing extremism. We expect all staff and volunteers to share in this commitment. All post holders in regulated activity are subject to appropriate vetting procedures and a satisfactory "Disclosure and Barring Service (DBS) Enhanced Check. Shortlisted candidates will be subject to online searches for publicly available information.*

*The Propeller Academy Trust is an equal opportunities employer, and we welcome applications from a range of backgrounds to represent diversity in line with our school's community"*



# Person Specification



ESSENTIAL REQUIREMENTS	DESIRABLE REQUIREMENTS
<b>EDUCATIONAL QUALIFICATIONS AND TRAINING</b>	
Qualified Teacher Status (QTS)	Further SEN training or qualifications
<b>EXPERIENCE</b>	
Recent experience of successfully delivering the National Curriculum	Recent experience of successfully delivering and adapting the National Curriculum for children with severe and complex learning difficulties
	Has experience working with pupils with Profound and Multi Learning Difficulties (PMLD)
	Has experience supporting pupils on the Autism Spectrum
	Varied teaching across more than one key stage
<b>KNOWLEDGE AND UNDERSTANDING</b>	
Knows and demonstrates a sound understanding of the principles of positive behaviour management	Has received training in Team Teach
Knows of the recent SEN Reforms and how Education, Health, and Care Plans (EHCP) form a core to planning for specific children	Has received training on the SEN Reforms, including the purpose and administration of EHCPs
Knows how to assess pupil progress	Knows how to assess progress for pupils with severe and complex learning difficulties including those with PMLD or had EYFS experience
Knows how to use pupil performance data to plan appropriately structured schemes of work and individual lessons	Knows how to plan appropriately structured schemes of work and individual lessons for pupils with severe and complex learning difficulties including those with PMLD or had EYFS experience
Knows how to assess risk and how these assessments relate to Health and Safety	Knows how to assess risk and how these assessments relate to Health and Safety for pupils with severe and complex learning difficulties including those with PMLD
<b>SKILLS AND ABILITIES</b>	
Persevere with optimism in the face of difficulties and challenges, seeing possibilities and opportunities in challenging situations	
Determine priorities, manage time effectively and meet tight deadlines	
Maintain records and manage information related to areas of responsibility so that the school is able to account for all aspects of performance to governors, LA, and others	
Use ICT as a resource for teaching and learning and in administration	
Is calm, kind, positive and resilient	
Can communicate effectively with pupils and their families	Knows how signs, symbols and technology can support communication Has received training in Makaton or another sign-based form of communication
Has the ability to support parents and carers to improve the outcome for their children	
<b>SAFEGUARDING</b>	
Secure knowledge and understanding of best practice and procedures for safeguarding children and young People	
Knows of and how to implement the recommendations of the latest 'Keeping Children Safe in Education' Statutory Guidance for Schools and Colleges	Has received training in Safeguarding and Child Protection



# How to Apply



If you wish to discover more about this exciting opportunity, need any further information or you wish to have an informal discussion, please contact the school office:

[office@kingfisher.oxon.sch.uk](mailto:office@kingfisher.oxon.sch.uk)

**01235 555512**

**Closing date: 9am, Monday 30<sup>th</sup> September 2024**

**Interviews: To be arranged upon receipt of applications**

Completed application forms should be posted or emailed to [recruitment@kingfisher.oxon.sch.uk](mailto:recruitment@kingfisher.oxon.sch.uk)

A shortlist will be drawn based only on the application form and supporting statement. You must explain clearly in your supporting statement why you are applying for the role and how you have been equipped for it by your experience and qualifications.

When providing details of referees, applicants must provide two references. One reference should be from your current employer or, if unemployed, your last employer. The school will contact referees for verification before the interview. Due to the short time between shortlisting and the interview, please ensure your referees can provide a reference in time.

This job description sets out the main duties of the post at the date it was drawn up. However, it is not intended to be an exhaustive or definitive list. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post. You may be required to carry out other duties commensurate with your role.

**The Propeller Academy Trust and its member schools are committed to safeguarding and promoting the welfare of all children and young people according to child protection and safeguarding guidelines. We expect all staff and volunteers to share in this commitment.**

**This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. All post holders are subject to necessary pre-employment checks, including a satisfactory Enhanced Disclosure and Barring Service (DBS) Check, including a Child/Adult's Barred List check (where applicable to the role in question). Shortlisted candidates will be subject to online searches for publicly available information.**

The Propeller Academy Trust is an equal opportunities employer, and we welcome applications from a range of backgrounds to represent diversity in line with our school's community.



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