



Hopedale School

Applicant Information Pack

TEACHER

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About the Hopedale Group of Schools

We are a group of skilled and experienced school leaders and teachers of pupils with Special Educational Needs. Our expertise and roles have included leading and managing outstanding SEMH, MLD, SLD and ASD schools, behaviour consultancy, reintegration programme development and extensive multi-agency working.

We feel passionately about providing the best education for pupils with complex social, emotional and mental health needs, autistic spectrum disorder and/or cognitive and learning difficulties. We believe this can be achieved through a personalised and therapeutic approach

Ethos

Hopedale School enables pupils to access a curriculum that does not follow the prescriptive model, but that focuses on independence and offers a personalised education, rooted in social, emotional and physical development. This enables the very best achievement for our pupils, both personally and academically. In addition to offering tailored, individual pupil support to a much greater degree than can be offered in a traditional school, we are a community in which every aspect is built around a therapeutic ethos and centred around the needs of each individual child.

MISSION STATEMENT

Our aim is to provide innovative and enjoyable education, therapy and early intervention for pupils, enabling them to become independent, happy, positive and valuable members of society.

Important Information

We are committed to safeguarding and promoting the welfare of our children and staff and the highest priority is given to following all safeguarding guidance and regulations. The successful candidate will require an enhanced DBS with barred list check.

We ask all candidates to familiarise themselves with the following documents available on our website - <https://www.hopedale.org.uk/policies>;

- **Child Protection and Safeguarding Policy**
- **Data Protection Policy.**

Other useful documents include;

- **Hopedale School Prospectus**
- **Hopedale School Ofsted Report**

Dress Code:

- Staff are provided with two polo shirts and two sweatshirts or fleeces and should wear comfortable trousers, jeans, leggings, tracksuit bottoms or shorts with flat, comfortable footwear / trainers (not open toe or with heels)
- Hair must be one, natural colour and be worn tied back
- Nails must be kept short
- No visible piercings.

Working Hours: School standard working hours are 37.5 hours per week, term time only (39 weeks per year). As discussed at interview, you spend the school day with the children, which means you eat your lunch with them and take your 'break' at the end of the day. Therefore, working hours are;

- Monday: 08:45am – 4:15pm
- Tuesday, Wednesday, Thursday: 08:45am – 3:45pm
- Friday: 08:45am – 3:15pm

Lunch / Refreshments: You are provided with free drinks, a free snack and lunch each day



Our Therapeutic Approach

Therapeutic Model

Hopedale School is a therapeutic community providing a holistic approach to the education and well-being of each child. Our safe, therapeutic learning environment enables every pupil to engage, enjoy, grow and thrive.

Cognitive behavioural therapy underpins the support provided for each child and is supplemented by exceptionally nurturing relationships between our staff and children. Our relational model enables children to feel valued, to recognise their strengths, and provides help to express their thoughts and feelings positively through those healthy relationships.

We recognise that every child's needs are different and we believe that experiencing warmth, affection and consistency supports children's trust in the adults around them and improves self-esteem.

Emphasis is placed upon supporting the development of each child's self-awareness. We believe that this process enables children to reflect on their regular thought patterns to encourage positive change.

Although individual therapy sessions are a key part of our therapeutic offer, therapeutic practice extends across the whole school community and all pupils experience the embedded approach. Our approach is an integrative one, combining a range of therapeutic interventions which are regularly reviewed to ensure they remain most responsive to a child's individual needs. Provision incorporates a range of alternative therapies to support well-being, and individual and/or group therapy, where appropriate. Therapy is delivered by a fully qualified and experienced therapy team.

Individual Therapy

Cognitive behavioural psychotherapy may be integrated with other therapeutic techniques. Attachment-based therapy understands past experience and supports the development of healthy relationships. Play-therapy combines non-directive and directive use of creative mediums to explore conscious and unconscious thought processes, providing acceptance, permission and freedom of choice. Psychoanalytical therapy considers the effects of past experiences on the here and now and supports coping mechanisms and building of resilience to difficult thoughts and feelings.

Mindfulness supports well-being, through developing acceptance of thoughts and feelings in the here and now, bringing balance to past experiences.

Group Therapy

Therapy programmes may be tailored to groups of children within which thoughts and feelings can be shared around a common focus to effect positive change.

Family Therapy

Counselling support may be given to families in resolving a range of issues which may include relationship or communication difficulties. Guidance in behaviour management techniques and effective problem-solving may also be provided, with ongoing support to implement these within the family.

Embedded Therapy

Hopedale School has chosen to follow the pathway of continuous improvement offered by the Community of Communities for Therapeutic Communities (The Royal Society of Psychiatry).

We are required to evidence and maintain our therapeutic practice through a system of external and internal review. Standards of practice extend across the whole school community ensuring each child benefits from an embedded approach to their education and well-being. Experienced staff provide emotional support, tailored to the needs of each individual child. Pupils enjoy clear, firm and nurturing boundaries enabling them to feel safe, and to enjoy a calm, relaxing environment within which they can recognise their achievements and build self-esteem.

