

## CLASSROOM SUPPORT OFFICER

### INTRODUCTION

Frank Wise School caters for 120 students aged between 2 and 19 years with severe and profound and multiple learning difficulties. We serve a growing community within a mixed catchment area extending over 15 miles across much of North Oxfordshire. As an outstanding school we offer an excellent environment in which to teach, including a hydrotherapy pool, an innovative space with a 3-wall projection system, a purpose built Post-16 block, and an all-weather pitch and outdoor fitness equipment on the school field.

### SCHOOL STRUCTURE

Currently, the school has 12 broadly chronologically-based classes, including a Foundation class and a Post-16 class. Students are grouped by age to enable every child to develop within a socially diverse Family Group in which each child is valued as a unique individual. Each class of around 9 children is led by a teacher supported by three full-time Classroom Support Officers.

### THE CURRICULUM

The school enjoys an excellent reputation for curriculum innovation and was judged by Ofsted in November 2024 to have maintained its exceptionally high standards for the fifth consecutive time. Through whole staff involvement, we have developed an exciting and evolving curriculum framework based on clear, skills-based teaching objectives achieved through careful task analysis and differentiation. All children are given full access to a broad and balanced curriculum, meticulously tailored to meet specific learning needs and interests. We feel this approach provides consistency throughout the school, but also offers scope for teachers to design and implement creative but highly structured teaching programmes to meet the very individualised educational needs of each child in their class. Detailed record keeping on a daily and termly basis is an integral part of our approach.

Teachers meet after school once a week for professional discussions and then, again, with their class teams for the same purpose, but focussed on the needs of the children in their class. The whole staff team meet every month for Staff Meetings. The successful candidate would be expected to continue with the school's philosophy and developmental practice and to take a full and active part in its future enhancement.

### PARTNERSHIP WITH PARENTS

We believe that close co-operation with parents and carers is an essential part of every child's education. Therefore, all staff at the school are expected to liaise and work closely with parents in a variety of ways to the benefit of the children. Parents are always encouraged to be actively involved in the planning and supporting of teaching programmes and to read and discuss their child's records. Partnership is currently achieved through the more formal systems of Annual Reviews, Parents' Termly Review Evenings and informally through home/school communication and regular contact with class teachers, and we make increasing use of technology to support communication with parents, depending on individual preferences.

The Friends of Frank Wise School actively support our work by financing the costs of our four mini-buses and by underwriting the costs of staff involvement for day and residential trips. Through major fund-raising initiatives they have also provided the school with a superb hydrotherapy pool, a classroom block and music room, significantly improved playground facilities, the complete refurbishment of our Drama Room and the resourcing of our post-16 block with specialist equipment, furniture and integrated technology.

## **INCLUSION WITH MAINSTREAM SCHOOLS**

The school's policy of strong associations and links with mainstream schools manifests itself at present by all our pupils up to the age of 16 spending at least half a day per week in nine different local primary and secondary schools for joint curricular activities. We see inclusion as a two-way process, therefore, we augment our mainstream links by offering cross-institutional curricular work based at our school wherever possible. We are actively working to develop similar links with the local business community with the aim of building relationships for work-related learning, as well as raising the profile of all that our students have to offer in their future adult lives.

## **RECENT AND CONTINUING DEVELOPMENTS**

We consider ourselves a resource for other schools and pupils with special needs in the area and contribute to national projects and discussions. These links highlights exciting challenges and the need for applicants committed to an integrated approach to the education of children with learning disabilities. Courses and meetings are often held at the school, providing training across many areas of SEND, and we have provide professional advice and expertise to mainstream colleagues on an outreach basis, helping to develop expertise in order to improve the support for a range of children who remain in mainstream placements. The school is proud of its high profile within the local community and beyond.

We strive to ensure that our students leave us with the skills and confidence to go on to leave fulfilling lives as an active member of their communities. It is our aim for an extraordinary education to lead to extraordinary lives. Significant elements of our current development work are focussed on continuing to improve our systems and approaches to support this aim. We continue to review and augment our practice in the post-16 part of the school to facilitate optimum outcomes for the students across the attainment spectrum; we are undertaking a long-term process of enhancing our assessment systems to ensure learning is captured in a detailed and accurate way, and fosters an approach which ensures that skills, knowledge and understanding become truly embedded; and we have reflected on our approaches and related documentation for supporting all of our students with their behaviour and interpersonal development.

