

The **GALLERY TRUST**

A community of special schools



**Teacher  
Candidate Information Pack  
April 2024**

Thank you for your interest in the post of Teacher at Springfield School.

Springfield School is a special school for primary age children who have been identified as having Severe or Profound Learning Difficulties. We currently have 110 children on roll and all our pupils have an Education, Health and Care Plan (EHCP). Our curriculum offers pupils engaging, enriching, and meaningful opportunities enabling them to develop their independence, communication, skills for learning and life.

We believe in creating opportunities for both pupils and staff to succeed in their own goals. It is essential for us to work closely with parents, carers and other professionals to promote support for everyone and sharing of good practice.

We strongly believe in the benefits of integration and inclusion to all and as such our Early Years and Primary classes are co-located with Madley Brook Community Primary School in a uniquely integrated and purpose-built site. Our secondary pupils are also located in a purpose-built building on the Wood Green Secondary School site. We work hard to promote inclusive activities with our partner schools and the wider community.

The school is seeking an inspirational and dynamic Teacher: a gifted practitioner who can meet the needs of this vibrant and diverse community.

Springfield 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 seven 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 opportunity before you submit your application, you will be most welcome.

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

*Kate Campbell*  
Headteacher

**Teacher**  
**Main Pay Scale / Upper Pay Range + 1 SEN Allowance**

**Contract type:**  
**Permanent Full-Time**

**Start Date: September 2024**

A Teaching role at Springfield School is rewarding, exciting and challenging. If you share our passion for making a real difference to the lives of children and young people with special needs this could be a great role for you. Previous special school experience is not necessary, but it is essential you fully share our values.

**Application Process**

To apply for this post, please email your application form to [recruitment@springfield.oxon.sch.uk](mailto:recruitment@springfield.oxon.sch.uk)

Please submit your application form by **12 noon on Monday 13<sup>th</sup> May 2024**

**Interviews will be held the week beginning Monday 20<sup>th</sup> May 2024.**

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.

Springfield School is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This post involves the type of work with children and young people, that requires applicants to undertake a Disclosure and Barring Service check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post. All cases are considered confidentially and according to the nature of the role and information disclosed.

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.

## **Benefits of working at Springfield include:**

### **Professional development opportunities**

- Regular training and access to a range of internal and external professional development opportunities tailored to your learning needs, your job role and your career aspirations
- Opportunities for career progression, secondments and transfers within The Gallery Trust, the largest special school Academy Trust in Oxfordshire
- Opportunities for collaborative working across the schools in The Trust, offering the chance to liaise with experienced colleagues, building knowledge and professional networks
- Develop your career in The Gallery Trust, an expanding and successful organisation which offers opportunities for progression, secondments and collaborative working with colleagues across our schools

### **Financial**

- Competitive salaries for teaching and support staff based on School Teacher Pay and Conditions Document and the NJC Green Book
- Access to attractive pension plans (TPS and LGPS), linked to salary life assurance
- Contribution towards glasses and eye tests for DSE use
- Salary sacrifice schemes, including childcare vouchers and cycle to work
- Perk Box - discount and wellbeing platform membership

### **Wellbeing**

- The opportunity to be a key member of a friendly and supportive staff team, dedicated and committed to improving outcomes for students
- 24/7 access to a free Employee Assistance Programme to provide confidential advice and guidance
- Membership to My Healthy Advantage wellbeing app
- Excellent induction processes, and strong line management structures to promote your wellbeing at work
- Generous annual leave entitlement for support staff which increases to reflect length of service
- A culture which is open to employee ideas and encourages open dialogue
- Complimentary tea and coffee
- Regular staff surveys to gain feedback on wellbeing and to drive improvements
- The opportunity to join colleagues for social events
- Family friendly policies, which promote your wellbeing
- Cycle to work Scheme

### **Facilities**

- Free car parking and cycle storage

# The GALLERY TRUST

A community of special schools

The Gallery Trust is a Special Multi Academy Trust which is dedicated to improving outcomes for SEND learners in Oxfordshire. We strive to provide the best possible specialist learning experience for all pupils.

## Our Strategic Aims

- **Places where innovation drives learning** – our schools have a clear purpose, they educate the whole child and prepare them for adulthood. Everything we do, from our curriculum offer to our pastoral care, is meaningful and driven by the needs of learners.
- **Places where relationships drive engagement and achievement** – our schools are built around exceptional relationships. We provide excellent experiences, growth, and opportunities for pupils and staff, and specialist working environments and resources.
- **Places which provide exceptional knowledge and support** – our schools are supported by a skilled and experienced central team which provides high quality school improvement and central support services.
- **Places which inspire and influence** – our schools are committed to collaborating with our local and national partners and communities to ensure that children and young people with SEND receive the education and opportunities they deserve.

