

**RECRUITMENT PACK:
TEACHER OF ENGLISH
WITH SPECIALISM IN EAL
AND/OR ALTERNATIVE
PROVISION**

Dear Applicant,

Thank you for your interest in the post of Teacher of English with specialism in EAL and/or Alternative Provision at The Henry Box School. We are looking to appoint a skilled individual to join our Intervention Team and English Department to support students with Special Education and Additional Needs in years 7-11. Applicants should have experience of working with children in a learning environment to join our enthusiastic and dedicated team. Excellent literacy, numeracy and ICT skills are required.

The Henry Box School is a successful, thriving mixed comprehensive school of over 1200 students situated on Church Green in the historic market town of Witney. The school was founded in 1660 by local man Henry Box and the beautiful original school building is still in daily use in the centre of our attractive site. We are proud of our history and tradition and very excited about our future. The school was inspected by Ofsted in June 2013 and was judged as 'good' in every category. The GCSE examination results in 2017 were excellent, with 'A' Level results above the national average.

High academic standards and fulfilment of potential are at the heart of our school aims. In addition to the strong academic progress students make, there is a large focus on personal and social development, with a very effective pastoral system in place. We introduced a House system which is successful in creating further opportunities for student involvement, competition and leadership. There is a wide ranging enrichment programme which all students are encouraged to participate in, including clubs and teams, trips abroad and a very popular Duke of Edinburgh Award scheme.

At Henry Box, we are fortunate to have fantastic staff, both teaching and support, experienced and supportive governors, and students who have positive attitudes and are keen to learn. Students and staff enjoy positive and mutually respectful relationships, and above all we are a very happy school. Continuing Professional Development is central to our work and we offer opportunities and support for all staff to develop their skills, from our excellent NQT programme through to our Aspiring Senior Leader programme run in partnership with other local secondary schools.

The Henry Box School is committed to promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The appointment will be subject to enhanced DBS clearance, satisfactory references and other relevant pre-employment checks.

Further information about the post is given below.

Yours sincerely



W J Hemmingsley

Headteacher

Interventions Team Information

At The Henry Box School we are committed to helping every student, irrespective of background, to access a high quality education which meets their prior attainment, interests and aspirations and which enables them to enjoy success in their learning. We recognise that some students may require more support than others and we aim to plan accordingly. The Interventions Team is committed to supporting the academic progress and the social and emotional development of those students with additional needs. The team works in a range of contexts, including one-to-one intervention, small group work and in-class support, as well as working with external agencies and providing professional development for teaching and non-teaching staff.

The Interventions Team supports students' learning and development in a range of aspects:

- Learning support
- Speech and Language
- Social, Emotional and Mental Health (SEMH)
- Autism and Asperger's
- Alternative curriculum/ provision
- Literacy
- Numeracy
- EAL
- Young Carers
- Physical disability

The Interventions Team currently comprises 15 members of staff in a variety of roles, which include a SEN Teacher, Learning Mentors, the Link team (SEMH), a Literacy Co-ordinator and Literacy Mentors, a School Counsellor, and a School Health Nurse. The team is led by a SENCo and Assistant SENCo, and an Assistant Headteacher with responsibility for the progress of those learners who are vulnerable to underachievement.

The Interventions Team is situated in Trelawney House (a former rectory) in Lower School. The building has a classroom, a meetings room, several offices and a number of spaces for intervention work with students.

Team members have experience, expertise and qualifications in a range of areas, but all share the same commitment to students' well-being and development. Similarly, all team members are committed to their own professional development as well as an ethos of collaboration and support of colleagues' development.

