



The **GALLERY TRUST**



A community of special schools



**Youth Worker – Educational Engagement  
Candidate Information Pack  
July 2022**



## ***Welcome***

Orion Academy provides education for secondary aged students with a range of Special Educational Needs and Disabilities, including Autistic Spectrum Disorder, Social, Emotional and Mental Health Needs, and Cognition and Learning Needs on its site on the outskirts of Oxford. The Academy moved into new, state of the art, buildings in September 2021. The new facilities offer a wide range of exciting curriculum and vocational opportunities to learners, and a fantastic working environment.

Orion Academy is part of The Gallery Trust's growing community of special schools alongside Iffley Academy, Bardwell School, Mabel Prichard School, Northern House Academy, Springfield School and Bloxham Grove Academy. Bloxham Grove Academy is currently in the pre-opening stage and will open in 2023/2024. The Trust is also in the planning stage for an additional new free special school in the South or West of the county.

All students who attend Orion Academy have an Education, Health and Care Plan, which describes their special needs and drives their educational provision.

Orion Academy currently offers places to 87 students, and the roll of the school will rise steadily over the next three years to cater for 108 students, aged from 10 to 18 years. Students attend from throughout the county, and transfer from our SEND feeder school, Northern House Academy, and from mainstream primary and secondary schools.

Students are taught through a differentiated and bespoke curriculum designed to enhance academic and social development, with a strong emphasis on independence skills. Classes are grouped into stage, not age, allowing innovative and creative approaches to teaching and learning, and are taught predominantly by a class teacher, supported by additional class adults. The Academy provides support for the social and emotional needs of students through a qualified and skilled therapeutic team, underpinned by a Trust pastoral support term. The offer to students is enhanced by additional specialist therapies and interventions, which include Digby, our lovable therapy dog! Please visit our website for more information.

Thank you for your interest in Orion Academy. This is an exciting time to join our school and we look forward to receiving your application.

Harry Paget-Wall Collins  
Executive Head Teacher

Lynne Smith  
Head Teacher



## **Youth Worker – Educational Engagement**

Grade: 10

Salary: £31,895 to £34,373 per annum

Work Pattern: 37 hours per week, 52 weeks per year

Contract: Fixed Term 2 years

Orion Academy wishes to appoint a Youth Worker to support with educational engagement of students. This role will play an important role in supporting pupils, teachers, SENco and the Academy, to help improve outcomes for our students, all of whom have Special Educational Needs and Disabilities.

The successful candidate will make an important contribution to the wellbeing and progress of students through developing strong relationship with students to ensure their potential is fully developed in a social, physical, psychological and cultural sense.

You will be an effective communicator with strong interpersonal skills, able to foster relationships with students, staff and parents. You will have a calm and professional approach and will be keen to work in a role which will offer you a diverse range of tasks. You will be committed to enriching and improving the lives of young people with Special Educational Needs and Disabilities, and to working with students who have Social, Emotional and Mental Health needs.

### **Benefits of working at Orion Academy, part of The Gallery Trust**

Working at Orion Academy offers many benefits. We can offer you the opportunity to:

- Be a key member of a friendly and supportive staff team who are dedicated to achieving the best for every one of our pupils.
- Participate in high quality professional development opportunities which are tailored to your needs and to your career aspirations.
- Develop your career in The Gallery Trust, an expanding and successful organisation which offers opportunities for progression, secondments and collaborative working with colleagues.
- Work in a new school building which is an exciting and innovative environment, with free parking, located within a short drive of Oxford's ring road.
- Contribute to the Local Government Pension Scheme
- Enjoy generous Local Government employment terms and conditions, based on NJC Green Book

In a staff survey undertaken in March 2022, 100% of responses said that staff were proud to work at Orion Academy, that they enjoyed their role and that they regarded their work as meaningful.

## **Application Process**

To apply for this post, please email an application form to [recruitment@orionacademy.co.uk](mailto:recruitment@orionacademy.co.uk). The application form and candidate information pack can be downloaded from our website or from The Gallery Trust website [www.thegallerytrust.co.uk](http://www.thegallerytrust.co.uk). If you are unable to download the application form, please call 01865 771703 or email [recruitment@orionacademy.co.uk](mailto:recruitment@orionacademy.co.uk) to request one.

