



The **GALLERY TRUST**



A community of special schools



**Family Welfare & Safeguarding Officer
Candidate Information Pack
October 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 a member of The Gallery Trust, a thriving special Multi Academy Trust that has grown from a single special academy in 2013 to the largest special MAT in Oxfordshire with six schools across the county. The Trust is continuing to grow, with two free special schools in the pre-opening stage.

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 100 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. Please visit our website for more information.

Thank you for your interest in the Family Welfare & Safeguarding Officer position. This is an exciting time to join the Gallery Trust and we look forward to receiving your application.

Harry Paget-Wall Collins
Executive Head Teacher

Lynne Smith
Head Teacher



Family Welfare & Safeguarding Officer

Grade: 9

Actual Annual Salary: £23,932.68 - £26,271.18 per annum

Full Time Equivalent: £28,226 - £30,984 per annum

Work Pattern: 35 hours per week, 40 weeks per year

(Term time, plus INSET, plus 1 additional week)

An exciting opportunity has arisen for a Family Welfare & Safeguarding Officer to join Orion Academy. This is a crucial role in ensuring safeguarding is at the heart of the school ethos and that all staff are supported in knowing how to recognise and respond to potential concerns. The role will support families and young adults through effective engagement of services and resourcing.

The successful candidate for the Family Welfare & Safeguarding Officer position will have:

- A core understanding of safeguarding in an education setting
- thorough and current knowledge of safeguarding processes, policies and procedures and will demonstrate a clear understanding of achieving compliance
- effective communication and interpersonal skills, that enable you to foster relationships with students, staff, families, external agencies and partnerships
- a commitment 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
- a commitment to professional development
- meticulous attention to detail, and excellent administrative skills
- a commitment to the values of the Trust, and to the students in our care

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 application@thegallerytrust.co.uk or send by post to Harry Paget-Wall Collins, Executive Head Teacher, Orion Academy, Knights Road, Oxford OX4 6DQ.

The application form can be downloaded from The Gallery Trust website www.thegallerytrust.co.uk. If you are unable to download the application form, please call 01865 771703 or email application@thegallerytrust.co.uk to request one.

The deadline for applications is 12:00 on 16th November 2022.

Interviews will be held on 18th November 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

Family Welfare & Safeguarding Officer

Reports to: Headteacher

Job Purpose:

To support the strategic working of effective safeguarding and home school liaison at Orion Academy. In this role you will be part of the safeguarding team as a Deputy Designated Safeguarding Lead, ensuring that safeguarding is at the heart of the school ethos and all staff are supported in their knowledge of safety and safeguarding, including how to recognise and respond to potential concerns.

To provide support for families and students through effective engagement of services and resourcing, providing interventions, acting as a source of support, advice and expertise.

To act as a key liaison with the Head Teacher and SLT, keeping them informed of any safeguarding concerns and curriculum needs.

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 Head Teacher. The 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.

Responsibilities

Deputy Designated Safeguarding Lead

- Support the Lead DSL in making referrals for all cases of suspected abuse to Children's Social Care, and support staff who have raised concerns about a child or have made a referral to Children's Social Care
- Where there are concerns about radicalisation, support the Lead DSL in making referrals to the Channel Programme and offer support to other staff who have concerns about radicalisation
- Support the Lead DSL in referring cases to the Disclosure and Barring Service where a member of staff is dismissed or has left employment due to risk or harm to a child, as required
- Work as part of the safeguarding team to identify children and young people in need of early help, liaising with external services, and where appropriate in the absence of the Lead DSL, being available for early help assessments, TAF's etc
- Support the Lead DSL in referring cases to the police where a crime has been, or may have been, committed

