



The **GALLERY TRUST**



A community of special schools

**Trust Lead Practitioner – SEND Support  
Candidate Information Pack  
October 2022**

## ***Welcome***

Thank you for your interest in becoming a Trust Lead Practitioner in SEND Support at the Gallery Trust. As a new post within the Trust, this is an opportunity for experienced and dedicated individuals, who can demonstrate sound knowledge and an understanding of SEND, to join a thriving Special Multi Academy Trust.

The Gallery Trust 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.

The successful candidate will be able to demonstrate promotion of high standards in a class team, supporting teachers and colleagues to deliver highly personalised and bespoke lessons and experience of providing classroom cover. The Trust Lead Practitioner in SEND Support will be based at Orion Academy in the first instance but can be deployed on short term or long-term placements to other academies within the Trust.

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.

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. 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 the Trust Lead Practitioner in SEND Support position. This is an exciting time to join the Gallery Trust and we look forward to receiving your application.



*Kay Willett, MBE  
Chief Executive Officer*

## **Trust Lead Practitioner – SEND Support**

**Contract:** Permanent, 35 hours per week, 38 weeks per year (term time only)

**Grade:** 9

**Actual annual salary:** £22,238 – 24,411 per annum

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

**To start:** As soon as possible

Are you seeking a new opportunity that will enhance your professional development and widen your SEND experience? If you would like to be part of a dedicated team that delivers a bespoke curriculum including academic and vocational opportunities, emphasising social development and independence skills, we would love to hear from you.

The Gallery Trust has an exciting opportunity for individuals who have a strong commitment to professional development and are keen to provide outstanding education and support to young people.

All aspects of the role and responsibilities for the Trust Lead Practitioner in SEND Support will be focused on providing positive experiences for pupils, supporting with their education and pastoral care, and liaising with families to get the best possible outcomes.

The role will deliver this through:

- Supporting teachers and colleagues to deliver highly personalised and bespoke lessons
- Providing classroom cover, where needed
- Working closely with other professionals and families
- Supporting with interventions
- Supporting the creation of a climate for success for pupils with special educational needs and disabilities
- Promoting high standards in class teams

### **Benefits of working at The Gallery Trust**

#### **Professional development opportunities**

- Regular training and access to a range of internal and external professional development opportunities tailored to your learning needs, your job role and your career aspirations
- Opportunities for career progression, secondments and transfers within The Gallery Trust, the largest special school Academy Trust in Oxfordshire
- Opportunities for collaborative working across the schools in The Trust, offering the chance to liaise with experienced colleagues, building knowledge and professional networks

#### **Financial**

- Competitive salaries for teaching and support staff based on School Teacher Pay and Conditions Document and the NJC Green Book
- Excellent terms and conditions

- Access to attractive pension plans (TPS and LGPS), linked to salary life assurance
- Generous public sector occupational sick pay
- Free eye tests and a contribution towards glasses for DSE use
- Salary sacrifice schemes, including childcare vouchers and cycle to work
- Free onsite parking

### **Wellbeing**

- The opportunity to be a key member of a friendly and supportive staff team, dedicated and committed to improving outcomes for students
- 24/7 access to a free Employee Assistance Programme to provide confidential advice and guidance including private external counselling free of charge
- Excellent induction processes, and strong line management structures to promote your wellbeing at work
- Generous annual leave entitlement for support staff which increases to reflect length of service
- A culture which is open to employee ideas and encourages open dialogue
- Complimentary tea and coffee
- Regular staff surveys to gain feedback on wellbeing and to drive improvements
- The opportunity to join colleagues for social events
- Family friendly policies, which promote your wellbeing
- Cycle to work Scheme

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

### **Application Process**

To apply for this position, please submit an application form via email to [application@thegallerytrust.co.uk](mailto:application@thegallerytrust.co.uk) or by post.

**The deadline for applications is 17:00 Sunday 6<sup>th</sup> November 2022.**

**Interviews will be held on 10<sup>th</sup> or 11<sup>th</sup> 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.

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, NCTL 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**

### **Trust Lead Practitioner - SEND Support**

#### **Job Purpose:**

To provide support for SEMH students, the teacher and the academy in order to raise standards of achievement for all our students by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage students to become independent learners, to provide support for their welfare, and to support the inclusion of students in all aspects of school life.