Please submit your application form by **5pm on 31<sup>st</sup> August 2022** to [recruitment@orionacademy.co.uk](mailto:recruitment@orionacademy.co.uk) or by post to the Recruitment Office, Orion Academy, Knights Road, Oxford OX4 6DQ.

**Interview Date: 6<sup>th</sup> September 2022**

**Final Closing Date: 5pm on 31st August 2022**

Please ensure you detail any gaps in employment and use the selection criteria which is contained in the job pack when you prepare your application, as shortlisting for interview will be based on how closely you demonstrate your ability to fulfil the essential criteria.

We do not accept CVs. If you are shortlisted, we will take up written references before your interview so please provide permission for this and provide accurate phone and email contact details for your referees. One of your referees must be your current or last employer, and if you are employed in a school, must include your current Head Teacher. If you have previously worked in a school, your referees must include your most recent Head Teacher.

The Gallery Trust is committed to safeguarding and promoting the welfare of all children and expects all staff to share this commitment. Any offer of employment with The Gallery Trust is subject to verification of ID and qualifications, satisfactory evidence of the right to work in the UK, health clearance, and Enhanced Disclosure and Barring Check. The Gallery Trust is an equal opportunities employer, and we welcome applications from candidates from all ethnic and community backgrounds.

## **JOB DESCRIPTION**

### **Youth Worker**

#### **Job Purpose:**

To support the inclusive ethos of the school by providing care and emotional health support to children, through mentoring, small group and 1:1 support

#### **Introduction:**

This job description describes in general terms the normal duties which the post-holder will be expected to undertake. However, the job or duties described may vary or be amended from time to time without changing the level of responsibility associated with the post.

The performance of all duties and responsibilities shown below will be under the reasonable direction of the Executive Head Teacher and Head Teacher. The Executive Head Teacher will be mindful of her/his 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 disagreement arising out of the job description.

#### **Main Duties:**

##### **Supporting the pupil:**

- Provide pastoral support to students with the Academy, classes and educational pathways
- Manage the supervision of students from, or otherwise not working to, a normal timetable
- Undertake comprehensive assessment of students to determine those in need of particular help
- Assist the other academy team members with the development and implementation of Support Plans / Learning Plans/ Team around the child approaches
- Establish productive working relationships with children, acting as a role model
- Arrange and develop 1:1 mentoring with students and provide support for distressed children
- Provide information and advice to students to support their learning/engagement/attendance
- Challenge and motivate children, promote and reinforce self-esteem
- Provide feedback to students in relation to progress, achievement, engagement and attendance.
- To ensure that each student's potential is fully developed in a social, physical, psychological and cultural sense and their development both as an individual and as a member of a group, is paramount at all times.
- To share responsibility for the preparation of a stimulating and caring environment, with due regard to all aspects of Health and Safety.
- To provide learning support for students in class and in interventions
- To foster each student's development and growth of independence and self-reliance.
- To encourage and value the involvement of parents/carers in the life of the school and to appreciate and recognise the expert knowledge they have of their child.

- To implement the school's policies fully.
- To work actively to overcome and prevent discrimination on the grounds of race, religion, gender, disability, sexuality and status.
- To be aware of own practice and keeping up with current trends in education and youth work.
- Attending relevant courses when possible, in accordance with priorities in the Academy Raising Achievement Plan.
- In carrying out the tasks in this job description you have a duty (under Health & Safety legislation) to take reasonable care for the health and safety of yourself and that of others. This implies taking positive steps to monitor and maintain a safe and secure working environment
- To continuously develop your own role, taking responsibility for identifying and addressing training and development needs.

### **Supporting the Academy:**

- Where appropriate to foster links between home and school
- To liaise, consult and advise with other members of the team and outside agencies, regarding the student's progress
- To contribute to review meetings, where appropriate
- To participate in relevant professional development
- To be aware of and follow the Academy's policies and procedures
- To complete any other relevant tasks as directed by Line Manager(s)

### **Support for the Teacher:**

- Support student's access to learning using appropriate strategies, resources etc
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate
- Monitor and evaluate student responses and progress against action plans through observation and planned recording
- Provide objectives and accurate feedback and reports, as required
- Manage record keeping systems and processes under the direction of the SENCo/AHT/Teacher
- Develop and implement appropriate behaviour management strategies in line with policy
- Establish constructive relationships with parents/carers
- Administrative support, e.g. dealing with correspondence, analysis/ reporting on exclusion etc, contacting parents etc

