



CANDIDATE INFORMATION BROCHURE



To inspire young people to make their best better

Dear candidate,

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](#)

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

Post: Assistant Educational Psychologist

Responsible to: Co-Principals, Senior Leadership Team

The Assistant EP will be expected to:

- Contribute to the assessment of children and young people and prepare short written accounts of this work for a range of audiences.
- Provide a supporting role in the contribution to the production of Annual Review.
- To support the triage of work using protocol assessments and observations across the Academy age range.
- Undertake or support research, service and development work within the Educational Service and the wider Multi-Agency Trust under the guidance and supervision of a HCPC registered Colleague.
- Assist qualified Educational Psychologist in planning and delivering high quality training and work to education providers, families and young people.
- Demonstrate essential qualities as outlined in the person specification.

Key accountabilities:

To assist the schools designated EP in planning and delivering high quality training and group work to education providers, families and young people.

Tasks:

- Direct work with children and young people and their families including individual and group work.
- To attend and contribute to weekly staff meetings.
- To attend and contribute to ongoing development of the Academy in:
 - (i) Restraint reduction
 - (ii) Restorative justice
 - (iii) Nurture group
 - (iv) Six Core strategies (Huckshorn, 2004)
- Planning and delivering group work with children and/or professionals.
- Deliver training with an EP on topics such as neurodevelopmental disorders and attachment theory.
- Contribute to the planning and delivery of interventions for children and young people.

To contribute to the assessment of children and young people and prepare short written reports for a range of audiences by:

- Undertaking focused classroom based observations of children and young people, and preparing short written reports.
- Undertaking focused behaviour analysis to inform the wider holistic pupil progress.
- Undertaking specific assessment under the guidance of the EP and in line with BPS test administration guidance where necessary.
- Producing high quality reports and maintain accurate and efficient record keeping in line with schools policy and procedure.

Support the development of research and development work within the AET Multi-agency team and the wider school community under guidance and supervision of an HCPC registered Educational Psychologist by:

- Undertaking literature searches and writing comprehensive, up to date and accurate literature reviews in line with the school's vision.
- Maintaining an up to date knowledge of all relevant legislation and Academy policies and procedures, and ensure compliance with them i.e. safeguarding. To maintain a current evidence base in relation to child development, educational policy and social and emotional factors associated with learning.

To provide a supporting role in the transition to the Education Health and Care Assessment process by:

- Assisting the SENCo with support compiling aspects of the Education, Health and Care Assessment process i.e. Annual Reviews, ASD assessments etc.
- Eliciting the views of children and young people as part of the 'Pupil Voice'.

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 Principal.
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. Postholder 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

Qualifications & Experience		Essential /Desirable	
	Masters degree in Psychology (or equivalent)	E	
	Evidence of additional interest, training or attendance at courses concerned with special educational needs	E	
	Relevant experience of working with children and young persons within educational, childcare or community settings	D	
	Experience of working directly with families in a supportive role	D	
	Experience of facilitating groups with children, young people or adults	D	
	Delivery of training and/or accredited parenting programmes such as Attachment Theory	D	
	Undertaking behaviour analysis and developing interventions for support	D	
	Experience of direct work with children or young people using group techniques or individual interventions	D	
	Experience of gathering feedback from users and evaluating projects	D	
	Experience of undertaking and writing up research that has involved children and young people as participants	D	

	Direct experience of using and applying appropriate research methodology	D	
	Direct experience of working within SEN statutory framework particularly SEMH	D	
Skills and Knowledge	Able to apply psychology in an educational setting	E	
	A confident and adaptable communicator	E	
	High level of oral and written communication skills	E	
	Knowledge of current psychological thinking in relation to child development and social and emotional factors influencing learning	E	
	Able to be task focused and good organisation skills	E	
	A commitment to working in a supportive role to the school team	E	
	To be able to adapt to changes as they occur	E	
	High level of problem solving skills	E	
Professional Orientation	Commitment to inclusive practice	E	
	Commitment to equal opportunities	E	
	Interest in quality issues and continual service improvement	E	
	A desire to work within applied psychology to improve the learning experience for pupils and students	E	

	A willingness to participate in staff induction, supervision, performance review and professional development	E	Ability to consult with children and their families and carers and other adults
Working with children	Behaviour Management	E	Understand and implement the Academy's behaviour management policy
	Neurodevelopmental Disorders	E	Ability to understand and support children with developmental difficulty or disability
	Curriculum	E	Good understanding of the Academy's curriculum Knowledge of literacy/numeracy strategies
	Child Development	D	Good understanding of the general aspect of child development
		D	Ability to assess progress and performance
Working with others	Health & Well being	E	Understand and support the importance of physical and emotional wellbeing
	Working with partners	E	Understand the role of others working in and with the Academy Understand and value the role of parents and carers in supporting children
	Relationships	E	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	E	Ability to work effectively with a range of adults

Responsibilities	Information	E	Know when, how and with whom to share information
	Organisational skills	E	Ability to follow instructions accurately
		E	Good organisational skills
		E	Ability to remain calm under pressure
		E	Ability to support the work of volunteers and other teaching assistants in the classroom
		E	Ability to manage own time effectively
General	Creativity	E	Demonstrate creativity and an ability to resolve routine problems independently
	Equalities	E	Awareness of and commitment to equality
	Health & Safety	E	Basic understanding of Health & Safety
	Child Protection	E	Understand and implement child protection procedures
	Confidentiality/Data Protection	E	Understand procedures and legislation relating to confidentiality
	CPD	E	Be prepared to develop and learn in the role

Academies Enterprise Trust

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 64 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 to 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 for Education

Google for 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!

The latest innovation in an increasing number of our academies includes access to Chromebook Flip for all teachers with the ability to cast the screen from anywhere to the large format screen at the front of the classroom. Where students have access to Chromebooks, teachers can also allow students to cast their work to the screen as well to support with peer assessment, group projects and collaborative working!

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 safeguarding 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.