

## **Vacancy: Assistant Headteacher**

Northern House School (Oxford)

Date: July 19

Northern  
House  
School



# Believe, Achieve, Succeed

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Dear Applicant,

Thank you for your enquiry regarding the above position. This post is permanent to start in September 2019 or as soon as possible if a September start is not possible.

Applicants are asked to provide a completed application form (detailing any gaps in employment), a CV, accompanied by a covering letter of no more than 2 A4 pages, Arial Font 11. In your covering letter tell us:

- What has prepared you for this role?
- Why you want to join our Trust and school?
- What do you think you can bring to the school?
- Why do you think an effective Assistant Head Teacher for Inclusion is so important in a school environment?

This is a challenging and important post requiring a teacher / leader of the highest calibre. This role will be suitable for a teacher with leadership or SENCO experience or an educational psychologist with qualified teacher status. The successful candidate must have the ability to support and work with the Headteacher and SLT in all aspects of school improvement and have a key responsibility to sustain and develop our inclusive ethos.

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, additional supporting statement and CV. Please ensure your covering letter and supporting statement address 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](mailto:jobs@northernhouse.org.uk) by 12noon on 17/07/19. Interviews will be held on 22/07/19. Unfortunately we are only able to offer feedback to short-listed candidates.

Yours faithfully,

Jonathan Willis  
Head teacher

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## **Northern House School (Oxford)**

Our school motto is 'Believe, Achieve, Succeed' and nowhere more can this be seen than at our flagship 'outstanding' school in Oxford.

It has a long history of being an educational establishment for pupils with special and additional needs dating back to 1840. Northern House School officially opened in 1938 to provide classes for 'disturbed or maladjusted children who were not of subnormal intelligence'.

Since 1938 the school has continued to grow in terms of size and rationale, but has continued to build relationships with external agencies, based on the legacy started in 1940, when the Educational Guidance Clinic from Bury Knowle was co-located. This was followed in 1958 when the staff of The Park Hospital School moved to the site, until their departure in 1971. In 1972 there were 43 pupils on roll. This increased to 53 in 1963 and to 86 now.

The school has seen much change recently. In 2004 it added to its listed main house and stable block, built around 1824. In 2004 a new hall and two classrooms were built to increase capacity. In 2012 the ex-Prime Minister, David Cameron, opened a two storey block, providing accommodation of five classrooms, a library, a SEN base, a music room and a purpose built food technology room. This development has provided pupils with a spacious, bespoke learning environment as well as enabling us to further enhance our respected Integration and Outreach provision.

Northern House School (Oxford) is renowned for its expertise in the management and support of pupils with Emotional and Social Difficulties, as demonstrated by our successive 'Outstanding' Ofsted ratings.



This acclaim led to its successful application to become an Academy in 2012. The Department for Education quickly encouraged us to open a second school in Solihull, and a third in Wolverhampton.

Many of our pupils also have additional needs, often due to the co-morbidity of related medical conditions. Additional needs presented include Autistic Spectrum Disorder (ASD)



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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, visual and hearing impairments and physical conditions requiring assistance with personal care.

All pupils at Northern House School have a Statement of Special Educational Needs or an Education, Health and Care Plan (EHC) and are admitted following close consultation with the referring local authorities.



Pupils are taught in groups of around eight by an allocated class teacher and assistant.

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 (Oxford) 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 functioning member of society. This is achieved by challenging pupils and staff to take the next step in their personal development.

