



The **GALLERY TRUST**



A community of special schools



**Head of School
Candidate Information Pack
December 2022**

Welcome

Thank you for your interest in the post of Head of School at Orion Academy. 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.

The Board of Trustees is seeking to recruit an inspirational and dynamic Head of School to support the leadership and management of Orion Academy: a gifted practitioner who demonstrates strong operational and strategic abilities. You will have leadership and SEND experience, and a strong track record in school improvement.

Orion Academy is a member of The Gallery Trust, an expanding Special Needs Multi Academy Trust which is dedicated to improving outcomes for SEND learners in Oxfordshire. The Trust has a national reputation for excellence and is influential in the development of SEND strategy in the county. With six academies currently in the Trust, our aim is to build a community of eight to ten special schools over the next five years.

You will work collaboratively with the Executive Head Teacher and the dedicated staff team at Orion Academy. You will also work closely with Trust's Executive Teams who will provide a ready source of expertise and guidance to assist you in your role. The support of the teams, focussing on areas including strategic school improvement, finance, HR, and Health and Safety, will allow you to concentrate your energies on teaching and learning, leading and managing the community, and improving outcomes for students with SEND.

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.

On behalf of the Board of Trustees, thank you again for your interest and we look forward to hearing from you.



Chris Scrivener
Chair of Trustees



Kay Willett
Chief Executive Office



Head of School required for April 2023
Orion Academy, Oxford
Leadership Scale L14 – L18
Green Book SCP Grade 17

The Board of Trustees is seeking to appoint an inspirational and dynamic Head of School who will work closely with the Executive Head Teacher to lead Orion Academy through a journey of school improvement.

The role will be responsible for several key strategic developments at the school including full responsibility for the development and implementation of an outstanding pastoral framework of support which meets the Social, Emotional and Mental Health needs and aspirations of pupils at Orion Academy. The Head of School position also includes the role of the Designated Safeguarding Lead for the school, and the postholder will work closely with the Trust's Designated Safeguarding Officer.

The successful candidate will clearly demonstrate:

- the vision and skills to work collaboratively in leading and managing the school on a journey of continuous improvement
- commitment to working in partnership with the CEO, senior leaders and staff at Orion Academy, the Trust's Executive Teams, and Raising Achievement Board to improve outcomes for students, and to ensure all students reach their potential
- excellent abilities in operational management and strategic thinking
- substantial leadership experience and recent SEND experience
- a proven track record in school improvement
- dedication to the inclusion of students with SEND in education and society as a whole
- a strong grasp of the features needed to deliver an outstanding quality of education and the strategies to achieve this
- successful experience of change management in the development of positive behaviour and culture

The Head of School is responsible for key areas of strategic development and for the operational leadership of Orion Academy. The Head of School will provide leadership for staff and students, focussing on improving outcomes for learners, safeguarding and the quality of education.

If you would like an informal discussion about this opportunity, and / or to arrange a visit to Orion Academy, please contact Megan Barnes, Trust HR Manager, at m.barnes@thegallerytrust.co.uk who will be able to arrange a call with the Executive Head Teacher or a school visit, to you preference.

Application Process

To apply for this post, please email an application form to application@thegallerytrust.co.uk. 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 email application@thegallerytrust.co.uk to request one. Applications can also be submitted by post to Harry Paget-Wall Collins, Executive Head Teacher, Orion Academy, Knights Road, Oxford OX4 6DQ.

The application deadline is 12:00 on Friday 6th January 2023.

Interviews will be held on Monday 16th January 2023.

Due to the nature of the role, applicants will be expected to attend all of the assessment process in person at Orion Academy.

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

Head of School, Orion Academy

Reports to: Executive Head Teacher, Orion Academy

Introduction

This job description describes in general terms the normal duties which the postholder 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 the duties and responsibilities shown below will be under the reasonable direction of the CEO. The CEO, or other Senior Manager if appropriate, 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.

The job description will be reviewed at least annually and any changes will be subject to consultation. The academy's grievance procedure will be used to resolve any disagreement arising out of the job description. Other relevant policies may be the Stress at work policy and Dignity at work policy.

