



John F. Kennedy
Primary School

Treehouse Lead Application Pack



The Treehouse at JFK



John F. Kennedy
Primary School

Dear Candidate,

Thank you for your interest in joining the staff, and leadership team at John F Kennedy Primary School.

At John F. Kennedy, we aim to provide outstanding education for children every day, to develop our staff to be the best that they can be, and to create a positive and supportive learning environment where everyone can thrive and enjoy learning. We are committed to providing the highest standards of education for the children and community we serve.

We have fantastic children and staff and are very well supported by parents, the local community, the governing body, as well as by the Trust and Trust board. Staff at John F Kennedy model our values in order to provide a safe and nurturing environment for our pupils to learn in.

Those we recruit are able to demonstrate that they share our values: are highly motivated to work with colleagues within and beyond their school, to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of education for all children.

If you would like to be part of a dynamic, creative staff team and have the attributes and experiences detailed in the person specification and job description, then we would welcome your application.

Kindest regards,

Brian Adams
Head of School

John F Kennedy Primary School

Situated in the heart of Washington, we are a two-form entry primary school with a nursery, and a 24 placement ARP catering for the needs of pupils with a diagnosis of ASD. We welcome children between the ages of 3 and 11 to our friendly, hard-working school where everyone strives to be the best they can be. Our curriculum offers extensive opportunities including sport, forest school, experiential learning, performance and music, where all children are challenged to do their best.

Our School

Our vision is to ensure we provide outstanding education for children every day. We promote independent learning through an engaging and varied creative curriculum, which values the child, their interests, and achievements. We believe this approach produces pupils who are confident and well-rounded. Our aim is that all pupils make exceptional progress in all of their studies, way beyond what even they think they are capable of, so that every pupil sets off on the next stage of their education, reaching their full potential.

All our children receive a broad and balanced curriculum, as it is our belief that every subject is as important as the other, with equal value. Our intention is that children should know more, remember more, and do more to equip them for their next steps in life and eventually employment.

Our curriculum is designed specifically for the needs of our pupils, incorporating a local focus whenever possible.



Our teaching is holistic and delivered in a range of ways incorporating quality first teaching as well as

enrichment opportunities. Beyond the classroom, we pride ourselves on opportunities we provide for music, forest school, sports, educational visits and residential.



We believe that education is inclusive for all, and the provision and outcomes for vulnerable pupils, including

those with SEND or behavioural needs are addressed daily through successful planning, resourcing, and delivery of the curriculum, considering the needs of individuals. The Treehouse continues to be an important aspect of the school, where all pupils are supported by the Treehouse lead and staff to deliver a curriculum that is aspirational and caters for all, including learning life skills, which will progress through into adulthood. Throughout the week, children and staff are provided with opportunities to integrate into the main school – creating links and supporting their understanding.

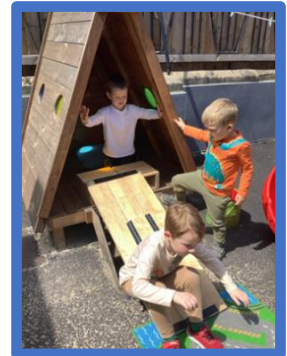
The school is at the heart of the community. Engagement with adults is paramount as relationships are formed through positive communication and mutual respect. There is an open-door culture, where adults are welcomed in to share experiences and learning with their children.

We understand that every interaction we have with our children is an opportunity to have a positive impact on the child they are, and the adult they will become. By the time children leave the school, we want pupils to have had the same opportunities and experiences as other children. We want them to be articulate and proud of their achievements, to be happy at their own independent success, and to be respectful, responsible citizens who are confident to progress through their learning journey.

The Treehouse at John F. Kennedy Primary School

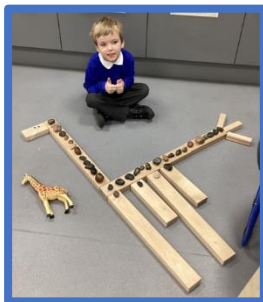
We believe in an inclusive environment, and the Treehouse provision is an important and integral part of the school. Our provision is for a maximum of 24 pupils from Reception to Year 6, who attend from across Sunderland Authority. The child must have an Education, Health and Care Plan with autism as a primary need and also be working within Range 4b.

The purpose of the provision is to meet the needs of pupils with the triad of difficulties with communication, social understanding and the rigidity of thought resultant of Autism Spectrum Disorder (ASD) that require: -



- Specialist teacher support.
- A specialist understanding of the nature and implications of ASD.
- Speech and language therapy.
- Small group or individual work.
- Access to the national curriculum and appropriate qualifications.
- Inclusion into mainstream with support.
- A flexible approach that can adapt to the needs of the individual pupil.