Our priorities this year include:

1. Further developing our SEMH provision
2. Developing alternative curriculum provision and pathways
3. Improving our support of students with EAL and the coordination of provision across the school

Andy Jarrett

Assistant Headteacher: Interventions

(November 2017)

Essential

- Qualified Teacher status
- Ability to teach KS3, KS4. Ability to teach KS5 is desirable but not essential.
- Experience co-ordinating alternative curriculum/provision and/or supporting students with English as an additional language
- Effective behaviour management.
- Ability to work as part of a team.
- Knowledge of planning, assessment and record-keeping.
- Commitment to further training and development.
- Conscientious, enthusiastic and positive.
- The ability to relate well to students, staff and parents.
- Willingness and ability to be an effective tutor, if required.

Desirable

- Willingness to teach PSHE.
- Willingness to contribute to extra-curricular activities.
- Evidence of improving practice by identifying and meeting CPD needs.
- An empathy for children from a wide variety of social and cultural backgrounds

JOB DESCRIPTION: TEACHER

Post Title: Teacher of English with experience in supporting EAL and/or Alternative Provision

Purpose: To raise standards of attainment and achievement of learners with an initial focus on literacy, particularly reading for whom aspects of the standard curriculum may not be appropriate. An ability to undertake EAL co-ordination and/or managing alternative provision is required.

Reporting to: Assistant Headteacher Interventions and Faculty Leader

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. 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.

Liaising with: SLT, SENCO, Faculty Leaders, House Leaders and relevant staff with cross-school responsibilities, relevant support staff

Working Time: Full Time (Part time will be considered)

Disclosure Level: Enhanced

Salary: TMR/UPR

TEACHING

1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS

- 1(a) establish a safe and stimulating environment for pupils, rooted in mutual respect
- 1(b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- 1(c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- 1(d) help pupils acquire skills they may use when they leave school.
- 1(e) Promote independence and improve self-esteem and self-confidence

2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS

- 2(a) be accountable for pupils' attainment, progress and outcomes
- 2(b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- 2(c) guide pupils to reflect on the progress they have made and their emerging needs
- 2(d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- 2(e) encourage pupils to take a responsible and conscientious attitude to their own work and study
- 3(f) support pupils at risk of disengaging from their education

3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

- 3(a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- 3(b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 3(c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- 3(d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- 3(e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4. PLAN AND TEACH WELL STRUCTURED LESSONS

- 4(a) impart knowledge and develop understanding through effective use of lesson time
- 4(b) promote a love of learning and children's intellectual curiosity
- 4(c) set homework and plan other out-of-class activities to consolidate and extend the knowledge & understanding pupils have acquired
- 4(d) reflect systematically on the effectiveness of lessons and approaches to teaching
- 4(e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- 4(f) work and plan collaboratively with mainstream class and subject teachers within the classroom providing language support specific to the curriculum, including the identification of languages aims and setting of clear targets for learning
- 4(g) Work intensively, with individual pupils, groups and within whole class contexts as appropriate, on specific aspects of language and cognitive development
- 4(h) consistently and effectively plan lessons and sequences of lessons to meet students' individual learning needs, including students with special educational needs, and gifted or talented students. They should be aware of, and take proper account of the strategies agreed in IEPs (Individual Educational Plans) and IBP's (Individual Behaviour Plans)
- 4(i) research, plan, deliver and manage courses and learning activities designated to meet individual and/or group strengths and needs.

5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS

- 5(a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- 5(b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 5(c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- 5(d) have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- 5(e) Prepare and select suitable and sensitive learning materials to facilitate access to the mainstream curriculum, including the development of differentiated learning resources.
- 5(f) Liaise with colleagues to accurately assess pupils' intervention needs

6. MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT

- 6(a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

- 6(b) make use of formative and summative assessment to secure pupils' progress
- 6(c) use relevant data to monitor progress, set targets, and plan subsequent lessons
- 6(d) give pupils clear and regular feedback, both orally and through accurate marking to encourage pupils to reach their expectations.
- 6(e) assess the level of competence in English of individual targeted pupils and to provide matched support accordingly, including aspects of initial language development and use of specialist first language support as appropriate.
- 6(f) monitor and evaluate the progress of targeted pupils and contribute as appropriate to associated whole school policies, including issues related to linguistic diversity
- 6(g) maintain records of pupil progress and activities undertaken and to provide regular feedback to the Education Officer/Achievement Co-Ordinator(s) as requested

