

CANDIDATE INFORMATION BROCHURE



To inspire young people to make their best better

March 2018

Welcome to Wishmore Cross Academy and thank you for your interest in our Academy. Wishmore Cross Academy is based in Chobham, located close to both the M3 and M25 Motorways, in the north-west corner of Surrey. The Academy draws pupils from a range of backgrounds, both urban and rural, across Surrey and also neighbouring LEAs.

We are a proud member of Academies Enterprise Trust (AET) network of Academies and have been judged by Ofsted in our most recent Social Care Inspection as an outstanding Academy.

We have an excellent reputation for providing bespoke learning packages for pupils to allow them the best opportunity to achieve their full potential. We are also at the heart of our network of Special Academies providing expertise, training and resources to both teaching and non-teaching professionals, parents and carers.

We pride ourselves in offering first class education to the most vulnerable young people. This requires an innovative approach to education, engaging pupils in new ways of learning and most importantly experiencing success.

Our dedicated team are committed to working together in partnership with families and external organisations to ensure all pupils get the best possible education and support. We have high expectations of both staff and pupils and we provide a positive and productive environment in which to learn.

We have a well-established system for growing our own Teachers through the Schools Direct Programme.

We strongly encourage all applicants to visit our Academy prior to applying so you can make an informed judgement about whether working in this challenging environment is suitable for you.

This is an excellent opportunity to make a real difference and transform lives.

Mr J Donnelly and Mrs M Taylor
Co Principals

Wishmore Cross Academy

We are a residential Special Academy for up to 80 boys aged 9 to 16 years who have social, emotional and mental health difficulties. We provide a highly effective and individual package of education, care and pastoral support to young people who may have had only negative experiences of school. A safe, caring environment supported by high levels of staffing ensures that each pupil has the opportunity to make progress and achieve their full potential.

The high quality of education on offer in a caring environment provides a positive choice for parents and young people. Wishmore Cross Academy is committed to a strong partnership between home and school in order that pupils achieve high standards in all areas of the curriculum.

The Academy offers a modern purpose built residential facility, Cedar House. Within Cedar House are three eight bedded units each with a large lounge, kitchen and shower or bathrooms. The boys have either single or shared rooms which they can personalise and they are encouraged to see the room as their own. The units offer a safe, friendly and caring environment and staff support the young people, by offering consistency and continuity in behaviour management, and encourage them to take responsibility for their own actions and make informed decisions.

We are able to offer flexible boarding for 2, 3 or 4 nights each week in order that we can meet individual needs of young people. Boarding has the advantage of improving attendance and can help young people make a wider circle of friends and settle into Academy life much quicker.

As part of our evening activities programme throughout the year we include mountain biking, astro turf football, badminton, bowling, laser quest, pool, snooker, tracking, dodge ball, golf, playstation, xbox, art and craft, cookery, swimming and trips out to places of interest such as Windsor, Boxhill and the beach. Each unit has its own computer and carefully regulated internet access and this can be used in the evening as well as playing a variety of more traditional games.

Ofsted Report

[Ofsted Report November 2015](#)

Summary of key findings:

- Innovative ways of working have ensured the needs of vulnerable young people are well understood and they are given the right level of support to address their difficulties
- Practice is informed and developed taking into account current research. This has resulted in the implementation of effective behaviour management programmes and a reduction in the use of physical restraint

- Robust safeguarding policies are fully implemented, keeping young people safe. Excellent monitoring of child protection concerns is maintained, and effective challenge is made when external agencies are perceived not to have met their responsibilities
- Effective partnership working ensures young people have the opportunity to access community resources and expand their support network.
- Well trained, supported and motivated staff provide consistently high levels of care. They develop strong, trusting relationships with young people
- Leaders and managers promote a culture of continuous improvement. They ensure change is well managed and that staff remain motivated to meet the needs of young people
- Young people make good progress in many aspects of their lives. They display less challenging behaviour and experience increased emotional resilience
- Parents and carers are supported and encouraged to participate in the induction process for new residential pupils. They are kept well informed and consistently provide positive feedback on the residential provision.

