



## CANDIDATE INFORMATION BROCHURE



To inspire young people to make their best better

January 2018

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 November 2015](#)

#### **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:** SEN Teacher – subjects negotiable

**Responsible to:** Co-Principals / Senior Leadership Team

**Department:** Primary Learning Centre

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### **Main Purpose of the Role**

General professional duties of all teachers are specified in the Conditions of Employment

### **Particular Duties:**

An MPS teacher is responsible for:

#### **Their own Professional Development**

- keeping up to date with research and developments in pedagogy and in any subjects taught, raising, when appropriate, issues with Teaching and Learning Lead Teacher
- evaluating their own teaching critically and use this to improve their effectiveness
- building up a thorough understanding of their professional responsibilities in relation to Academy policies and practices
- setting a good example to the pupils they teach in their presentation and their personal conduct
- participating in Performance Management arrangements

#### **Teaching and Managing Pupil Learning**

- identifying clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- setting appropriate and demanding expectations for pupils' learning and motivation.
- setting clear targets for pupils' learning, building on prior attainment and considering each pupil as an individual and taking into account their emotional and social needs
- ensuring effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- using teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.

- setting high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships, acting to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the Academy
- ensuring that pupils are thoroughly prepared for their examinations and that any examination coursework is completed and marked according to examination board and departmental criteria
- liaising effectively with support staff

### **Monitoring and Assessing Pupil Progress**

- marking and monitoring pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress.
- assessing how well learning objectives have been achieved and use this assessment for future teaching.
- maintaining full records of attendance, homework, National Curriculum Attainments, and examinations for pupils taught, including members of your tutor group
- producing and analysing teaching group examination predictions and results as requested by the Vice Principal, Pupil Performance and the Teaching and Learning Lead Teacher
- participating in discussions of pupil targets and progress and of the development of strategies to meet Academy targets
- overseeing the pastoral needs of all pupils taught and passing on any concerns to the appropriate member of staff
- mentoring and negotiating individual targets for tutees
- to act as a key worker

### **Resources within the Department**

- selecting and making good use of learning resources to enable teaching objectives to be met
- ensuring that stock and equipment is well cared for and economically used
- ensuring the classroom presents a stimulating and tidy environment
- implementing the Academy Health and Safety Policy
- ensuring that Health and Safety policies and practices, including Risk Assessments, throughout lessons are in-line with national requirements.

### **Communication with Parents**

- attending any appropriate meetings with parents
- providing informative reports to parents
- raising, in consultation with the Principal, particular concerns regarding pupils with parents

### **Internal Communication**

- representing the views and interests of the Department to the Principal and Senior Leadership Team
- providing information required by Senior Leadership Team and SENCO
- actively participating in Academy meetings

## **Staff Absence**

- ensuring that appropriate work has been set and that the resources required are available
- supporting supply staff who are working within the Department

## **Additional Specific Responsibilities**

- as negotiated with the Principal in the interests of the pupils and of the CPD of the member of staff

## **Other clauses:**

The post holder needs to

- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of pupils.
- Have an understanding of the Nurture Group principles and practices and of Restorative Justice practices.
- Understand and apply Academy policies in relation to health, safety and welfare.
- Attend relevant training and take responsibility for own development.
- Attend relevant Academy meetings as required.
- Respect confidentiality at all times.
- Participate in the performance and development review process, taking personal responsibility for identification of learning development and training opportunities in discussion with line manager.
- Comply with individual responsibilities, in accordance with the role, for health & safety in the workplace.
- Undertake and comply with Managing Actual and Potential Aggression (MAPA) training and practice restraint reduction.
- Be able in exceptional circumstances to carry out restraint techniques on male pupils aged 9 to 16 in line with the criteria of the training and the Policy of the Academy.
- Drive the Academy minibus.
- Ensure that all duties and services provided are in accordance with the Academy's Equal opportunities Policy.

- The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**Other clauses:**

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers Pay and Conditions document (TPCD).
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/Group/Chief Executive
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**

### **Professional Attributes**

- Qualified Teacher Status
- Assessed as a good or outstanding teacher
- Relevant specialist qualifications and experience in your subject specialism with the ability to teach at all Key Stages and all abilities
- Evidence of continuing professional development
- Ability to use assessment to raise standards of achievement
- Commitment to improving practice through reflection, appropriate professional development of oneself and others. Being open to giving and receiving advice and feedback

### **Desirable**

- Ability to design opportunities for learners to develop their numeracy, literacy and ICT skills within your subject area

### **Professional Knowledge and Understanding**

- Thorough knowledge and understanding of curriculum requirements and developments within your different subjects, particularly the KS4 curriculum including recent developments in GCSE, and the new KS4 curriculum
- Relevant teaching experience
- Ability to relate effectively and confidently to young people with consistency and understanding, recognising there may be emotional demands associated with feelings of concern, frustration and anger
- Evidence of commitment to the principles and policies of equal opportunities
- Secure knowledge and understanding of a range of Assessment for Learning strategies, demonstrable in their everyday practice
- Secure knowledge and understanding of how to make effective personalised provision for all students, including those for whom English is an additional language and students who have special educational needs
- The ability to teach your main subject from KS3 to KS4 and be able to teach the secondary subject at KS3
- To have an understanding of the Nurture Group principles and practices and of Restorative Justice practices

### **Desirable**

- Experience of running controlled assessments

### **Professional Skills**

- Excellent communication and interpersonal skills

- Work closely with leadership team taking a leading role in developing, implementing and evaluating policies and practice
- Ability to motivate pupils and colleagues to recognise and respond to the diverse needs of learners
- Ability to design opportunities for learners to develop their literacy and thinking and learning skills within your subject area
- Manage pupil behaviour effectively using appropriate least intrusive and de-escalating strategies

### **Personal Attributes**

- Energy, enthusiasm, determination and an insistence on high standards
- A willingness to learn new skills and approaches and to share the experience with others
- Ability to relate to students, parents and carers, colleagues and other partners
- A passion for the value your subject can bring to students and a commitment to the ethos of the wider life of the Academy
- Be able to work under pressure, prioritise and manage time effectively
- Reflective and clear-headed thinker who makes considered judgements
- Resilience
- Reflective practitioner
- Natural leader who can resolve conflicts, create a harmonious and productive team ethos

## **Academies Enterprise Trust**

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 63 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 Education**

Google 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!

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 safe guarding 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.