



Malden Oaks
School & Tuition service

Making the **MOST** of everyday



Nurture Teacher Application Pack



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HEADTEACHER'S WELCOME



Malden Oaks is a specialist and innovative SEMH provision for students aged 11-19 across Kingston and Richmond. Our students benefit from our attachment aware, trauma informed environment that prioritises building on success and focusing on what students can do.

As an alternative to mainstream education, we are proud to have students of all abilities and encourage each student to have high aspirations, supporting them in developing their self confidence and resilience through our unique 4As Approach. We firmly believe that if our students experience Attachment, Altruism, Achievement and Autonomy whilst with us, they will leave us better equipped to be safe, happy and successful in the future.

Positive relationships are at the heart of everything we do. We are a specialist provision and, as such, we understand the importance of our students being able to build and maintain relationships and that also, our staff are better able to support their students if they're afforded the time to really understand them. We regularly see complex circumstances that result in students unable to cope, or stay, within mainstream schools. We are experienced in supporting students to develop at their own pace and are proud to be able to offer students a place where they can succeed.

Our success and that of our students relies on us having a strong staff team that is passionate about equality and inclusion. We are conscientious investors in our staff, with a comprehensive induction programme and numerous CPD opportunities. We are proud to have a diverse and experienced staff body who work collaboratively and creatively to ensure that our offer would be good enough for our own children.



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OUR SCHOOL

MO@SURBITON

MO@Surbiton offers small group teaching to students in Years 7-10. Based on a nurturing model, students are predominantly taught by one teacher (often from a primary background) with whom they will be able to build a positive working relationship and who will be able to build on their strengths whilst supporting their needs. Learning takes place both inside and outside the classroom across the curriculum and students work towards AQA awards.

MO@HAM

MO@Ham provides small group teaching for students predominantly in Year 11 working towards GCSEs or other qualifications. Students also take part in Duke of Edinburgh and depending on their interests, may also follow vocational courses. Our teachers in MO@Ham are qualified subject specialist teachers who are also experienced in mentoring our students to plan for their Post 16 options and navigate life after Malden Oaks. Each student's timetable is individual to ensure that their needs are met.

6OAKS

6Oaks provides education for students aged 16-19 with an EHCP. Students are taught in small groups of no more than 8 by subject specialist teacher and may work towards GCSEs and/or A-Levels. One-to-one tuition is available in the home or community to support students in being able to access provision on site. For students not yet ready to engage in formal learning, there is also a one-to-one mentoring programme designed to support transition by focusing on building trusting relationships.



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OUR SCHOOL

MO@KINGSTON MO@HAMPTON HILL

MO@Kingston and MO@Hampton Hill provide 1:1 and small group teaching for students who are not yet ready to engage in more formal learning or attend a more traditional school setting. Students may be referred for tuition due to ill health or unmet SEN needs.

Tuition may take place in the home, the community or on site depending on student need. Each timetable is designed to meet the students' needs and interest. Whilst the focus for some students will be engagement, others have the opportunity to pursue the KS3 curriculum or work towards GCSEs and other qualifications in core subjects alongside other subjects and activities.

MO DISCOVER @SOUTHWOOD @PETERSHAM

MO Discover operates from two bases, one in Kingston and one in Richmond. Available to both existing students and those in mainstream, MO Discover aims to complement existing timetables and support placements. Activities are delivered by specialist instructors and range from Arts & Crafts, to mechanics with a range of sporting options.



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OUR ETHOS & VALUES

Safeguarding

To ensure safety and well-being of our students, all aspects of safeguarding are rigorously monitored.



High Expectation

Students are encouraged to aim high on both a day to day basis and in their aspirations for the future.



Student Voice

Our approach is student centred and it's important that we know what's important to and for our students.



Engagement

Use of outdoor education and a range of other practical and creative activities, to enable students to take risks, rise to the challenge and learn from mistakes in a safe environment.





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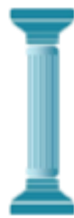
The 4As – Our Methodology & Approach

Behaviour is a communication | Growth Mindset: 'Not yet' | No rewards, no sanctions



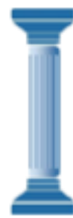
Attachment

The security of
belonging to a
community



Altruism

The joy of
being to help
others



Achievement

The satisfaction
of a job well
done



Autonomy

The freedom to
make decisions
for yourself

It is important that our students are given the opportunity to enjoy a positive school experience and that they know they can succeed. At the heart of our ethos are the 4As. Ensuring our students experience each 'A' supports them in developing their resilience and the skills necessary for the next step of their journey.

Alongside this approach is the fundamental belief that behaviour is a communication and that unconditional care and respect underpin everything we do. This means our response to students is always from a position of understanding and the desire to support. We know that a student's behaviour is never personal and we respond to situations with an emotion coaching response.

