



The **GALLERY TRUST**



A community of special schools

**14-19 Lead Teacher  
Candidate Information Pack  
2024**



Thank you for your interest in the post of 14-19 Lead Teacher at Mabel Prichard School.

We are a community special school for children and young people with complex needs from the ages of 2 to 19 who believe in enabling every student to discover who they are and to realise their full potential. Our curriculum offers a broad range of opportunities to face challenge; develop independence; prepare for adulthood; discover the world; be safe and develop the skills and knowledge to lead a happy, positive and fulfilled life.

Through our strong caring ethos, we support students to respect their whole community, regardless of background, race, gender, faith and disability and to celebrate diversity, so they are able to develop skills of empathy and tolerance in their life ahead.

We believe education plays a pivotal role in developing as individuals, alongside the vital input from families and other professionals whom we enjoy working closely with. The purpose of the school is to create opportunities through education for each student to value themselves and each other; develop confidence; communicate their thoughts and ideas and to enjoy discovering their strengths to take forward in their life ahead.

Mabel Prichard School 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.

Please visit our website to find out more about the school. If you would like to visit the school to find out more about this exceptional opportunity before you submit your application, you will be most welcome. Our staff and students will be delighted to meet you.

Thank you again for your interest and we look forward to hearing from you.

*Lucy Wawrzyniak*  
*Executive Headteacher*

**14 – 19 Lead Teacher  
MPR/UPR + TLR2 + SEN1  
Permanent**

Are you an inspirational, committed, dynamic teacher, seeking to join an equally exciting team? Are you committed to preparing young people for adulthood and equipping them with skills needed to live the most independent life possible? Are you creative and energetic? If so, Mabel Prichard School has an opportunity for you. We are seeking to appoint a teacher to join our middle leadership team to lead our 14-19 phase and to teach our 14-19 vocational pathway.

Mabel Prichard School currently has 118 students on roll and our 14-19 provision currently has 35 students with a range of needs across different classes and pathways. We offer aspirational opportunities for all our learners with a real focus on building those skills they need to lead a full and enriching life, where they can contribute positively to society.

Our 14-19 learners follow pathways best suited to their needs. Some follow a vocational pathway, with an emphasis on preparing for independent or supported living with some aspect of work, while others develop skills of independence in terms of agency and engagement with the world around them.

The curriculums all focus on developing appropriate communication, social, physical and creative skills, with some following functional skills programmes in English and Maths. There is a strong emphasis on relevant life skills for individuals and if you are passionate about ensuring learners are equipped with the skills and knowledge they need for a meaningful and fulfilling adult life, this is the role for you.

Our 14-19 learners experience as many real-life opportunities as we can offer in order that they prepare for life in the wider community. We have an onsite café run by students and links with local leisure and community facilities, and businesses.

The successful candidate will join our skilled and enthusiastic middle leadership team and have opportunities for career development within the Gallery Trust, including joining the outreach team to support other settings, and a suite of excellent CPD. If you have energy, creativity, and a commitment to positive outcomes for all, we would love to hear from you.

You will:

- Have experience of promoting excellent outcomes for learners with PMLD, SLD, ASD and other complex needs.
- Have some experience of working with post 16 learners or secondary education.
- Be creative in your ideas and be able to see them through to the finish.
- Be an excellent team player
- Demonstrate strong leadership skills
- Demonstrate a reflective, creative approach to teaching
- Believe passionately all students should be offered every opportunity to reach their full potential.
- Have a commitment to sharing and living our vision and values
- Maybe have an interesting skill or talent to share with our students.

We have a strong commitment to staff wellbeing, which is led through a staff wellbeing champions team. Teachers are very keen to collaborate, and the sense of teamwork is exceptionally strong both in-house and more broadly across The Gallery Trust.