#### **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. The Executive Head Teacher and 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.

#### **Planning:**

- Plan and deliver learning activities to students/groups, adjusting activities according to students responses/needs.
- Plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.
- Develop and prepare resources for learning activities in accordance with lesson plans and in response to students need.
- Contribute to the planning of opportunities for students to learn in out-of-school contexts in line with schools policies and procedures.

#### **Teaching and Learning:**

- Provide cover for class-based activities, where required
- Provide detailed verbal and written feedback on lesson content, students responses to learning activities and students behaviour, to teachers and students.
- Motivate and progress students' learning by using clearly structured, interesting teaching and learning activities.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Promote and support the inclusion of all students, including those with specific needs, both in learning activities and within the classroom.

- Use behaviour management strategies, in line with the Academy's policy and procedures, to contribute to a purposeful learning environment and encourage students to interact and work co-operatively with others
- Evaluate students' progress through a range of assessment activities.
- Assess students' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- Monitor students' participation and progress and provide constructive feedback to students in relation to their progress and achievement.
- Maintain and analyse records of students' progress.

**CPD:**

- Undertake specialist training to help develop the skills and competencies to effectively support students with communication and interaction needs.
- To work as a member of a designated team and to contribute positively to effective working relations within the school

**Other:**

- Supervise individuals and groups of students throughout the day, including supervision in the classroom, playground and dining areas;
- Escort and supervise students on educational and out of school activities
- To help to implement academy quality control systems procedures and policies and to adhere to these
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy
- To attend staff briefings and team meetings etc. in accordance with the academy calendar
- To take part in marketing and liaison activities such as Open Evenings, Parents Evenings etc.
- To contribute to the development of effective subject links with external agencies and develop opportunities for students to engage in enterprise activities etc.
- Any individual tasks as deemed necessary and as instructed by the Principal or 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
- Meet deadlines as required

## **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 Trust Lead Practitioner – SEND Support

	Essential	Desirable
Education/Training	<ul style="list-style-type: none"> <li>Grade 4 at GCSE in Maths and English (Grade C on old scaling) or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>Degree qualification or equivalent</li> <li>NVQ 2 for Teaching Assistants or equivalent</li> </ul>
Experience	<ul style="list-style-type: none"> <li>Experience of working with children and young people in 1:1 and group situations</li> <li>Experience of liaising with external professionals and agencies</li> <li>Experience in preparing and delivering learning activities to children and young people</li> </ul>	<ul style="list-style-type: none"> <li>Previous experience working in an SEMH setting</li> <li>Experience of delivering specific interventions to children and young people</li> <li>Mentoring children and young people</li> <li>Experience of preparing Risk Assessments</li> </ul>
Professional Knowledge and Skills	<ul style="list-style-type: none"> <li>Understanding of child development and learning</li> <li>Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>Ability to work flexibly, throughout the whole school, meeting the needs of pupils in a range of contexts</li> <li>Willingness and ability to undertake physical management of pupils, following appropriate training</li> <li>Willingness to undertake First Aid training and to attend to the medical, first aid and personal needs of pupils.</li> <li>Ability to take an active role in the support of PE lessons</li> <li>Effective use of ICT to support learning</li> </ul>	<ul style="list-style-type: none"> <li>Team Teach trained</li> <li>Understanding of relevant policies/codes of practice and awareness of relevant legislation</li> <li>General understanding of National Curriculum</li> <li>First aid trained</li> </ul>
Personal Skills and Qualities	<ul style="list-style-type: none"> <li>Ability to establish and maintain positive relationships with pupils, colleagues and parents</li> <li>Be able to inspire and motivate</li> <li>Be creative, friendly and approachable</li> <li>Good communication skills</li> <li>Ability to remain positive and enthusiastic, including when under pressure</li> <li>Committed to raising standards</li> </ul>	<ul style="list-style-type: none"> <li>Full driving license</li> </ul>