“Staff have an excellent understanding of the individual needs of young people. Their knowledge of young people’s needs is enhanced by a new approach to supporting young people which involves building links with families and undertaking home visits”
– Ofsted November 2015

“Staff are well supported and motivated to provide a high standard of care” – Ofsted November 2015



Staff Profiles

Laura Bartley – Key Stage 3 Teacher



I started working at Wishmore Cross Academy as a Learning Support Assistant in January 2011. After two years I was supported through the Schools Direct programme, linked with the institute of education, to achieve QTS and then through my NQT year.

I currently teach KS3 maths and through the AET have had access to many subject enhancement training opportunities. I enjoy supporting our pupils in developing skills that enable them to access the curriculum. Every day is different at our school and brings its own unique challenge. I really value, also, the support that is offered to all staff from being part of a strong, experienced team.

Daniel Kelly – P.E. Teacher



I joined Wishmore Cross Academy in 2010 as a Learning Support Assistant for P.E. with a view to progressing into teaching. I primarily worked supporting lessons and also on a one to one basis to help improve technique and understanding P.E. The Academy supported me through the Schools Direct Programme in conjunction with the Institute for Education and I am now a fully qualified P.E. Teacher. I really enjoy my role of delivering P.E. lessons to all Academy pupils. P.E. plays a big part in pupils' social and personal development and I really enjoy helping and watching

them grow. Each day at the Academy offers its own unique challenges and there is never a dull moment.

Rebecca Harris – Learning Support Assistant



I originally trained as a social worker after graduating from university, but came to Wishmore Cross Academy after learning about its focus on nurture principles. Working as a Learning Support Assistant here has increased my knowledge of the needs of pupils with Social, Emotional and Mental Health difficulties and has taught me patience, empathy and resilience and has encouraged me to consider a future in teaching.

My role as an LSA involves supporting the pupils both inside and outside the classroom, often on a one-to-one basis in order to manage any barriers to learning. I also help to deliver the literacy programme recently started by the Academy to support those pupils with lower reading and writing levels. Each day is varied and presents different challenges, but by far the most rewarding part of the job is getting to build relationships with the pupils and be part of even their smallest success.

JOB DESCRIPTION

Job Title: Senior Residential Child Care Officer
Responsible to: Principal / Head of Care
Hours: 22.5 hours per week, 39 weeks per year

Purpose of Job

To work as part of a multi-disciplinary team to provide a stimulating programme which aims to meet the physical, social, emotional and mental health needs of each pupil. To help pupils prepare for leaving school so that they may become valued members of society.

Key Accountabilities

To have overall responsibility for the social, emotional and mental health care of young people and the organisation and day to day management of the medical provision in the academy. This will include updating policies, procedures and carrying out any necessary risk assessments and ensuring good practice.

Ensure that all medical questionnaires are completed, consent from parents is obtained for both emergency treatment and to give non prescribed medication and all relevant information regarding young people's health is shared with colleagues. Regularly liaise with parents/carers regarding young people's support plans including their social, emotional and mental health and medical requirements.

Monitor that all young people are eating adequate and regular meals and that their dietary needs are being met. Liaise with the Cook to ensure that this happens.

Work to meet and if not to exceed all requirements under National Minimum standards as set out by Ofsted.

As a Team Leader, be responsible for the planning and organisation of running at least three evenings each week, motivating and directing care and support staff.

Offer formal supervision to care staff (as delegated by the Head of Care) keeping relevant records of the sessions.

To be a house leader, organise, plan and manage a house of up to 14 young people and monitor and delegate staff who work within the unit.

Work within Wishmore and Residential philosophy and good practice and in a person centred way. Expected to work in an inclusive anti-discriminatory way that enables young people to learn and develop social skills.

Be overall accountable for the day to day running of the shift.