Core Purpose

- To work in close partnership with the Associate Head Teacher of Northern House Academy to ensure a joined-up and consistent approach to leadership of the academy.
- To work collaboratively with the Trust Executive Teams to support strategic oversight and development, and the operational management of the school.
- To be responsible for the quality of behaviour and attitudes and personal development
- To develop, in partnership with the Associate Head Teacher, and implement an outstanding curriculum that is suitable for the profile of pupils who attend the academy.
- To articulate to stakeholders the vision, ethos and values of the Gallery Trust through leadership of Northern House Academy.
- To be accountable, in partnership with the Associate Head Teacher, for the progress and achievement of students
- To work in partnership with the Chief Executive Officer, the leadership team of Northern House Academy, and the Trust Executive Teams to implement the agreed policies and practices of the Gallery Trust.
- To ensure a secure and safe learning environment that promotes the welfare and safeguarding of students and staff, and fulfils statutory and Trust policies and practice.
- To fulfil all the professional duties as laid out in the School Teachers Pay and Conditions documents and the National Standards of Excellence for Head Teachers.

Responsibilities

Shaping the Future

The Head of School will ensure that his/her leadership demonstrates commitment to promoting and developing the existing good practice at Northern House Academy.

Main tasks/actions

- articulate and promote the school's agreed educational vision and values.

- share this vision and values with all members of the school community, securing their understanding and commitment and creating a shared culture.
- translate the vision and values into agreed objectives, ensuring that the school's planning, policies and procedures promote sustained improvement.

Leading Learning and Teaching

The Head of School will lead a learning community which promotes positive attitudes to learning amongst students and staff, and achieves excellence across all school activities.

Main tasks/actions:

- demonstrate the principles and practice of effective behaviour management, including Restorative Practices
- ensure a consistent and continuous school wide focus on student achievement which reflects the agreed vision and values, monitoring progress.
- analyse and use data to inform strategies for improvement.
- ensure that learning is at the centre of strategic planning and resource management.
- establish creative, responsive, and effective approaches to learning and teaching, embedded in a culture and ethos of challenge and support where all students engage with learning, have high expectations and can achieve success.
- implement strategies and practice which achieve standards of behaviour and attendance which reflect the school's expectations.
- implement an appropriate curriculum which takes account of the needs and aspirations of all students, including the acquisition of skills for independence and independent living.
- implement an effective assessment framework.
- monitor, evaluate and review classroom practice and promote improvement strategies.

Developing self and working with others

The Head of School's relationships with students, parents/carers and staff should demonstrate a belief in their unique contribution as individuals, valued and respected by all. He/she will recognise and act upon his/her own potential for growth and that of others.

Main tasks/actions

- treat all people fairly, equally and with respect to create and maintain a positive culture in line with the school's agreed vision and values.
- build a collaborative learning culture within the school community and actively engage with other schools, both within and outside the Trust.
- maintain effective strategies and procedures for staff induction, professional development and appraisal.
- ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, including clear delegation of tasks and responsibilities.
- develop and maintain a culture of high expectations and aspirations for him/herself and for others, celebrating the achievements of staff and taking appropriate action when performance is unsatisfactory.
- participate in arrangements for review of his/her performance, reflecting on his/her personal contribution to school achievements and taking account of feedback from others.

- have regard for the well-being of him/herself and others, managing his/her workload to promote a healthy work-life balance and encouraging and enabling others to do likewise.

Managing the Organisation

In partnership with the Associate Head Teacher, Executive Teams, including the Director of Schools, the Head of School is responsible for ensuring that key principles and priorities for the school are identified and achieved.

Main tasks/actions

- be responsible for the day to day running of the school.
- support the school's values and enable the management systems and processes to work effectively in line with legal requirements.
- produce and implement evidence-based improvement plans for the development of the school and its facilities.
- with the Executive Teams, manage the school's financial and human resources effectively and efficiently.
- recruit, retain and deploy staff appropriately, managing their workload to enable achievement of the vision and goals of the school.
- manage and organise the school's environment efficiently and effectively to ensure that it meets the needs of the curriculum, health and safety regulations and the school community.

Securing Accountability

The Head of School is jointly accountable for the performance of the school in relation to the quality of education and will be supported by the Associate head Teacher, Trust's Executive Teams and the leadership team of Northern House Academy.