## **TRAINING AND CONTINUING PROFESSIONAL DEVELOPMENT**

We regard access to high quality in-service training and continuing professional development opportunities as a right for all staff and are committed to an extensive induction and ongoing training programme for everyone.

## **JOB OUTLINE**

Conditions of service will be in accordance with the Oxfordshire County Council's 'General Terms and Conditions of Employment for all Employees' and the 'Terms and Conditions for 'Green Book' staff'.

**The person appointed will be expected to:**

Support the development in all aspects of the education and welfare of the children, working under the direction teaching staff. This will include:

- Working with a wide range of children and young people of differing ages from 2 to 19 who have varying cognitive abilities and who may have have additional communication, social, emotional, physical or sensory needs
- Working flexibly alongside the teacher
- Supporting whole class lessons and other learning activities
- Delivering individual and small group learning programmes, under the direction of the class teacher
- Managing behaviour effectively, under the direction of the class teacher
- Providing support with toileting and feeding, where appropriate
- Promoting the safety and well-being of all pupils and staff
- Safely supervising pupils both on and off the school site
- Preparing and organising school resources and keeping these in good order
- Facilitating the smooth running of the school day and taking an active part in the life of the school
- Attending weekly half hour team meetings and a monthly half hour staff meeting after school
- Contributing to and become fully involved in all aspects of school life

## **SALARY**

Starting on OCC Grade 6, Point 8, 32 hours a week, term-time only - actual salary £19,406 (minimum - increase subject to pending pay settlement)

## **THE APPLICANT**

The professional qualities we are looking for are:

- A commitment to being effective in supporting the teaching of pupils with severe and multiple learning difficulties
- An appreciation of the positive attitudes required to encourage independence in our pupils
- A good standard of education, particularly in English, and highly effective communication skills
- The capacity to perceive the need for consistency in the day to day management and welfare of our pupils
- A willingness to think reflectively and analytically
- High expectations and respect towards our pupils

The personal qualities we are looking for are:

- Energy, enthusiasm, warmth and a sense of humour
- A commitment and positive attitude towards the education of pupils with disabilities
- Common sense, flexibility and a willingness to learn
- Someone who is highly motivated, fit, healthy and ready to work as a member of a lively, committed and hard-working team
- A passion for excellence and the capability to enjoy the challenges associated with a motivated school committed to high professional standards in all aspects of its work

We are looking for people who will fully support the stated purpose, values and aims of the school and will be able to play a major part in all aspects of its future development. We believe that the relevant skills for this post can be taught, but the positive attitudes required cannot. Therefore, previous experience and additional specialist qualifications would be an advantage, but are not essential as full training will be given.

**In addition:**

Applicants must respect the need for confidentiality and professionalism which this post demands. The person appointed should enjoy the challenges that are associated with a school motivated by and committed to high professional standards.

## **APPOINTMENT PROCEDURES**

We would warmly welcome applicants who wish to visit the school before they apply. Visits can be arranged by phoning (01295) 263520 or by emailing [office@frankwise.oxon.sch.uk](mailto:office@frankwise.oxon.sch.uk).

Completed application forms should highlight any previous experience, professional interests and skills and please ensure we have an email address and contact telephone number for confirmation. In line with the KCSIE guidance, we will be conducting an online search for all shortlisted candidates.

Please note that, if you are successful in your application, you will be required to provide information at the point of interview which will be checked by the Disclosure and Barring Service in accordance with Keeping Children Safe in Education.

All shortlisted candidates will be asked to visit the school (if they have not done so already) to meet with children and staff prior to or as part of the interview process.

## **ADDITIONAL INFORMATION**

Frank Wise School is committed to safeguarding and promoting the best interests of our students. We expect all staff and volunteers to share this commitment. All posts within the school are exempt from the Rehabilitation of Offenders Act 1974 and appointments are made subject to enhanced DBS and barred list checks. A minimum of two references will be sought and there will be a 6 month probationary period.

Frank Wise School is a committed equal opportunities employer.