

Vacancy: Science Teacher

Northern House School (Solihull)

Date: May 2019



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Believe, Achieve, Succeed

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Dear Applicant,

Thank you for your enquiry regarding the above position. This post is offered on a permanent contract on Teachers main scale

Applicants should ensure that all parts of the application form are completed, together with the supporting statement of no more than two sides of A4, in which you must demonstrate what you can bring to Northern House School (Solihull). CV's alone will not be considered.

The school is at an exciting phase in its development. We are in the fifth school year, following academy conversion, being sponsored by Northern House School Academy Trust. We are a small school where all pupils are well known and understood by our experienced staff and we are proud of our pastoral care which ensures our pupils are well supported. I hope that along with our website and this job pack you will gain a clear sense of what makes our school distinctive in an ever-changing world.

If you would like more information, or if you would like a tour of the school, please get in touch. It is important for potential employees to fully understand our culture and ethos 'at work'. I hope you will be interested in taking your initial enquiries further and look forward to receiving your completed application form, equal opportunities statement, cover letter and supporting statement. Please ensure your supporting statement addresses the person specification and your reasons for applying for the post.

Applications by email are encouraged and must be sent to jobs@northernhouse.org.uk by **12:00 noon on 20th May 2019**. Unfortunately we are only able to offer feedback to short-listed candidates.

Yours faithfully,

Trevor Scott

Head Teacher



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About Northern House School (Solihull)



This new school stands on the site of what was previously known as 'Oaklands School' in Castle Bromwich. The building was constructed in 2009 and boasts state-of-the-art facilities.

Northern House School (Solihull) is a special day school for 96 pupils aged 4-16 with Social, Emotional and Mental Health difficulties (SEMH).

Many of our pupils also have additional needs, often due to the co-morbidity of related medical conditions. Additional needs presented include Autistic Spectrum Conditions (ASC) including Asperger's Syndrome, Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD) including dyslexia and dyspraxia and Speech, Language and Communication Needs (SLCN). Some pupils have medical conditions such as Attention Deficit Hyperactivity Disorder (ADHD) requiring medication or visual and hearing impairments.

All pupils at Northern House School have an Education, Health and Care Plan (EHC) and are admitted following close consultation with the referring Local Authorities.

Pupils are taught in groups of a maximum size of eight by an allocated Class Teacher and Teaching Assistant. Sometimes additional adults are allocated to a group or an individual for a short period of time to meet specific needs.



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Before attending our school, many pupils have experienced 'failure' in a conventional mainstream setting, often resulting in attainment below the national expectations and significant self-esteem and confidence issues. At Northern House School (Solihull) we aim to nurture pupils by building trusting relationships, enabling pupils to feel valued and to develop self-worth, raising self-esteem and supporting them to engage with learning, leading to achievement and experiencing success.



Our main focus rests on supporting all pupils, regardless of their starting points to reach their academic, emotional and social potential – we want pupils to be the best they can be, enabling them to move on and become a functional member of society. This is achieved by challenging pupils and staff to take the next step for their personal development.



Many of our pupils arrive feeling that they are not successful learners and with significant self-esteem difficulties due to their prior experience of learning. It is also common for our pupils to arrive with limited and underdeveloped skills due to missed opportunities and challenging behaviour acting as a barrier to learning. Pupils are valued as individuals and time is taken to identify learning styles and to understand the needs of the child. This approach allows us to identify activities and learning opportunities to close the gap and to move children along their educational journey.

Our school is a successful and happy one, where pupils feel valued and learn to take responsibility for themselves and others. We are blessed with children of many different age groups. The consideration and patience shown by our older pupils towards their younger peers is only one of the many remarkable features of our school.

We regularly feature pupils' work and successes on our website and seek to include all our children in school performances and off-site learning activities, experiences from which they may have been excluded in the past.



Vacancy: Science Teacher

Northern House School (Solihull)

Date: May 2019



All pupils benefit from;

- in-house catering
- a fully-equipped drama studio
- a multi-purpose sports hall, with space and equipment to host 5-a-side football, badminton, basketball, gymnastics and trampolining
- a design technology suite
- a mechanics room
- a food technology room
- a science lab
- a music room
- an art room
- a library
- tennis courts
- landscaped grounds
- spacious classrooms equipped with interactive smart boards and the latest computer technology
- Primary pupils additionally enjoy their own play area and purpose-built playground.



