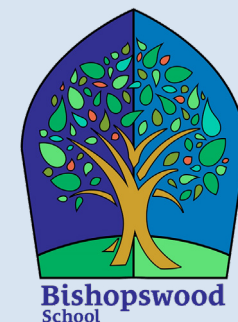




Class Teacher Candidate Pack

Start date: As soon as possible

Location: Sonning Common (Nr. Reading), South Oxfordshire



Welcome from our Executive Headteacher and CEO

Dear Prospective Candidate,

Many thanks for your interest in the role of Teacher at Bishopswood School.

We are seeking dedicated and passionate teachers who are committed to providing the best possible education and life opportunities for all our students. We have positions available for an immediate start, and the opportunity for a Teaching and Learning Responsibility (TLR) for the right candidates.

The Governors wish to appoint suitably qualified full-time teachers (although part time would be considered) who are:

- Passionate, with drive to ensure our pupils receive the best possible education;
- Positive and creative, with a flexible approach;
- Forward-thinking, inspirational, and receptive to change;
- Able to work within the larger school team and manage a small team of class staff;
- Able to respond to challenging behaviour with sensitivity and resilience.

In return we can offer:

- The opportunity to teach within a forward thinking and supportive team;
- A structured induction programme;
- Excellent professional development opportunities;
- A supportive community and a committed team of staff that are equally determined to give students the best possible opportunities;
- A strong commitment to staff well-being.

Bishopswood is a special school in South Oxfordshire (Berkshire border) that provides specialist education for children aged 2-16 years with Specific Learning Disability (SLD) or Profound and Multiple Learning Difficulties (PMLD) and complex needs, including those children with Autistic Spectrum Disorder (ASD). Holding an inclusive ethos, Bishopswood endeavours to provide specialist provision alongside its co-located mainstream partners across two sites;

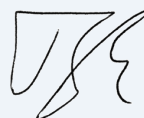
- Primary Provision – Sonning Common Primary School, Sonning Common
- Secondary Provision – Maiden Erlegh Chiltern Edge School, Sonning Common

Bishopswood benefits from strong leadership at both school and governance level with a clear strategic plan for improvement in place. At the Propeller Academy Trust, our guiding principle is to be a Trust providing quality educational offerings alongside excellent facilities, whilst maximising each school's potential. The vision is for every school in the Trust to be a centre of excellence for education, building a collaborative ethos and maximising opportunities for staff and young people.

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To arrange your visit to the school please contact our retained consultant, Will Bridge on 07825 346535 or wbridge@academicis.co.uk. Completed applications and a supporting statement should be returned to wbridge@academicis.co.uk. Applications will be considered upon receipt and interviews arranged accordingly.

It is important that you include accurate contact details including email addresses for all your referees.



Tom Pegler
Executive Headteacher and CEO
of the Propeller Academy Trust



About The Propeller Academy Trust

Our Values

The Propeller Academy Trust supports young people with special needs. It's a special place where every student moves forward on their own trajectory. We never stand still!

Our Headteachers create enriched curriculums which enable our young people to move through society with academic achievements, life experiences and emotional, communication and sensory skills.

The Trust is the enabler for creating opportunities, working with Headteachers to deliver what our next generation of students need.

Every young person has a personalised journey everyone is different!

Our schools have their own identity and values. However, we come together with a shared vision, mutual respect and amazing resources. In return we are a collective team of passionate staff, who believe anything is possible!

Our Schools

Kingfisher and Fitzwaryn Schools are both Special Needs Schools based in South Oxfordshire, who joined together in 2013 to form The Propeller Academy Trust. In 2019, Kingfisher was graded a Good school and in 2022, Fitzwaryn was again graded Outstanding.

In forming the creation of the Trust, we have successfully embraced the role of being a Sponsor School to support schools to achieve a minimum of good rating with Ofsted. We are delighted to be recognised for this aspect of our offering and proud to be the sponsor for Bishopswood School.