Learning



All our pupils work on a personalised curriculum, using EHCP targets that often links to their own interests. Our values are to support and prepare everyone for adulthood, ensuring that skills include independent living, community inclusion, education and employment and good health.

Environment

The Treehouse is located within the main school building, and is organised specifically for the pupils who attend. There are currently three classrooms: two are organised for continuous provision with our Early Years and KS1 pupils, and another semi-formal classroom, which caters for mostly our KS2 pupils.

Further areas within the provision include a movement room, a quiet room, and a sensory room, which all pupils access throughout the day to support their regulation. Our aim is for children to recognise when they need this.

One School

All the pupils in the Treehouse are all part of the same school as every other pupil who attends John F. Kennedy, and it is everyone's responsibility to support the children. Each pupil is assigned to one mainstream class and they are integrated into lessons whenever possible. They are also encouraged to participate in our wider school curriculum, including educational visits, residentials, productions and sports day.



Treehouse Lead Advert

Additionally resourced provision leader at The Treehouse, John F. Kennedy Primary School (M1 – UP3 + TLR 2b)

Start Date: September 2024

The CEO and Trust Board of Oak Learning Trust seek to recruit an aspirational and effective leader for our additionally resourced provision for children with autism at John F. Kennedy Primary School. We are seeking someone who is passionate about education for pupils with SEND, who is creative and will bring sparkle and joy to our children while ensuring a strong education and excellent progress for them.

This role is based at John F. Kennedy Primary School. All appointments are to Oak Learning Trust, and movement between Trust schools may be expected in the future.

You will be:

- An outstanding teacher able to communicate your passion for learning.
- Clear in your understanding of successful school improvement.
- Aspirational in your vision of education, particularly for pupils with SEND and able to articulate and implement this.
- Able to lead by example, motivating others and carrying them with you.
- Friendly, flexible, outgoing and a good team player
- Able to create a stimulating learning environment that supports and celebrates learning.
- Creative, energetic, enthusiastic and able to reflect effectively on your own practice.
- An excellent communicator able to work successfully with a wide range of stakeholders and partners.
- Committed to a rich and broad curriculum where all areas of learning are valued.

We are looking for someone who:

- Has high expectations of themselves and the children and staff they work with.
- Has experience of working with children with autism.
- Has an innovative and creative approach to the curriculum that ensures pupil engagement and progress.
- Uses all sources of data effectively to identify areas for development and then addresses these areas effectively.
- Can develop and lead wider school life.

We can offer you:

- Great children who are keen to learn and develop their school.
- Friendly, supportive colleagues who work well together and are motivated to develop their school and the Trust.
- An excellent CPD programme linked to your needs.
- Supportive governors and trustees who are keen to further improve our schools.
- A unique opportunity to develop your career in a forward-looking school and trust with a supportive senior leadership team.

Closing date and shortlisting: Wednesday 24th April at 8.00am

Observation: Week commencing Monday 29th April

Interview: Friday 3rd May

Completed application forms to be returned to Ms G. Wood, Trust Business Manager:
enquiries@olt.org.uk

Visits to the school are welcomed, and potential candidates should contact JF Kennedy Primary School on 0191 490 6454 to sign up for a visit on either Thursday 18th April at 4.30pm or Tuesday 23rd April at 3.45pm.

These posts are exempt from the Rehabilitation of Offenders Act 1974 and therefore will be subject to a full DBS check from the Disclosure and Barring Service.

Oak Learning Trust safeguards and protects its students and staff by being committed to respond in accordance with Sunderland Safeguarding Children Partnership procedures.

Oak Learning Trust
John F. Kennedy Primary School
Job Description – Treehouse Lead (M1 –UP3 + TLR 2b)

Name:	
Responsible to:	Executive Head Teacher/Head of School
Responsibilities:	<ul style="list-style-type: none"> • Class Teacher. • Leadership and management of additional resourced provision. • SENDCo role for pupils within Treehouse setting. • Member of school leadership team. • Deputy Designated Safeguarding Lead.