Vacancy: Science Teacher

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Our pupils receive a broad and balanced curriculum, aiming to meet their individual special educational needs. The school is committed to equal opportunities and all our pupils are expected to leave school with accredited qualifications. At all times pupils and staff are expected to work and behave responsibly, showing respect and consideration for others.

We are developing a culture of aspiration, achievement and personal growth for all pupils and we are committed to broadening their experiences through our enrichment programme. Themed days, residential excursions and an active School Council combine to make this a busy school where everyone's talents are nurtured and stretched. I appreciate the hard work and dedication of the pupils, their teachers and support staff and I enjoy good communication with all our families. We put ourselves through twice yearly rigorous self-evaluation. Our school motto is '**Believe, Achieve, Succeed**' so you can see this is not merely a slogan but a guiding principle for whole school improvement.

Mr Scott

Head Teacher

Vacancy: Science Teacher

Northern House School (Solihull)

Date: May 2019



Remuneration

The salary for the post will depend upon experience/ continuous service along with a SEN1 allowance increasing to SEN2 after appropriate time in service as per pay policy.

Teacher's pensions also provided.

Additional Benefits

All staff have access to a range of other discretionary benefits.

All staff have access to an Employee Assistance Programme and a Discounted Shopping Scheme

In addition to this, all employees have the ability to opt in to the following:

- Employer paid Health Cash Plan, which provides money back on a range of wellbeing and health items, such as Dental Surgery, Opticians, Physiotherapy and Chiropractic.
- Teachers Laptop
- Various salary sacrifice schemes, including:
 - mobile phones
 - will writing
 - cancer screening

The Application Process

The closing date for applications is **12:00 noon 20th May 2019**.

Interviews will take place **24th May 2019**.

Please visit our website and download the application form, along with the job pack and advert information <http://www.northernhouse.org.uk/vacancies>. Applicants are asked to provide a completed application form, detailing any gaps in employment), ensuring your other information in support of your application is of no more than two sides of A4, in which you must demonstrate what you can bring to Northern House School (Solihull).

Once you have completed your application please email it to Jobs@northernhouse.org.uk **stating the Role and Solihull in the subject line.**

Applicants must provide a minimum of two references, one which must be their current employer (or most recent permanent employer if not in permanent work). The reference must be of someone of a senior nature (normally the Head Teacher in the case of someone working in a school presently)

The school will shortlist applications based on the Person Specification provided.

Successful shortlisted candidates will be called for interview. During the interview candidates will be required to bring with them a range of Identification, as required under Safer Recruitment and Right to Work. Proof of qualifications will also be required.

Vacancy: Science Teacher

Northern House School (Solihull)

Date: May 2019



Safeguarding

Northern House School is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

All applicants will be subject to a rigorous, Enhanced Disclosure and Barring Service (DBS) check and all references obtained will be checked for authenticity and accuracy.

We are an Equal Opportunities employer and welcome applications from all members of the community.

Information for Job Applicants - Safeguarding of Vulnerable Groups, including children

Please read this important information if the post for which you are applying is classed as Regulated Activity with regard to working or having contact with Vulnerable Groups, including Children.

1. Exemption Orders to the Rehabilitation of Offenders Act 1974 permit us to ask you to tell us about all convictions or cautions on your application form. You are obliged to tell us.
2. Under the Disclosure & Barring Service Scheme, we will need to check that you are not barred from working or having contact with Vulnerable Groups, including Children (according to the post).

Currently we will discover this from an application by you for an Enhanced DBS check for Regulated Activity, which we will arrange for you.

3. As we have children under the age of 8 on site, we will also check that you have not been barred from working with young children due to the 'disqualification by association' legislation which is set out in the DFE's 'Keeping children safe in education' guidance
4. If you are already barred from working with either Children or Vulnerable Groups, we cannot by law employ you for this post, and you will commit an offence by making an application.
5. If you are not barred, a criminal record will not automatically bar you from employment, but you may be required to attend a meeting with a Senior Officer to discuss the details of your record.
6. All information provided by you and the DBS Disclosure, will be kept secure and only made available to persons who need to view it for employment purposes. It will be destroyed after use. We will comply with the DBS Code of Conduct relating to storage and security of all Disclosure information

Secondary Class Teacher – Job Description

INTRODUCTION

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

The performance of all the duties and responsibilities shown below will be under the responsible direction of the Head Teacher; and the Head Teacher, or other Senior Manager as appropriate, will be mindful of his/her 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.

GENERAL DUTIES/RESPONSIBILITIES

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.

To take 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 responsibly for raising concerns with an appropriate manager.