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. At Northern House School (Oxford), 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. This lead sponsor



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school truly advocates our moto "Believe, Achieve, Succeed"

## **Remuneration**

- A pension is also provided.
- Leadership scale 3-7

## **Additional Benefits**

Local Government Pension Scheme

Following a successful probation period access to an array of some of the best discretionary employee benefits that any school or Trust offers,

- Employer paid Health Cash Plan, which provides money back on a range of wellbeing and health items, such as Dental Surgery, Opticians, Physiotherapy and Chiropody.
- Employee Assistance Programme
- Discounted Family Shopping Scheme
- Salary Sacrifice Mobile Phone Scheme
- Salary Sacrifice Cancer Screening
- Child Care Vouchers
- Cycle to Work
- Salary Sacrifice Will Writing
- Salary Sacrifice Gourmet Society

## **The Application Process**

The closing date for applications is **17/07/19 @ 12.00pm.**

Interviews will take place 22/07/19

Applicants are asked to provide a completed application form (detailing any gaps in employment), a CV, accompanied by a covering letter of no more than 2 A4 pages, Arial Font 11. In your covering letter tell us,

- What has prepared you for this role?
- Why you want to join our Trust and school?
- What do you think you can bring to the school?
- Why do you think an effective Assistant Headteacher Inclusion is so important in a school environment?

Applicants must provide a minimum of two references, one of which must be their current employer (or most recent permanent employer if not in permanent work). The reference

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must be someone of a senior nature (normally Head Teacher in case of someone working in a school presently).

The school will then shortlist applications based on the Job Specification provided.

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.

For an application pack please download it from our Trusts website ([www.northernhouse.org.uk](http://www.northernhouse.org.uk)).

Once you have completed your application please email [Jobs@northernhouse.org.uk](mailto:Jobs@northernhouse.org.uk)

### **Safeguarding**

Northern House School Academy Trust is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect 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.

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### 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.

#### **Further Information**

For a further discussion about the position or to visit the school please contact Kate Bartlett (School Business Manager) on 01865 557 004.

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## Assistant Headteacher Northern House School (Oxford)

The Trust has a responsibility for, and is committed to, safeguarding and promoting the welfare of children, young people and vulnerable adults, and requires all staff and volunteers to share this commitment.

<b>Post Title</b>	Assistant Headteacher
	Northern House School (Oxford)
<b>Salary Band/Range</b>	Teachers Terms and Conditions (L3-7)
<b>Responsible to</b>	CEO / Headteacher/ Board of Directors Northern House School Academy Trust / Local governing body of Northern House School (Oxford)
<b>Location</b>	Northern House School (Oxford)
<b>DBS Check</b>	Yes
<b>Special Conditions</b>	Full Time

### 1. Job Purpose

To lead and manage the development of education at Northern House School (Oxford) for children and young people aged 5-11; to support the Headteacher in the development of provision across the school.

*Duties and responsibilities of the post may change over time as requirements and circumstances change. The person in the post may also be required to carry out such other duties as may be necessary from time to time.*

*This job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document as relevant to the post holder's title and salary point. The post is otherwise subject to the conditions of service for school teachers in England and Wales and to locally agreed conditions of employment to the extent that they are incorporated in the post holder's individual contract of employment, copies of which are available on request.*

### 2. Key Responsibilities



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2.1	Main Duties
	<p><b>A. Whole School Development</b> with Headteacher and Senior Leadership Team</p> <ul style="list-style-type: none"><li>• To take a leading role in raising standards, improving quality of teaching and staff development</li><li>• In partnership with the Headteacher, Deputy Headteacher monitor the quality of teaching, pupil progress and attainment</li><li>• Support the vision, ethos and policies of the school and promote high levels of achievement throughout the school</li><li>• Actively support the Headteacher, Deputy Headteacher and staff in the promotion and achievement of the aims and objectives of the school</li><li>• To support the Headteacher and Deputy Headteacher to manage the day to day organisation</li><li>• Through Leadership Team meetings, contribute to the school's organisation and overall strategy of the school</li><li>• Report to Governors and attend Governor meetings as appropriate</li></ul> <p><b>B. General Responsibilities</b></p> <ul style="list-style-type: none"><li>• To work in close collaboration with the Headteacher and Deputy Headteacher in whole school development including self evaluation, monitoring and improvement processes</li><li>• Act as "critical friend" and provide effective professional challenge and support to the Headteacher</li><li>• To be a member of the school leadership team and to play a significant role in partnership with the Headteacher and Deputy Headteacher in reviewing whole-school policies and practice</li><li>• To play a full part in developing further equal opportunities in the school</li><li>• To promote a positive image of the school and the achievements of its pupils</li><li>• To deputise for the Headteacher and Deputy Headteacher in the day-to-day management of the school as required</li><li>• To share the responsibility with the Headteacher and Deputy Headteacher for the safety of the children</li><li>• To support the development of behaviour for learning, including the implementation of the school's behaviour policy</li><li>• To assume responsibility for particular aspects of the school's functioning</li><li>• Take the lead SENCo role ensuring statutory responsibilities for SEND, EHCP's and their Annual Reviews are met, supporting staff as appropriate</li><li>• In consultation with the Headteacher and Deputy Head lead and manage support staff and other professionals who work in the school</li><li>• In conjunction with the Headteacher and Deputy Head deploy staff to ensure both best coverage of pupils and that individual needs are met</li><li>• In conjunction with the Headteacher and Deputy Head Identify training needs of staff and organise INSET and CPD in relation to specific areas of SEND</li></ul>