General	<ul style="list-style-type: none"> • Fulfil all the requirements and duties of School Teachers’ Pay and Conditions. • Lead the additionally resourced provision for children with autism at JFK, The Treehouse, to include curriculum, assessment, staff development and SENDCo responsibility for pupils within the provision (supported by the school and trust SENDCos) • Be an innovative and supportive member of the school leadership team. • Make a significant contribution to the ethos of the school being an active role model for its vision and values. • Be jointly responsible, with other leaders, for the smooth day to day running of the school, supporting staff and children with any issues that may arise and working with parents where necessary. • To follow procedures are in place to keep children and young people safe.
Class Teacher And Leadership	<ul style="list-style-type: none"> • Teach children according to the National Curriculum, Early Years Foundation Profile and adapted schemes of work specific to the needs of pupils with autism and policies of the school adapting as appropriate. • Plan teaching (long term, medium term and weekly) to achieve progression in children’s learning by identifying clear teaching objectives; setting tasks which challenge pupils; setting clear and challenging targets for pupils (including involving pupils in setting their own targets) and identifying pupils who have specific needs. • Deliver lessons that are at least consistently good, which maintain pace and motivation for pupils, using a variety of teaching styles. • Provide a variety of resources through which pupils learn and make good progress. • Plan for preparation for adulthood and next stage of education for all pupils. • Ensure EHCP targets are broken down into clear steps and plan for those steps effectively to ensure good progress for all pupils and personalise learning to meet all children’s needs. • Encourage and support children to become independent and self-disciplined learners. • Use the outdoor learning environment when possible and appropriate. • Assess children’s work effectively and regularly, during and after lessons and to teach children self-assessment strategies so they are involved in their own assessment and to use this assessment to inform next steps of learning. • Maintain continuity and progression in all areas of the curriculum by using on-going teacher assessment, B squared and SATs where appropriate. • Maintain appropriate pupil learning records as described by the school. • Establish a safe and stimulating classroom environment which provides evidence of children’s work through regularly updated display. • Use ICT effectively to support learning for pupils, groups of pupils and individual pupils. • Contribute to the whole school learning environment which celebrate effective learning.

	<p>Working together</p> <ul style="list-style-type: none"> • Liaise with colleagues and outside agencies and professionals regarding pupils. • Liaise with colleagues throughout the school to ensure a whole school approach to all aspects of school life and positive integration into mainstream lessons and activities. • Maximise children’s learning potential by establishing positive and caring relationships with children and their families. • Establish links with the community to enable children to learn from direct experience. • Share, through appropriate school procedures, all concerns regarding children or adults. • Follow all school policies and procedures. <p>Pastoral</p> <ul style="list-style-type: none"> • Be directly responsible for the safety and welfare of members of the class and indirectly for all children within the school throughout the day. • Take assemblies on a rota basis. • Share responsibility for implementation of the school’s behaviour policy across the whole school at all times. • Identify children causing concern and those with specific needs and to inform the Head of School • Liaise with the appropriate outside agencies about children with special needs or those causing concern. • Act as a positive role model to the children in behaviour, presentation and attitude. • Have a positive, proactive approach to school and teaching.
<p>Treehouse Responsibilities</p>	<ul style="list-style-type: none"> • Ensure all legal and statutory requirements are met for students with disabilities and SEND. • Maintain, in collaboration with the EHT/Head of School, and by consultation with all stakeholders, aims and objectives for teaching children with SEND in the Treehouse. • Complete all administration tasks linked to SEND, including but not limited to, preparation of reports, liaison with professionals from other agencies, applications for special conditions for statutory tests for Treehouse pupils (supported by Treehouse staff). • Review on a regular basis all Treehouse paperwork for SEND including support plans and provision maps and update as required. • Organise and run annual reviews for all pupils with statements in a timely manner and in line with best practice. • Complete and submit all paperwork linked to statutory SEND duties. • Organise, attend and run all SEND meetings required for pupils in the Treehouse ensuring attendance of all relevant professionals. • Compile, organise and maintain pupils’ SEND records so that all information is stored securely, accurately and is easily retrieved. • Develop and implement systems for recording individual pupils’ progress and collect and interpret specialist assessment data. • Monitor standards of teaching and learning for pupils with SEND through lesson observations, scrutiny of pupils’ work and of staff planning, evaluate the quality of teaching and standards of achievement /attainment for pupils with SEND and set targets for quality-controlled improvement. • Act as a source of professional advice, to lead and motivate staff in the teaching of pupils with SEND by keeping abreast of developments in the subjects, disseminating them to staff and leading their implementation in school as agreed by leadership team. • Attend training courses where appropriate and disseminate information to staff.