As we enter the next phase of our development and build on our many successes, we want to embrace future challenges and opportunities. 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. There are currently six special academies in the Trust located throughout Oxfordshire, with an additional academy opening in January 2024, and a further academy scheduled to open in 2026. 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, and providing outreach and other opportunities. All academies collaborate to share SEND expertise and best practice, and work in partnership with peers who are committed to common aims and goals.

The Board of Trustees believes that by providing the support of highly experienced and specialised school improvement and business teams, school leaders are empowered to focus on the standards of teaching and learning, and in meeting the operational and strategic demands of running their schools.

# Teacher

## Job Description

### **Main Purpose of the Job:**

To be responsible for the overall running of their class(es) including the organisation and teaching of educational programmes, behaviour management and welfare of the pupils. As a Teacher, you should make the education for your pupils their first concern. You are accountable for 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 self-critical; forge positive professional relationships and work with parents in the best interest of your pupils.

### **Applicable Contract Terms and Duties:**

To be performed in accordance with the provisions of the Schools Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the post holder's title and salary grade. The post is otherwise subject to the Conditions of Service of School Teachers in England and Wales (the "Burgundy Book"). This job description is to be read in conjunction with the National Professional Standards for Teachers as appropriate to the relevant level.

### **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

### **Key Tasks:**

#### Planning

- Ensure that each school day is planned in advance using a daily planning sheet, so that all class staff understand what they will be doing at all times during 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 in line with the schools PARR policy
- To include opportunities for appropriate inclusion, taking into account individual needs and objectives.

#### 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 effective and consistently well-matched to learning objectives, integrating recent developments, including those relating to pedagogy

- 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 the follow 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
- Be present at all times when pupils are using PE apparatus and whilst pupils are in the water at the swimming pool (both hydrotherapy and Windrush Leisure Centre pools) unless a qualified swimming teacher is present. Teachers are expected to go in the pool with pupils.
- Report to parents about their child's work on a termly basis, in line with the Schools PARR Policy.
- 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
- Complete National Teachers' Standards Audit annually

### **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
- Work in harmony with other adults in your classroom. e.g. Teaching Assistants and external professionals, ensuring they are informed on planning, aware of assessments and able to work as a team to support the learning in the class and across the school
- Have knowledge of and always follow the School's Health, Safety and Well-Being and Safeguarding policies, procedures and guidelines
- Produce health and safety risk assessment guidance and documentation as appropriate
- Ensure all hazardous equipment and materials are appropriately marked, maintained and used by a competent person including the soft play, sensory room, food tech room and minibuses.
- Support colleagues on the completion of risk assessments and ensuring they are carried out, reviewed periodically and recorded.
- Check that pupils are aware of health and safety issues and that these are being continually reinforced.
- To be an active participant in a Learning and Teaching Team. This may include opportunities to lead on school improvement areas.
- Teachers should be prepared to take short term responsibility for the school in the absence of the Senior Leadership Team. A teacher will be nominated should this occasion arise.

### **School responsibilities**

- Provide training as agreed with the Head Teacher that is relevant to experience, expertise and qualifications
- Take assemblies on a rota basis, as agreed
- Undertake playground and lunch duties, as required
- Attend curriculum development meetings, Key Stage meetings, admin 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
- Respect the needs of the cleaning staff
- 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

## Person Specification

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• DfE recognised Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>• Qualification specific to SEN</li> </ul>
<b>Experience and knowledge</b>	<ul style="list-style-type: none"> <li>• Experience of teaching pupils with SLD, PMLD and/or ASC</li> <li>• Evidence of being a good / outstanding teacher</li> <li>• Has a sound understanding of the National Curriculum and differentiation</li> <li>• Evidence of being involved in recent and relevant professional development relating to pupils with special needs</li> <li>• Ability to maximise the use of ICT for both teaching and professional duties</li> <li>• Have high standards of education for all pupils</li> <li>• Have a commitment to personal and professional development</li> <li>• Awareness of current initiatives within education</li> <li>• Evidence of a good understanding of augmentative and alternative communication (AAC)</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in a specialist school</li> <li>• Knowledge of Team Teach</li> <li>• Evidence of successfully leading an area of curriculum development</li> <li>• Evidence of contributing to the development and review of teaching and learning and the school policies</li> <li>• Good understanding of the stages of child development</li> </ul>
<b>Skills and qualities</b>	<ul style="list-style-type: none"> <li>• Positive, professional and polite demeanour towards pupils, families and colleagues</li> <li>• Flexible and creative approach towards motivating children to learn</li> <li>• Excellent communication skills at all levels both verbal and written</li> <li>• The ability to work in a team and develop effective relationships with others</li> <li>• Ability to follow programmes designed by therapists, e.g. manual handling, physio, and support pupils in swimming sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of leading a team effectively, inspiring and motivating adults</li> <li>• Being able to drive a minibus</li> </ul>