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- Play a significant role in the training and coaching of colleagues
- Liaise with external professionals to ensure provision is in place to meet the needs of pupils
- To be a named Designated Safeguarding Lead

## **C. Teaching and Learning**

- Monitor and support all staff to ensure the effective delivery of the curriculum with the Headteacher and SLT
- Exemplify and share best practice across the school
- Work with pupils and teachers to ensure realistic and challenging expectations of pupils
- Model and team teach alongside colleagues to develop highly effective practice, such as effective interactive teaching, use of specific strategies to support learning. classroom management, discipline
- Ensure recommendations from external professionals in relation to individual pupils are implemented and reviewed as appropriate
- Collate and interpret specialist assessment data on SEND and undertake relevant assessments on pupils to inform best teaching practice within the school and evidence progress
- Identify and adapt effective teaching approaches for pupils
- Establish and disseminate strategies that support all staff in their work
- Model positive behaviour management and Restorative Approaches to managing conflict
- Ensure support for pupils is in place at points of transitions between interventions and the classroom to ensure the continuation of learning
- Establish and implement whole school systems for pupil well-being
- Monitor and review interventions/teaching activities ensuring robust recording systems are in place to evidence pupil progress
- Undertake teaching responsibilities as required

## **D. Management of staff**

- To line manage support staff including some middle leaders on a day-to-day basis
- To assist in the recruitment, selection, induction and development of all staff
- To demonstrate a commitment to his/her own continuing professional development and that of all staff
- To be involved in assessing the professional development needs of staff
- To be involved, with the SLT, in planning, implementing and evaluating a broad and balanced curriculum
- As a member of the Leadership Team, share whole school responsibility for the pastoral care of

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	<p>pupils and staff</p> <ul style="list-style-type: none"> <li>• Ensure staff are well informed of all aspects of school life in order to promote good communication and high morale</li> <li>• Encourage the practice of working as a team.</li> </ul> <p><b>E. Leadership Responsibilities</b></p> <ul style="list-style-type: none"> <li>• To be actively involved in the ongoing School Development Plan and arrangements for its evaluation in terms of its effect on school improvement and raising standards</li> <li>• To support the Headteacher and Deputy Headteacher in appraisal of staff</li> <li>• To work in partnership with the Headteacher, Deputy Headteacher and SLT in developing appropriate management structures in the school</li> <li>• To undertake regular assemblies</li> <li>• To attend Governing Body meetings, and to work in collaboration with the Governing Body, particularly at committee stages on issues of school improvement</li> <li>• To play a full part in developing further and enhancing relationships between the school, parents, external agencies and the local community</li> </ul> <p><b>F. Administrative Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Be aware of and respond appropriately to any health and safety, Child Protection and Safeguarding issues raised by staff, children or families</li> <li>• Maintain effective communication systems both within the school and with key Northern House School Academy Trust directors and staff</li> <li>• Ensure that you remain up to date on developments and issues with regard to the management of the school</li> <li>• Take on any additional responsibilities that might from time to time be determined by the Headteacher, as consistent and reasonable to your job duties, including deputising for the Deputy Headteacher and /or Headteacher in their absence</li> </ul>
<b>2.2</b>	<b>People</b>
	Line management responsibility for the teachers and support staff
<b>2.3</b>	<b>Safeguarding</b>
	The Trust is committed to keeping children, young people and vulnerable adults safe. The post holder is responsible for promoting and safeguarding the welfare of the children, young people and vulnerable adults for whom she/he is responsible or comes into contact with.
<b>2.4</b>	<b>Financial</b>
	Work closely with the Headteacher and SBM to ensure that all expenditure is controlled within the school budget