Key Tasks

- To promote structure, boundaries and domestic routines within the home working in line with the young people`s current and updated support plans.
- To work in accordance with the National Minimum Standards for Residential Special Schools and co-operate with any inspection process
- To create and encourage a supportive and safe environment ensuring appropriate control and boundaries and the health and welfare of each individual pupil.
- Provide a positive role model for the young people, presenting yourself in a highly professional manner.
- Work in partnership with other agencies to benefit the social and soft skills` development of all young people in school and boarding.
- Work within safeguarding principles, developing personalised risk assessments monitoring and recording any changes.
- To promote good childcare practice and lead by example giving guidance, direction and support to other colleagues.
- To act as a link worker to several pupils, offering opportunities to individual pupils for personal discussion. Ensure all necessary information is completed for pupils and to liaise with parents/guardians and other agencies involved with the pupil on a regular basis.
- To work with each pupil treating them as an individual and with respect.
- To monitor damage and the state of repair and general maintenance of the unit and report to those concerned as required.
- To actively promote and run evening activities, hobbies/clubs and motivate pupils to participate.
- To supervise pupils on rise; ensure they are in the correct uniform.
- To supervise pupils during break and lunchtimes, monitoring behaviour, encouraging positive attitudes and teaching social skills during mealtimes.
- To keep accurate records as required under guidance and legislation required from both County and statutory bodies.
- Complete and maintain administrative records as required by the home.
- When required, write reports, attend family meetings, reviews, case conferences and other relevant meetings.
- To offer support during lessons and to assist pupils with their learning.
- To supervise homework/independent learning during the evening.
- To administer medication as required (training will be provided).
- To complete necessary forms and recording systems which are relevant during the shift i.e. Communication book.
- Develop and maintain appropriate working relationships with families
- Be involved in the induction of new staff and where appropriate deliver training and development.
- If required to do so carry out on call duty on a rotational basis.

- To undertake from time to time such work as may be determined by the Principal/ Head of Care up to or at a level consistent with the principal responsibilities of the job.

General

- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- To understand and apply Academy policies in relation to health, safety and welfare.
- Attend relevant training and take responsibility for own development.
- Attend relevant Academy meetings as required.
- To respect confidentiality at all times.
- To participate in the performance and development review process, taking personal responsibility for identification of learning development and training opportunities in discussion with line manager.
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace.
- To undertake and comply with Managing Actual and Potential Aggression (MAPA) training and practice restraint reduction.
- To be able in exceptional circumstances to carry out restraint techniques on male pupils aged 9 to 16 in line with the criteria of the training and the Policy of the Academy.
- Ensure that all duties and services provided are in accordance with the Academy's Equal opportunities Policy.
- The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Head teacher
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Post holder may deal with sensitive material and should maintain confidentiality in all academy related matters.

Safeguarding

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

Person specification

Criteria	Detail	Standard	E/D
Qualifications & Experience	Specific qualifications & experience	To hold or be willing to work towards achieving NVQ Level 4 Caring for children & young people.	E
	Literacy and Numeracy	GCSE Grade C or above, English and Maths	D
	Management experience	Experience of being involved in the management of a Residential unit	E
		Experience in leading a team	E
		Experience in leading an activity based evening for pupils of different ages and abilities	E
		Full driving licence	E
Communication	Technology	Knowledge of basic ICT to support learning	E
	Written	Ability to write basic reports	E
	Verbal	Ability to use clear language to communicate information unambiguously	E
Working with children	SEN	Ability to understand and support children with developmental difficulty or disability	E
	Behaviour Management	Understand and implement the Academy's behaviour management policy	E
	Health and Wellbeing	Understand and support the importance of physical and emotional wellbeing	E
Working with others	Working with partners	Ability to make a proactive contribution to the work of the team supporting children,	E

		their families and carers Ability to work with parents and carers to improve support for children	D
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults	E
	Team work	Ability to work effectively with a range of adults	E
	Information	Know when, how and with whom to share information	E
Responsibilities	Organisational skills	Good organisational skills Ability to remain calm under pressure To be flexible Follow instructions accurately Use own initiative and work independently	D E E E D
	Time Management	Ability to manage own time effectively Ability to adapt quickly and effectively to changing circumstances, situations	E E
	Creativity	Demonstrate creativity and an ability to resolve problems independently	D
General	Equalities	Awareness of and promotion of equality	D
	Health & Safety	Good understanding of Health & Safety	D
	Child Protection	Good understanding or willingness to learn and effective implementation of	D

		child protection procedures	
	Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality	D
	CPD	Demonstrate a clear commitment to develop and learn in the role	E
		Constantly improve own practice/knowledge through self-evaluation and learning from others	E

Academies Enterprise Trust

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 63 schools (Primary, Secondary and Special) across England.

Click [here](#) to view a map of our Academies across the country.

We believe that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.

Ethos Statement

Every young person deserves the opportunity to have a life that can be described as 'good quality', free from fear and danger, where they can give and receive respect to and from others with a sense of well-being, belonging, worth and achievement.