FITZWARYN
SCHOOL



KINGFISHER
SCHOOL



Job Description

Job Title: Class Teacher

Leadership Scale: MPS1-UPS3 (£28,000-£43,685) plus SEN1

Start Date: As soon as possible

Location: Sonning Common (Nr Reading), South Oxfordshire



Job Overview

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Head of School and the Deputy Headteacher, or other Senior Manager if appropriate, who will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

This job description will be reviewed at least annually, and any changes will be subject to consultation. The school's Grievance Procedure will be used to resolve any dispute arising out of the job description. Other relevant policies may be the Stress at Work Policy and the Dignity at Work Policy.

We are committed to diversity and inclusion and actively encourage applications from all protected characteristics. We are also advocates for flexible working practices, for candidates who require this.

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. You will be required to participate in the organisation, management and conduct of the school in accordance with the Articles of memorandum, policies of the Propeller Academy Trust and within the direction of the Local governing body and Head of School.

Key Responsibilities

Teaching and Learning

Planning

- Identify clear teaching objectives and specifying how they will be taught and assessed
- Plan and teach challenging, well-organised lessons and sequences of lessons that:
 - are informed by relevant and up-to-date subject, curriculum, and pedagogical knowledge
 - use a range of teaching and learning strategies and resources, including e-learning, adapted to meet learners' needs effectively
 - take account of the prior learning and attainment of those they teach and underpin sustained progress and effective transitions
 - Promote spiritual, moral, cultural, and physical development
 - Prepares pupils for the transition to adolescence and adulthood
- Plan, set and assess coursework for examinations, homework and other out of class assignments to sustain learners' progress and to extend and consolidate their learning
- Identify and provide opportunities for learners to develop literacy, numeracy, Information and Communications Technology (ICT) and learning skills appropriate within their phase and context



Job Description continued

Subject Knowledge

- Have a secure knowledge and understanding of the subjects/curriculum areas they teach including: the contribution that their subjects/curriculum areas can make to cross curricular learning, recent relevant developments, and related pedagogy
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided by Department for Education (DfE), for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach
- Know how to use skills in literacy, numeracy, and ICT to support their teaching and wider professional activities

Teaching

- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment
- Be flexible, creative, and adept at designing and refining approaches to teaching that are effective and consistently well-matched to learning objectives, integrating recent developments, including those relating to pedagogy
- Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise the learning experience to provide opportunities for all learners to achieve their potential
- Identify and provide for pupils with a range of Special Educational Needs (SEN) and identify those that are 'more able' within the cohorts
- Provide clear structures for lessons maintaining pace, motivation, and challenge

- Make effective use of assessment and ensure coverage of programmes of study
- Ensure effective teaching and best use of available time
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified
- Act upon advice and feedback and be open to coaching and mentoring

Behaviour Management

- Manage learner's behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy
- Promote learners' self-control, independence, and cooperation through developing their social, emotional, and behavioural skills

Standards and Assessment

Assessment

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Mark and monitor pupils' work and set targets for progress
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning, and recognise the level at which the pupil is achieving
- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for their subjects/curriculum areas, including those related to public examinations and qualifications



Job Description continued



- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs
- Use an appropriate range of approaches to assessment, including the importance of formative assessment
- Use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress, and areas for development, including action plans for improvement
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment
- Provide learners, colleagues, parents, and carers with timely, accurate and constructive feedback on learners' attainment, progress, and areas for development

Professional Standards

- Hold positive values and attitudes and adopt high standards of behaviour in their professional role

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity
- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation
- Participate in training and other learning activities and performance development as required

Leadership and Management

- Management of Teaching Assistants (TAs); To give clear directions to TA of what is required. To give prior information on curriculum and lessons. To support TAs in the behaviour management of children. To support TAs in their own professional development. To undertake the Performance Management (PM) of the TAs. Overall, to value the work of the TAs
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school

Job Description continued

- Make use of the local arrangements concerning the safeguarding of children and young people
- Promote collaboration and work as a team member, identifying opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback

Working with Parents and the wider school community

- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress, and well-being
- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people
- Recognise and respect the contributions that colleagues, parents, and carers can make to the development and well-being of children and young people, and to raising their levels of attainment
- Have a commitment to collaboration and co-operative working where appropriate
- Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in-school learning and learning in out of-school contexts.
- Work in partnership with school-based support services such as Therapists.