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	<b>2.5</b>	<b>Buildings &amp; Equipment</b>
		Ensure that all equipment is maintained / replaced as appropriate
	<b>2.6</b>	<b>Health &amp; Safety</b>
		The post holder will be responsible for his/her own health and safety. All duties and responsibilities must be carried out in line with the specific requirements detailed in the Trust's Health and Safety policies.
	<b>2.7</b>	<b>Policies &amp; Procedures</b>
		The post holder will be accountable for ensuring that he/she is aware of relevant Trust policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.
<b>3.</b>		<b>Other Conditions</b>
	<b>3.1</b>	<b>Mobility</b>
		The post holder may be expected to travel between Solihull, Oxford and Wolverhampton on an infrequent basis. Whilst this post is initially to a specific site, the post holder may be exceptionally required to transfer to any post appropriate to their grade at such a place as the service of the Trust may require.
	<b>3.2</b>	<b>Equal Opportunities</b>
		The Trust is committed to Equal Opportunities and expects all staff and volunteers to recognise and value differences and to treat everyone with dignity and respect.
	<b>3.3</b>	<b>Variations to Job Descriptions</b>
		Due to changing demands, duties and responsibilities are likely to vary from time to time and the Trust therefore retains the right to amend job descriptions to reflect changing requirements.

## Person Specification

You should use this Person Specification as a guide for aspects to be covered in your application after reading the Job Description

Specification Criteria:

E – Essential

D - Desirable

### 1. Educational Qualifications

Qualified teacher status E

Appropriate management experience and/or training E

### 2. Experience



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Substantial School teaching experience within a Primary age setting, minimum 3 years	E
Relevant experience of successful leadership at a whole school level	E
Involvement in school development and evaluation	E
Taken a lead on inclusion or curriculum initiatives that have contributed to raising educational standards	E
Promoted, organised and led staff training and development	E
Experience in resource and personnel management	E

### 3. Job Related Knowledge, Aptitude and Skills

Knowledge and experience of Special Educational Needs and effective learning for children with barriers to learning.	E
The ability to evaluate provision of the school and plan a strategy for its development	D
A clear understanding about school improvement issues	E
The ability to determine priorities and manage time effectively	E
Knowledge of and potential to build positive and effective programmes for staff development in particular developing coaching and mentoring	D
Ability to use evidence to select and evaluate highly effective intervention programmes	E
The ability to establish effective working relationships with all members of the school community	E
Skills in resource and budgetary management	D
The ability to communicate effectively, both orally and in writing, with individuals and groups	E
An understanding of, and a commitment to, inclusive education	E
The ability to use ICT to support teaching and management	E

### 4. Personal Qualities

The potential for creative and innovative educational leadership	E
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The capacity to project and sustain a positive attitude and approach at all times	E
The capacity to be flexible in work practices	E
The ability to use initiative when problem solving	E
The ability to work independently and as part of a team	E
The ability to manage, organise and motivate all staff with diplomacy, sensitivity and good humour	E
A commitment to personal and professional development	E
An enthusiasm and energy for teaching	E
A passion for supporting all children to achieve their potential	E

## 5. Equal Opportunities

A proven commitment to equal opportunities policy and practice	E
The ability to demonstrate that they have actively fostered equal opportunities in their own work.	E