We are attachment aware and trauma informed. Not only is every day a fresh start, but every lesson and every section within a lesson. We repeatedly seek out opportunities for our students to succeed and learn from previous mistakes and experiences.

We do not have any rewards or sanctions as the evidence that our students achieve more from developing an understanding of the intrinsic value of what they are doing is plain to see.



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OFSTED REPORT



This is a 'Good' school where students enjoy the community feel of Malden Oaks School, where staff understand them and their needs very well. Students appreciate how staff give them the time, resources and help they need to learn. This enables students to rediscover an enjoyment in coming to school even when their previous placements have been unsuccessful.

Leaders are ambitious for all students. Students achieve well from many varied starting points. Parents and carers are overwhelmingly positive about the way their child's opportunities have been transformed since joining the school.

Students are able to pursue their interests and learn new skills through different opportunities available. They behave with courtesy and great consideration for one another around school. They understand and live up to the values which the school makes sure they learn. Lessons are very seldom disrupted. Bullying is rare and tackled effectively when it does occur.

The very positive relationships between staff and pupils lead to a serene, purposeful atmosphere in lessons and throughout the school. Pupils gain confidence in building and maintaining relationships with one another. Staff are quick to notice the signs that a pupil needs support to regulate their behaviour. They skilfully and calmly help pupils to become relaxed and focused again.

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JOB DESCRIPTION

LOCATION: MO@Surbiton (KT5 8TB)

HOURS: Full Time

SALARY: MPS/UPS + SEN 1

JOB PURPOSE

- Build positive effective relationships with students.
- Support positive peer relationships.
- Personalise learning to each student's individual needs to ensure good progress.
- Support students in developing in each of The 4 As; Attachment, Achievement, Altruism and Autonomy.
- Support students to transition from individual lessons to paired and then to small group lessons when they are able to.

MAIN DUTIES AND RESPONSIBILITIES

CURRICULUM

- To teach students according to their individual needs, having regard to the requirements of the National Curriculum and acknowledging areas of personal experience and expertise
- To provide for the specific needs of students in cooperation with the whole staff team

STUDENTS

- To support links with mainstream schools as appropriate
- To work within the framework of the SEN Code of Practice
- To maintain accurate records of student progress
- To ensure that students are properly supervised at all times on site



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MAIN DUTIES AND RESPONSIBILITIES (CONTINUED)

PARENTS and CARERS

- To foster close supportive links between parents and carers and Malden Oaks through regular texts and weekly phone calls home.
- To coordinate regular half-termly review meetings for all students to include parents, carers and representatives of Social Services and of other agencies as appropriate
- To involve parents and carers in the target setting included in students' meeting notes.

OTHER RESPONSIBILITIES

- To attend/chair reviews on individual students as required
- To keep up to date with SEN developments and procedures by attending any relevant INSET
- To undertake any other duties that may reasonably be required
- To be responsible for reading and implementing provision outlined in EHCPs and review outcomes frequently

Teachers may be deployed to work at any Malden Oaks venue or outreach location within Kingston and Richmond Local Authorities.

All teachers are expected to adhere to the Teachers' Standards (2012) as set out overleaf.

PREAMBLE

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.



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MAIN DUTIES AND RESPONSIBILITIES (CONTINUED)

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2 Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies



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MAIN DUTIES AND RESPONSIBILITIES (CONTINUED)

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5 Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support these

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback

7 Manage behaviour effectively to ensure a good and safe learning environment

- 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
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary



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MAIN DUTIES AND RESPONSIBILITIES (CONTINUED)

8 Fulfill wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- 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
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law
- Teachers must 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
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

"This authority is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment."



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PERSON SPECIFICATION

	Essential	Desirable
Qualifications	<ul style="list-style-type: none">a) A relevant degree.b) Qualified teacher status	
Experience	<ul style="list-style-type: none">a) At least 3 years' experience of teaching KS2 and/or KS3 students in a mainstream school.b) Experience of teaching students with social, emotional and mental health needs.	
Knowledge and Abilities	<ul style="list-style-type: none">a) Ability to motivate and encourage students, promoting high standards and quality delivery.b) Clear knowledge and understanding of the current requirements for teaching English, Maths, Science, PSHE and Humanities.c) Excellent communication and organisational skills.	Ability to use ICT effectively, including google functions



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PERSON SPECIFICATION

	Essential	Desirable
Personal Qualities	<ul style="list-style-type: none">a) Team player.b) Ability to create positive and effective relationships with students.c) Flexibility and an ability to respond creatively to changing circumstances on a daily basisd) Willing to work in a range of settings/venuese) High level of personal resilience and staminaf) Excellent communicator with both students and staff.g) Ability to be reflective, resilient and see all behaviour as a form of communication.	-
Other	<ul style="list-style-type: none">a) Record of excellent attendance and punctuality.b) Willingness to be flexible with the role - possibility of some teaching sessions in the students' home or community.	Car driver and willingness to drive school car/own vehicle.