AET academies will become High Performing Organisations and, therefore, must be the:

- Education provider of choice for students.
- Employer of choice for staff.
- Investment of choice for parents.

Values and Beliefs

Through our actions and behaviours we will strive to develop young people who:

- Respect themselves and the community (people, property and the environment), and seek to have a positive impact on society;
- Are polite, calm, caring, honest, trustworthy and helpful;
- Are responsible, independent and supportive of each other;
- Are tolerant, open minded and not prejudiced;
- Are determined and have a strong work ethic;
- Will be thoughtful and compassionate with the ability to listen and challenge in a considerate fashion;
- Have good communication skills;
- Offer themselves as good role models for future generations of learners and citizens;
- Can demonstrate strong self-belief and confidence and have high aspirations;
- Are team players who can work and support others, and where necessary are able to take on leadership roles.

Learning and Development

We welcome colleagues who drive their own professional development and who consider themselves lifelong learners. To encourage this we offer a professional learning journey which can be tailored to your individual needs. We provide experiences, social learning and formal programmes that will enable you to develop new skills, and to work, collaborate, learn and develop with colleagues across our large network.

Your journey will be accessible through the knowledge exchange to enable you to be responsible for your own learning and development. You will have access to the market place, resources and online communities to share good practice and be part of the vast learning opportunities across our network .

We are the largest network of academies in England allowing you to develop your skills, knowledge and expertise in a variety of different settings and locations across the country.

Our journey is designed to create a clear career pathway from induction, to statutory/core development, supporting further development, talent management and career progression. We will support you in achieving excellence together and stretch your learning and development to have greatest impact across our network.



Google Education

Google Education is an exciting and innovative way of learning, introducing easy tools to engage students whenever, wherever on any device!

In summer 2012, AET adopted G Suite for Education, the free web-based communication and collaboration suite available to education establishments.

With products including Gmail, Google Calendar, Google Drive, Google Sites and Google Classroom, AET recognised the potential it would bring to classroom learning, knowledge sharing across the academies, improvements in administrative efficiency and providing access from home for all.

This enables all our students and staff to have access to the most up-to-date technology. Our academies have also rolled out many class sets of Google Chromebooks, affordable browser-based laptops that provide quick, simple access to the web!

Google in Education



A New and Open World for Learning

Staff Benefits

Career Development

- Apprenticeships
- Financial Support towards achieving further Qualifications
- Leadership Programmes
- Progression Opportunities
- Teacher Training Programmes

Family Friendly

- Childcare vouchers – If you are using registered or approved childcare, you can choose to take part of your salary in childcare vouchers to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

Financial

- JTRS Apple Product Store—Employees, students and families are eligible to purchase a range of Apple products at preferential terms.
- EAG Essex Auto Group –Employees are eligible to receive preferential terms on the purchase of new vehicles within the EAG range of vehicle bands they offer. EAG also offer vehicle servicing and repairs, and hold an agency with Motability for those who require a vehicle to their specific disability needs.
- Pension

Health and Wellbeing

- Hi-Tec Sport – Hi-Tec offer staff, students, and parents of the Group a discount on all footwear purchased directly from Hi-Tec via its online store.
- BHSF – The Group works in partnership with BHSF, to support our health and wellbeing agenda. BHSF provides access to support services and employee benefits

Academies Enterprise Trust, Safe Recruitment Procedure

Academies Enterprise Trust is committed to safeguarding and promoting the welfare of children and young people in its Academies. In order to meet this responsibility, its Academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure and Barring Service

A Disclosure and Barring Service Certificate will be required for all posts.

Shortlisting

Only those candidates meeting the right criteria will be short listed.

Interview

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference Checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 3 months). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the Academy/Trust with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.

Equal Opportunities

Academies Enterprise Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds with different skills and abilities. AET takes positive steps to create an employment culture through its Board of Governors, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community and others connected with it. AET is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

Data Protection

Personal data provided on your application, and for equal opportunities monitoring, is required to enable Academies Enterprise Trust to operate and monitor its recruitment and employment procedures. Data is kept secure and accurate, and disclosure is restricted to those people within the organisation who have a need to access it. Personal data supplied by you is destroyed within prescribed time limits, unless you are appointed, in which case the data you have supplied will form the basis for your individual staff record.