- Undertake training to keep knowledge and skills up to date via online training, e-bulletins, opportunities to network with other safeguarding team members and attend locally arranged briefings
- Undertake training relating to the child protection case conferences and reviews, in preparation for deputising, if and when required
- During term time, be available for staff in the school to discuss any safeguarding concerns
- Ensure that all staff have access to, and understand, the school's child protection policy
- Maintain accurate and up to date knowledge of the needs of all students including students on a child protection plan or a looked after child
- Understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners
- Keep detailed, accurate and secure records of concerns and referrals (CPOMs)
- Understand the role of the school in terms of the Prevent duty, where required
- Work with the Trust DSL and school's Lead DSL to ensure the school's child protection policy is updated and renewed annually and that all members of staff have access to it and understand it
- Ensure the child protection policy is available publicly and that families are aware of the policy and that schools may make referrals to children's social care if there are concerns about abuse or neglect
- Support the school's records: to keep detailed, accurate and secure written records of safeguarding concerns. These records are confidential and should be kept separately from pupil records. They should include a chronology of concerns, referrals, meetings, phone calls and emails. (CPOMS)
- Support the file movement where children leave the school or college, ensure their child protection file is transferred to the new school or college as soon as possible. (CPOMS)

Welfare & Pastoral Family and Student Support

- Ensure that each student's independence and social skills are developed and supported, in accordance with their needs
- Engage with and support parents and carers in engagement with education and attendance
- Share responsibility for the preparation of a supportive, stimulating and caring learning environment
- Encourage a culture of listening and take account of students wishes and feelings in terms of what the school does to protect them
- Support in delivering a suitable programme of activities for students' and where needed families, development, both indoors and out
- Observe, assess, and contribute to the written record of each student's progress
- Actively encourage and value the involvement of parents, carers and families in the life of the school
- Participate in student support meetings and take on key worker for identified families/students
- Work restoratively and in accordance with the school's ethos
- Implement the school's policies and live the Trust's values
- Work actively to overcome and prevent discrimination on the grounds of race, religion, gender, disability, sexuality and status

CPD:

- Be aware of own practice and keep up to date with current trends in special education
- Take part in the school's CPD programme by participating in arrangements for further training and professional development
- Engage actively in the appraisal process
- Attend meetings etc. in accordance with the academy calendar

Management Information:

- To complete the relevant documentation to assist in the tracking of students and family work.

Communications:

- To communicate effectively with the parents/carers of students as appropriate
- Where appropriate, to communicate and co-operate with persons or bodies outside the school
- To follow agreed policies for communications in the school

Marketing and Liaison:

- To take part in marketing and liaison activities such as Open Evenings, Parents Evenings etc. when needed

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
Family Welfare & Safeguarding Officer (Deputy DSL), Orion Academy

	Essential	Desirable
Education/Training	<ul style="list-style-type: none"> • Level 2 or 3 qualifications or equivalent • Knowledge of relevant policies and legislation 	<ul style="list-style-type: none"> • Basic First Aid • Level 4 qualifications • Qualifications linked to SEN • Team Teach trained
Experience	<ul style="list-style-type: none"> • Experience of working with children and young people in a therapeutic context • Understanding of relevant policies/codes of practice and awareness of relevant legislation in relation to safeguarding • Experience of working with children and young people in both group and 1:1 scenarios • Experience of proactive working with parents and families • Experience of liaising with external professionals and agencies • Experience of safeguarding policies and procedures 	<ul style="list-style-type: none"> • Previous experience working in an SEMH setting • Previous experience of working in a restorative manner • Mentoring children and young people • Experience of preparing Risk Assessments • Experience of delivering training to staff
Professional Knowledge and Skills	<ul style="list-style-type: none"> • Ability to work restoratively • Ability to work collaboratively and constructively in a team • Ability to develop strong working relationships with key stakeholders • Ability to clearly communicate within a cross functional meeting • Ability to work flexibly, throughout the whole school, meeting the needs of students in a range of contexts • Willingness and ability to undertake physical management of pupils, following appropriate training • Willingness to undertake First Aid training and to attend to the medical, first aid and personal needs of pupils. • Ability to work flexibly and creatively to meet changing needs of the school on a day to day basis 	
Personal Skills and Qualities	<ul style="list-style-type: none"> • Ability to establish and maintain positive relationships with pupils, colleagues and parents 	

	<ul style="list-style-type: none">• Be able to inspire and motivate• Experience of working with external agencies and forming partnerships• Creative, friendly and approachable• Good communication skills• Ability to remain positive and enthusiastic, including when under pressure• Committed to raising standards• Full driving license	
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October 2022



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.

September 2022