To take appropriate responsibility for promoting and safeguarding the welfare of children and young persons for whom you are responsible, or with whom you come into contact.

GENERAL DESCRIPTION OF THE POST

To be an effective professional who demonstrates thorough curriculum Knowledge, can teach and assess effectively, takes responsibility for Professional Development and has pupils who achieve well.

CORE REQUIREMENTS OF THE POST

In fulfilling the requirement of the post, the teacher will demonstrate essential professional characteristics and in particular will:

- Inspire trust and confidence in pupils and colleagues
- Build team commitment with colleagues and in the classroom
- Engage and motivate pupils
- Demonstrate analytical thinking
- Improve the quality of pupil learning
- Be able to liaise with professionals in other agencies

Vacancy: Science Teacher

Northern House School (Solihull)

Date: May 2019



PUPIL PROGRESS

Demonstrate appropriate consistent progress:

- For the majority of pupils
- Across all teaching areas
- Across all spectrums of background, ability and behaviour
- That compares favourably with pupils in similar settings
- Use performance data and incident data to evaluate pupils' progress and set appropriate targets for improvement
- Use assessment to inform planning and teaching

PROFESSIONAL PRACTICE

- Maintain an up to date knowledge of good practice in teaching techniques
- To use positive physical intervention techniques as required
- Know subject(s) or specialism(s) to enable effective teaching
- Take account of wider strategies in all teaching curriculum developments
- Incorporate national strategies in all teaching curriculum developments
- Incorporate national strategies in all teaching
- Use knowledge of pupils' learning needs
- Communicate learning objectives
- Effectively use homework and other extra-curricular learning opportunities
- Understand and apply a range of teaching strategies
- Positively target and support individual learning and behavioural needs
- Maintain high levels of behaviour and discipline
- Make best use of all resources
- Undertake professional development to enhance teaching and pupils' learning and apply outcomes and identify impact, sharing outcomes with colleagues
- Take responsibility for professional learning

CONTRIBUTE TO THE ETHOS AND PRIORITIES OF THE SCHOOL

- Contribute to school improvement and development planning and promote the learning priorities of the school SIP
- Contribute to the development and/or implementation of school policies
- Use the Performance Management Process to advance pupil learning and enhance professional practice in line with the school's aspirations and priorities
- Have lead responsibility for a subject or aspect of the whole school's work and develop plans which identify clear targets and success criteria for its development.
- Promote the wider aspirations and value of the school

This list of duties is not exhaustive. The post holder will be expected to adopt a flexible attitude to the duties which may have to be varied subject to the needs of the school and in keeping with the general profile of the post.

To Whom Responsible:

The Head Teacher and Governors

This job description may be amended at any time after discussion with you, but in any case will be reviewed annually.

Vacancy: Science Teacher

Northern House School (Solihull)

Date: May 2019



PERSON SPECIFICATION - Secondary

| Key Criteria | Essential | Desirable |
|--|---|--|
| Professional Qualifications | Relevant degree or equivalent qualifications. | Further study/qualification in SEN |
| | Qualified Teacher Status | |
| Experience | Planning for and teaching pupils with SEN, including use of IEPs and Individual Behaviour Plans (IBPs) | Evidence of building links with parents, other schools and the wider community |
| | Experience of working with children with SEMH | Experience in providing pastoral care for pupils |
| | Evidence of observations and monitoring of the curriculum area. | Experience of liaison with a wide range of outside agencies. |
| | Successful Teaching experience in key stages 3-4 | Experience of teaching KS2 |
| Professional knowledge and skills | Knowledge of safeguarding policies and procedures | |
| Professional knowledge and skills | Awareness of Every Child Matters agenda and fundamental British Values | Knowledge and experience of setting, monitoring and evaluating targets |
| | Knowledge and experience of developing a purposeful learning environment and using strategies to promote good behaviour | Knowledge and experience of preparing chemicals and equipment for practical sessions |
| | Up to date subject knowledge of current curriculum developments | |
| | Respect for pupils' social, cultural, religious and ethnic backgrounds with an understanding of how these may affect their learning | |
| Competence summary | Inspirational Practitioner with SEMH Children | Willingness to teach across complete ability and age range |
| | Excellent organisational and time management skills | Willingness to take an active role in all aspects of school life |
| | Good knowledge of ICT | |
| Personal Skills | Sense of humour | |
| | Committed to providing a high standard of education for all pupils | |
| | Enjoys working as part of a team | |
| Professional Development | Evidence of commitment to personal professional development | |