	<ul style="list-style-type: none"> • Act as team leader for staff deployed in the Treehouse including acting as performance management team leader, identifying and supporting CPD needs. • Develop strong relationships with parents and carers and identify parental engagement opportunities for parents, carers and families. • Organise the purchase of resources based on identified need within school, to monitor their availability and use and maintain an annual audit. • Contribute to: <ul style="list-style-type: none"> ○ The termly and annual review of the School Improvement Plan ○ The annual review of the school prospectus ○ Termly written reports to Governors. ○ Governors meeting with written and verbal presentations as required but at least annually within the annual SEND report. • Undertake other such duties in connection with SEND in the school which the Head of School may from time to time require.
Curriculum Responsibilities	<ul style="list-style-type: none"> • Responsibility, in consultation with the Head of School and in co-operation with colleagues, for the oversight and the development of curriculum for pupils in The Treehouse • In collaboration with the Head of School and the Treehouse team, to review, develop and enhance the Treehouse curriculum to meet the needs of all pupils and ensure their engagement with the wider world. • Ensure that the school's vision, values and ethos are met through all areas of curriculum responsibility and embed those values across the school by acting as a role model for them. • Monitor and evaluate, review and subsequently amend plans and schemes of work for pupils in The Treehouse. • Monitor standards of teaching and learning through lesson observations, scrutiny of pupils' work and staff planning. • Respond to outcomes of monitoring by planning and leading whole staff and bespoke CPD. • Organise the purchase of resources based on identified need within the Treehouse.
Liaison	<ul style="list-style-type: none"> • Develop positive relationships with parents, local schools and the local community. • Work cooperatively and collegiately with colleagues in school, across the Trust, and with other professionals to ensure the best possible skills and resources are available for all pupils in order to maximise their potential. • Provide reports to the local Governing Body and the Board of Trustees.
Other	<ul style="list-style-type: none"> • Comply with the Trust's policies and procedures and to ensure others do too. • Comply with health and safety policy and systems, report any incidents/ accidents/hazards and take pro-active approach to health and safety matters in order to protect both yourself and others. • These duties are neither exclusive, nor exhaustive and the post holder will be required to undertake other duties and responsibilities, which the Executive Head Teacher and the Trust may determine from time to time.

Oak Learning Trust is an equal opportunities employer committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The appointment is subject to satisfactory pre-employment checks in accordance with the relevant statutory guidance including enhanced DBS check, proof of identity and qualifications and a satisfactory medical report. disclosure before an offer of appointment is confirmed.

Following appointment employees are subject to rechecking as required from time to time by the Trust.

This job description is accurate at the time of writing but may be amended as required, following consultation with the postholder and subject to the needs of the trust.

Treehouse Lead Person Specification

Area	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status. • Educated to degree level. • Experience of leading a subject or area. • Experience of working with SEND pupils and within the SEND framework of assessment and reporting. 	<ul style="list-style-type: none"> • Experienced SENDCo or national SENDCo award qualified.
Experience	<ul style="list-style-type: none"> • Experience in teaching in more than one key stage. • Experience of working with children with additional needs in autism with an EHCP • Excellent teaching skills with a passion for learning. • Use of the curriculum to engage and motivate pupils and raise standards. • Adapting the curriculum to meet the needs of all learners. • Using a wide range of resources to meet the needs of learners. • Experience of assessment used to support pupils with additional needs. • Experience in the use of assessment to improve pupil progress. • Experience of the EHCP review process • Experience of adapting the curriculum to meet the needs of pupils with autism. • Accountability for and proven track record of raising pupil progress and attainment. • Developing the whole child through interest, involvement, and nurture. • Developing parental relationships to support learning. 	<ul style="list-style-type: none"> • Involvement in innovative curriculum developments related to SEND. • Successful experience as SENDCo or supporting SENDCo. • Accountability for and proven track record of school improvement. • Experience of working in an additionally resourced provision or special school • Experience of managing and leading the EHCP review process
Skills, Knowledge and Aptitude	<ul style="list-style-type: none"> • A good understanding of the essential components of effective teaching and learning. • Knowledge of the National Curriculum, Development Matters and the ability to be creative in developing curriculum to support all pupils including those with SEND. • Knowledge of assessment in SEND and within national curriculum. • Ability to support staff to improve the quality of teaching and learning with regard to pupils with SEND. 	<ul style="list-style-type: none"> • Ability to analyse data, evaluate performance and plan for improvement across the school in relation to SEND.

	<ul style="list-style-type: none"> • Good knowledge of safeguarding and child protection issues. • Can use a range of assessment strategies to identify gaps in learning and inform and adapt planning. • Able to engage children with a well-planned and exciting curriculum. • Experience of ensuring all teaching is personalised to meet the needs of all children in the class and to effectively differentiate using other year group criteria where necessary. • Able to support and further develop good practice within SEND education in school. • Strong and effective working relationships with all relevant school partners. • Ability to work effectively under pressure. • Develop and deliver effective professional development for staff as appropriate in relation to SEND. • Communicate effectively, using a variety of means, to a wide range of audiences. • Ability to support colleagues by leading through example. 	
<p>Additional Factors</p>	<ul style="list-style-type: none"> • Commitment to children and their learning with a passion for pupil engagement and progress. • Clear personal vision for SEND education. • Ambition and drive for pupil and school improvement. • To lead, motivate and develop others to achieve excellence in delivering SEND education. • Creativity, energy and enthusiasm. • Contribute to the school's role within the community. • Flexible with a good sense of humour. • Promote the school's vision and ethos. • Positive approach to all aspects of school life. • Committed to continuous personal and professional development. • Engage in school's extracurricular activities (eg., discos, school fairs etc). • Good relationships with all stakeholders. 	