Application Process

Application Form

- Fully complete the application form
- Provide an explanation for any gaps in employment
- References: Provide full contact details for a senior employee or HR Department for 2 references, one of these must be your current / most recent employer.
- Provide a detailed supporting statement, outlining how you are suitable for the role.

Interview

- Suitable applicants will be invited to attend an interview (this may be in person or over Zoom)
- If you are short-listed for interview, you will be asked to complete a 'Self disclosure of Convictions' form
- At interview stage you will be asked to provide proof you have a Right to Work in the UK.

Successful Candidates

- Pre-employment checks are carried out for all successful candidates; including
 - Enhanced DBS with Barred List Check
 - Employment references
 - Health Declaration
- All successful candidates are asked to undertake mandatory e-learning before employment commences.

Induction & Probation Period

- All new staff take part in a thorough induction programme
- This includes online, in person and on-the-job training
- All our staff undergo a 6-month probation period

Job Description

JOB DESCRIPTION

POST: Teacher

Responsible to: Head of School

Salary Grade: M1 to M6 Plus SEN allowance

Contract: Permanent and full time

Location: The position will be based at Hopedale School, Cheddleton

Core Purpose of the Job

- To teach according to their educational needs, pupils assigned to him/her in the allocated class or group within the school and to carry out such other associated duties as are reasonably assigned by the head teacher.
- Use behaviour management strategies in line with Hopedale policy and procedures, which contribute to a purposeful learning environment for pupils appropriate to their age and special needs
- To maintain discipline in accordance with the rules and disciplinary systems of the school
- Create and maintain a purposeful, orderly and supportive learning environment for all pupils, particularly helping to overcome barriers to learning
- Observe, monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies determined by the head teacher
- Adopt a flexible approach to meet the varied needs of the pupils in the classroom and participate in any physical activities as appropriate
- To control and oversee the use and storage of books and other teaching materials provided for class usage and to supervise the work of classroom assistant(s) relevant to the allocated class or group;
- To contribute to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole
- Promote the inclusion of all pupils, ensuring they have equal opportunities to learn and develop and seek to ensure the implementation of the school's equal opportunities policy
- Be responsible for promoting and safeguarding the welfare of children and staff within the school

Main responsibilities and tasks

- To be responsible for the planning, development and delivery of all areas of the curriculum; including the planning and implementation of work programmes with individuals or groups of pupils or the whole class to promote effective teaching and

learning for pupils who have complex social, emotional and behavioural difficulties and multiple barriers to learning

- To be responsible for the management and organisation of pupils and the classroom, ensuring appropriate support for each pupil dependant on their individual planned needs, which will require working closely with other professionals such as social workers, therapists, care staff and parents
- To build working relationships with pupils, acting as role model and setting high expectations
- Support pupils' learning in the most effective way, working with multidisciplinary teams in order to promote the learning and development objectives of each pupil
- Assist pupils with personal care needs which may include social, health, hygiene and welfare matters. This could include the changing of incontinence pads/soiled clothing and following a programme for prescribed medication under agreed guidance
- Support pupils through the delivery of specific learning programmes and contribute to setting individual pupil targets and to reviews
- Encourage pupils to interact and work co-operatively, ensuring all pupils are engaged in appropriate activities based on their age and special needs
- Build and maintain positive relationships with parents/carers, communicating information as required
- Administer and mark routine tests in line with the Hopedale's marking policy
- Provide objective and accurate feedback and reports to the head teacher and to other professionals as necessary
- To assess pupils' achievements and progress in accordance with arrangements agreed within the school and by reference to the provisions contained in the pupils' statements
- To maintain records, attend case conferences and liaise with special needs support services and other outside agencies as required with regard to individual pupils

Support for the school

- Comply and assist with the development of policies and procedures relating to child protection, health, safety and security, SEN/inclusion and data protection, reporting all concerns to the appropriate named person
- Work in an environment where there is a varied intensity of demand from the pupils, and where physical intervention may be needed to ensure the safety of

children and staff, prevent serious damage to property, and maintain the good order and discipline of the school

- Attend relevant meetings and participate in training opportunities and professional development as required
- Provide support for pupils' emotional and social needs by encouraging and modelling positive behaviour in line with Hopedale policy
- Plan, prepare for and accompany pupils on visits, trips and out of school activities as required within contracted hours, and to take responsibility for pupils and their individual needs
- Assist with the general pastoral care of pupils, including helping pupils who are unwell, distressed or unsettled and have emotional and behavioural difficulties
- Follow a programme of medication for individual pupils as required
- Assist in the training and development of other staff
- Adhere to Hopedale health and safety policy, including risk assessment and safety systems
- Adhere to Hopedale policy on equality and diversity

The list of duties contained in this job description is not exhaustive and will develop in accordance with the needs of the school and children.