### **Supporting the SENCo:**

- To help and support the AHT in delivering a suitable programme of activities for the child's individual development, both indoors and out.
- To assist in making resources to support activities that have been advised by the SENCo/AHT/teacher/outside agencies
- To provide feedback about the student's progress to the SENCo, parents and outside agencies
- To report any problems about arrangements or incidents to the teacher/AHT/ Line Manager

## **Standards and Quality Assurance**

- Provide specialist advice and guidance as required
- Support the aims and ethos of the academy
- Set a good example in terms of dress, punctuality and attendance
- Attend team and staff meetings
- Be proactive in matters relating to health and safety
- Participate positively in training and professional development
- Take part in support staff appraisal

## **General Responsibilities**

- Taking appropriate responsibility for one's own health, safety and welfare and the health, safety and welfare of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally-adopted policies; including taking responsibility for raising any concerns with an appropriate manager and for reporting accidents and incidents appropriately
- To carry out other duties as may be reasonably assigned by line manager
- Be aware of and support difference and ensure equal opportunities for all
- Be aware of and comply with the Academy's policies and procedures
- The jobholder is expected to observe their obligations in accordance with the Academy's Safeguarding Policy, and to report any concerns that they may have regarding a child or young person's welfare to the appropriate person.
- The jobholder is expected to comply with the provisions of the Data Protection Act 1998. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority without observing the correct procedure for disclosure as set out in the School's Data Protection Policy

## Selection Criteria Youth Worker, Orion Academy

	Essential	Desirable
Education/Training	<ul style="list-style-type: none"> <li>• Level 2 qualifications or equivalent</li> <li>• Knowledge of relevant policies and legislation</li> </ul>	<ul style="list-style-type: none"> <li>• Level 3 / 4 qualifications</li> <li>• Qualifications linked to SEN</li> <li>• Team Teach trained</li> <li>• Basic First Aid</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Working with children and young people in an educational or therapeutic context</li> <li>• Working with children and young people in 1:1 and group situations</li> <li>• Mentoring children and young people</li> <li>• Working in a restorative manner</li> <li>• Liaison with professionals and agencies</li> <li>• Preparing and delivering learning activities to children and young people</li> </ul>	<ul style="list-style-type: none"> <li>• Working with children and young people with special needs</li> <li>• Delivering specific interventions to children and young people</li> <li>• Delivering training on specific areas</li> <li>• Preparation of Risk Assessments</li> </ul>
Professional Knowledge and Skills	<ul style="list-style-type: none"> <li>• Ability to work restoratively</li> <li>• Ability to work collaboratively and constructively in a team</li> <li>• Ability to build links with key stakeholders</li> <li>• Ability to undertake Team Teach (restrictive physical interventions)</li> <li>• Ability to comprehend and observe the Academy's policies and procedures</li> <li>• Ability to work flexibly and creatively to meet changing needs of the school on a day-to-day basis</li> </ul>	<ul style="list-style-type: none"> <li>• General understanding of the National Curriculum</li> </ul>
Personal Skills and Qualities	<ul style="list-style-type: none"> <li>• A resilient personality with the ability to work with children and young people who demonstrate challenging behaviour</li> <li>• Dedication to improving the lives of children and young people</li> <li>• Willingness to undertake CPD and training e.g. Team-Teach, Restorative Approaches, First Aid</li> </ul>	

	<ul style="list-style-type: none"><li>• Willingness to undertake personal care tasks</li><li>• Commitment to safeguarding, and the welfare of children and young people</li><li>• A respectful approach to children and young people with SEN</li><li>• Use own strengths and expertise to advise and support others</li><li>• Excellent interpersonal and communication skills</li></ul>	
--	---	--

# The GALLERY TRUST

A community of special schools

The Gallery Trust is a Multi Academy Trust which is dedicated to improving outcomes for SEND learners in Oxfordshire. The aim of the Trust is to provide outstanding education and support for young people with special needs and disabilities, enabled through:

- Commitment to special education – striving to provide the best specialist learning experience for all students
- Opportunities for all to learn – ensuring that students and staff have access to learning pathways which enhance their lives
- Genuine respect and value – creating relationships which promote trust, confidence and respect within environments which are safe and secure

The Trust is on a continuing journey of expansion, growing from a Multi Academy Trust based on a single academy in 2013, to its position as the largest Special Trust in Oxfordshire.