7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT

- 7(a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- 7(b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- 7(c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- 7(d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

- 8(a) make a positive contribution to the wider life and ethos of the school
- 8(b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- 8(c) deploy support staff effectively
- 8(d) take responsibility for improving teaching through professional development, responding to advice & feedback from colleagues
- 8(e) communicate effectively with parents with regard to pupils' achievements and well-being
- 8(f) undertake regular personal professional development to update and enhance cross-curricular skills as part of performance management and to attend school INSET/Team meetings as appropriate
- 8(g) keep an attendance register of students in every lesson and following up absence when necessary
- 8(h) monitor attendance, behaviour, learning and progress of students receiving alternative provision and set targets for improvement on a daily/weekly basis
- 8(i) establish and develop links with local community, e.g. with local employers
- 8(j) liaise with external agencies, e.g. Witney, Abingdon & Witney College

PERSONAL & PROFESSIONAL CONDUCT

Uphold public trust in the profession and maintain high standards of ethics and behaviour, within & outside school

- (a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- (b) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- (c) showing tolerance of and respect for the rights of others
- (d) not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- (e) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

- **Have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality**
- **Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.**

In addition for UPR (STPCD):

- the teacher is **highly competent** in all elements of the relevant standards; and
- the teacher's achievements and contribution to an educational setting or settings are **substantial and sustained**.

General Responsibilities

Taking 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 responsibility for raising concerns with an appropriate manager.

Additional duties:

- Play a full part in the life of the school community, to support its distinctive mission and ethos, and to encourage and ensure staff and students follow this example
- To promote and lead extra curricular activities in line with the traditions and expectations of the school within the context of a life work balance

Other Specific Duties:

- To undertake the role of Form Tutor if required
- To share in supervisory duties according to the school's published rotas
- To keep up to date with school information e.g. the weekly bulletin, staff handbook and to clear you pigeon hole daily
- To participate in any arrangements within an agreed national framework for the appraisal of your performance and that of other teachers
- To continue personal development as agreed
- To engage actively in the appraisal process
- To undertake any other duty as specified by STPCD not mentioned in the above
- Whilst every effort has been made to explain the main duties and responsibilities of the post each individual task undertaken may not be identified
- Employees will be expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description
- Employees are expected to be courteous to colleagues and to provide a welcoming environment to visitors and telephone callers
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- To attend calendared meetings as appropriate.

For all staff - You have specific responsibilities under Health & Safety / Child Protection legislation to ensure that you:

- Take reasonable care for your own health and safety, and that of others affected by what you do, or do not do
- Cooperate on all issues involving health and safety
- Use work items provided for you correctly, in accordance with training and instructions
- Do not interfere with or misuse anything provided for your health, safety or welfare
- Report any health and safety concerns to your line manager as soon as practicable
- Report any safeguarding children / child protection concerns to a senior member of staff
- Attend safeguarding training as requested

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in job commensurate with the grade or job title.

W J Hemmingsley
Headteacher
November 2017

The Application Process

We are seeking to appoint the best possible candidate and our recruitment process will reflect our desire to undertake all possible measures to achieve this.

Applicants should download the teaching staff application form using the following link:

<http://millacademy.co.uk/vacancies/> or <http://www.henrybox.oxon.sch.uk/content/vacancies-1>

In addition to the completed application form please submit a letter of application that is no more than two sides of A4.

Suitable and interested applicants are encouraged to make contact with HR Manager, Jeanette Ashton, for an informal discussion. Visits to the Academy prior to interview are also warmly welcomed.

The closing date for applications is **Thursday 23rd November 2017 at 8am**. All applications will be acknowledged upon receipt.

Shortlisting will take place shortly after the closing date and candidates will be notified further only if they are successful in being shortlisted. Interviews will take place the week commencing **27th November 2017**.