Main tasks/actions

- work in partnership with the Trust's Executive Teams, drawing upon their expertise and experience to support the operational management of the school.
- work with the Rapid Improvement Board enabling it to meet its responsibilities by giving objective professional advice and regular accounts of the school's progress.
- develop systematic and rigorous procedures for school self-evaluation which are appropriate and enable collaboration, sharing knowledge and understanding, celebrating success, and using the outcomes of evaluation to further improve the school.
- ensure that all available data is used to identify strengths and weaknesses of the school and to inform planning for improvement.
- ensure that individual staff accountabilities are defined, understood and agreed and are subject to review and evaluation.
- develop and present a coherent, understandable, and accurate account of the school's performance to a range of audiences and stakeholders

Strengthening Community

The Head of School is responsible, alongside the Associate Head Teacher, for communicating the vision of the school to the local and wider community and beyond.

Main tasks/actions

- ensure that effective strategies, systems and support are in place to ensure the safeguarding of children and young people in the school and co-operate and work with relevant agencies for the protection of children.
- act as the public face and main advocate of the school and the Trust,
- enable students to develop an understanding of their responsibility to others and provide the means for them to respond positively to this.
- create and implement positive strategies for promoting understanding that everyone is equal, and in particular for challenging racial and other prejudices and for dealing with harassment.
- create and maintain an effective partnership with parents and carers to support and improve students' achievement and personal development.
- seek opportunities to invite stakeholders (parents and carers, community figures, businesses and other organisations) into the school to enhance and enrich the school and its students.
- engage in dialogue with all stakeholders to build partnership and understanding of shared values, beliefs and responsibilities, reflecting on and taking account of their views.

Other

The range of responsibilities listed above is not exhaustive and is subject to change at the direction of the CEO. This job description is subject to annual review.

The Gallery Trust is committed to safeguarding and promoting the welfare of children and young people. School Leaders must ensure that the highest priority is given to safeguarding children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS). 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, satisfactory references, health clearance and NCTL and Enhanced Disclosure and Barring Check.

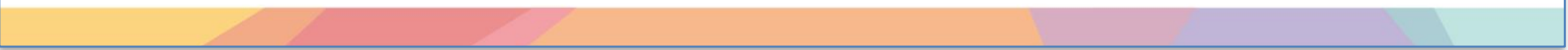
The Head of School works for The Gallery Trust and will be based at Northern House Academy. However, the Trust reserves the right, in exceptional circumstances, to deploy staff to different locations depending on the needs of the overall Trust.

Selection Criteria
Head of School, Orion Academy

	Essential	Desirable
Qualifications	Qualified to work and teach in the UK Completion or studying towards a national professional qualification in working with students with SEMH e.g. NPQ or NPQH	Qualified Teacher Status (QTS) Master level qualification in Education Leadership
Experience	Successful leadership and management at a senior level in education Successful experience working restoratively in a SEND school Experience of having led, at a senior level, significant school changes or improvements Extensive knowledge of Safeguarding procedures	Successful leadership and management at a senior level in a special school
Strategic Leadership	Ability to provide clear educational vision and direction Ability to inspire and motivate all stakeholders Evidence of developing effective strategies for school improvement Ability to work in partnership with stakeholders	Working at a senior level in school improvement planning
Leading Teaching and Learning	Understand the principles of effective teaching and learning for children with SEMH Successful experience of monitoring, evaluating and improving the quality of teaching and learning Understanding the role and impact of assessment Secure knowledge of statutory requirements relating to curriculum and assessment	
Leading and Managing Staff	Ability to lead, manage and motivate across the school community Ability to establish positive working relationships Ability to plan, allocate, delegate, support and evaluate work undertaken by individuals and teams Successful experience of identifying the need for, and leading, in-service training Experience of dealing with HR issues	Significant experience of taking a lead role in performance management of staff including leading lesson observations
Managing Resources	Experience of budget management and budget setting Ability to manage, monitor and review available resources, ensuring value for money	

Personal Skills and Qualities	Strong commitment to raising standards High expectations of self and others Ability to establish and maintain positive relationships, including with parents Ability to remain positive and enthusiastic, including when under pressure Good communication skills Effective computing skills	
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December 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 2021