Duties relating specifically to you

1. Class Responsibility: To be confirmed at interview
2. Whole School Responsibility: Subject coordination. To be agreed (TBA after induction period)

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.

The Propeller Academy Trust and its member schools are committed to safeguarding and promoting the welfare of all children and preventing extremism. We expect all staff and volunteers to share in this commitment. All post holders in regulated activity are subject to appropriate vetting procedures and a satisfactory Disclosure and Barring Service (DBS) Enhanced Check. Shortlisted candidates will be subject to online searches for publicly available information.

The Propeller Academy Trust is an equal opportunities employer, and we welcome applications from a range of backgrounds to represent diversity in line with our school's community.



Person Specification



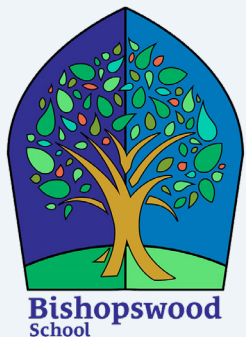
	Essential	Desirable
Training and Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of continuing and recent professional development relevant to the post • A desire to further their own personal development and contribute to the professional development of others 	<ul style="list-style-type: none"> • Appropriate professional training further to basic teaching qualifications in areas such as: MLD/SLD/PMLD, Autism training, Team Teach training
Experience	<ul style="list-style-type: none"> • Experience as a class teacher • Experience of setting targets, interpreting, and monitoring performance data to raise pupil achievement • Appropriate experience or understanding of Special Educational Needs • Experience in working with children and Young People with Education, Health and Care Plans (EHCPs) • Experience of working as a part of a team 	<ul style="list-style-type: none"> • Experience of teaching SEN pupils with a wide range of needs (MLD, SLD, PMLD) • Evidence of working with pupils who working at significantly below age related expectations
Knowledge and Skills	<ul style="list-style-type: none"> • Knowledge and understanding of current SEN theory and best practice • A good understanding of a diverse range of teaching and learning styles and techniques • A good understanding of effective procedures for managing and promoting positive behaviour in children and young people 	<ul style="list-style-type: none"> • Good ICT Skills
Personal Qualities	<ul style="list-style-type: none"> • A solution focused mindset • Ability to meet deadlines and work under pressure • Good communication skills with the ability to relate to people at all levels • A caring and understanding approach • Enthusiastic team approach making an effective contribution to staff well-being 	<ul style="list-style-type: none"> • An interest in Sports
Interests/Motivation relevant to the job	<ul style="list-style-type: none"> • A lively, creative, and good-humoured approach to all aspects of teaching • Boundless enthusiasm, determination, and drive to inspire others • A creative approach to parental and other community involvement • Flexibility, enthusiasm to embrace change 	<ul style="list-style-type: none"> • Ability to contribute to extra-curricular activities • Interests other than education
Commitment	<ul style="list-style-type: none"> • Commitment to the aims of The Propeller Academy Trust • Commitment to the continual drive to raise standards • Commitment to the school and its pupils • Commitment to developing strong community links 	

ACADEMICIS

If you would like to discover more about this exciting opportunity, need any further information or wish to have an informal discussion, please contact our recruitment partner Will Bridge at Academicis on wbridge@academicis.co.uk or by phone on 07825 346535/01223 907979.

Please email your application to: wbridge@academicis.co.uk

Academicis reserve the right to close this process early in the event of a strong candidate field, therefore, we would encourage early applications where possible.



Bishopswood School
Grove Road
Sonning Common
RG4 9RJ



The Propeller Academy Trust
Denchworth Road
Wantage
Oxfordshire
OX12 9ET