The schools in the Trust are:

- Bardwell School, Bicester
- Bloxham Grove Academy, Bloxham, to open in January 2024
- A Free Special School in South Oxfordshire, to open in January 2025
- Iffley Academy, Oxford
- Mabel Prichard School, Oxford
- Northern House Academy, Oxford
- Orion Academy, Oxford
- Springfield School, Witney
- The Grove (satellite provision of Orion Academy)

The Trust's vision is to continue to expand over the next five years, supporting a community of converter academies, free schools and sponsored academies. All member academies have the opportunity to share SEND expertise and to work with peers who share common aims and goals.

The Trust is committed to investment in learning, developing system leadership, working in partnership and through a shared vision, enabling all students to reach their full potential.



## Aims

At Orion Academy we believe our children and young people are unique individuals and as such we have designed our school curriculum with their learning and Social, Emotional and Mental Health needs at the heart of all we do.

Our nurturing approach seeks to extend our work out into the community; actively supporting, listening and engaging with our families and carers to deliver the best possible environment for our children and young people, thus enabling them to learn effectively, become active and responsible citizens who are well prepared for life after school.

We are committed to delivering this through:-

Our **nurturing approach** that will provide an environment to thrive –

- Where every child or young person is treated as an individual in a safe and nurturing environment that understands that all students can achieve but will require differentiated approaches based on their individual needs.
- With a school-wide family ethos demonstrating our values of empathy, acceptance and mutual respect, so each member of the school community feels valued and supported.

Our focus on **personal development** is designed to –

- Enable our children and young people to become more socially aware and of their responsibilities with a focus on trust and choice.
- Ensure we support our children and young people to make better decisions, coach them how to regulate frustrations, and reflect on their experiences through our restorative practices.
- Help our children and young people to make sense of the changing world and of the importance of diversity and equality of opportunity.
- Enable them to make informed choices and develop the confidence to be successful in their adult lives through our embedded personal, social and health education programme.

Our focus on **celebration and recognition of success** is designed to –

- Encourage and celebrate each student's talents, skills and attributes.
- Develop the confidence and self-belief of the individual – a culture of 'I can' or 'I can't... yet' is ingrained across our school.
- Provide opportunities for our children and young people to be successful and support them in both developing and promoting their individual resilience as well as celebrating the achievements of others.

Our **ambitious curriculum** offer that is designed to –

- Create the capacity to learn and enjoy learning by broadening our students' horizons and extending learning beyond the classroom.
- Use real-world examples and first-hand experience; develop curiosity and a desire to challenge their understanding and deepen learning.
- Prepare our children and young people for their future through our broad and balanced curriculum, providing them with knowledge, core literacy and numeracy skills and experiences as well as a range of qualification pathways.
- Embed key learning and understanding through careful and thoughtful revisiting and reinforcing, whilst increasing student independence.

Our **personalised provision** that –

- Is responsive to the needs of each student but is uncompromising in expectation. We will be relentless in our support for our children and young people to achieve beyond their expectations.
- Understands that whilst a student's needs are recognized and met, they are not confined by them; we do not define a future based on a child or young person's past and we are unapologetic in our approach in wanting our students to continue to push the boundaries of their potential.

Our commitment to **working in partnerships with our parents and carers** which demonstrates that –

- We believe our children and young people will achieve their best when families and our school work together in a partnership.
- Effective working relationships are characterized by open and honest communication in order to achieve the best possible outcomes.

Our **specialist and expert workforce** who –

- Are passionate and committed to working in special education and will know each student as an individual, recognising their unique talents, skills and interests.
- Have developed strong and positive relationships with our children and young people in order to support them effectively.
- Have expertise, specialist knowledge and an understanding of a child or young person's needs that embraces the most recent and evidence-based research will result in the best possible outcomes for students
- Are committed to working with therapeutic specialists and external agencies to enhance our provision for our students and their families.
- Support children and young people to recognise and value their own learning journey.

July 2022