If you would like to discuss this opportunity further and arrange to visit our wonderful learners and staff, please contact Lucy Wawrzyniak, Head Teacher on 01865 777878 or email [lwawrzyniak@mabelprichard.org](mailto:lwawrzyniak@mabelprichard.org)

### **Application Process**

To apply for this post, or to arrange a visit please email [recruitment@mabelprichard.org](mailto:recruitment@mabelprichard.org). You can also download an application form and job pack from our website [www.mabelprichard.org](http://www.mabelprichard.org) or from The Gallery Trust website [www.thegallerytrust.co.uk](http://www.thegallerytrust.co.uk)

Please submit your application form by **12pm Monday 26<sup>th</sup> February** to [recruitment@mabelprichard.org](mailto:recruitment@mabelprichard.org). Interviews will be held on Friday 1<sup>st</sup> March at the Mabel Prichard secondary site. 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.

# The GALLERY TRUST

A community of special schools

The Gallery Trust is a Special Multi Academy Trust which is dedicated to improving outcomes for SEND learners in Oxfordshire. We strive to provide the best possible specialist learning experience for all pupils.

## Our Strategic Aims

- **Places where innovation drives learning** – our schools have a clear purpose, they educate the whole child and prepare them for adulthood. Everything we do, from our curriculum offer to our pastoral care, is meaningful and driven by the needs of learners.
- **Places where relationships drive engagement and achievement** – our schools are built around exceptional relationships. We provide excellent experiences, growth, and opportunities for pupils and staff, and specialist working environments and resources.
- **Places which provide exceptional knowledge and support** – our schools are supported by a skilled and experienced central team which provides high quality school improvement and central support services.
- **Places which inspire and influence** – our schools are committed to collaborating with our local and national partners and communities to ensure that children and young people with SEND receive the education and opportunities they deserve.

As we enter the next phase of our development and build on our many successes, we want to embrace future challenges and opportunities. 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. There are currently six special academies in the Trust located throughout Oxfordshire, with an additional academy opening in January 2024, and a further academy scheduled to open in 2026. 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, and providing outreach and other opportunities. All academies collaborate to share SEND expertise and best practice, and work in partnership with peers who are committed to common aims and goals.

The Board of Trustees believes that by providing the support of highly experienced and specialised school improvement and business teams, school leaders are empowered to focus on the standards of teaching and learning, and in meeting the operational and strategic demands of running their schools.



At Mabel Prichard School students learn in one of our three pathway groups of either pre-formal, informal or semi-formal learners, although due to the individualised nature of each learner's curriculum, some are a mixture of two pathways.

The school uses the Equals curriculum as a base for learning and adapts aspects of this for our context. Details of our approaches can be found on the school's website in the curriculum handbook. The school has excellent links with community partners and its strong focus on pathways to adulthood supports students onto further education and into employment. The committed team at Mabel Prichard School includes class teachers, teaching assistants, lunchtime supervisors, care assistants, school business manager and admin team, caretaker and cleaning team and safeguarding leads.

The school recognises its success is based on successful partnerships. Most importantly, the school works closely with parents and understands they know their child best. The wider multi-professional team at Mabel Prichard includes a Special School Nurse, Speech and Language Therapist, Occupational Therapist and Physiotherapist. The school also hosts health clinics through the special school nurse provision.



## **Teacher and 14-19 Lead Job Description**

**Responsible to:** Senior Leadership Team  
**Review of Role:** Annually at Appraisal meeting  
**Line management responsibilities:** Titanium Class TA team.

### **Introduction**

The job description should be read in conjunction with the current School Teachers' Pay and Conditions document and the provision of that document will apply to the post holder.

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Head Teacher. The Head Teacher, 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.

### **Main Purpose of the Job:**

- Responsibility for leading, developing and monitoring the learning in your phase so timely interventions can be made to ensure learners make good progress.
- Building links with the local community to ensure real life experiences are offered as part of the curriculum.
- Ensure the quality of education for 14-19 learners is of high quality through appropriate planning and assessment.
- To monitor the quality of education in the 14-19 classes and plan for improvements
- Working in close collaboration with the KS4/5 team to lead learning in the 14-19 curriculum
- Ensure the school's compliance with the Gatsby Benchmarks
- Work with Senior and Middle leaders to ensure there is a clear path of progression through the school and beyond.
- The overall planning, teaching and running of the 14-19 vocational class, ensuring good progress and welfare of the pupils.
- Line manage a team of TAs in Titanium class.

### **Aims and Objectives**

- To uphold and work towards the school's vision and aims, supporting the school ethos and mission.
- To lead the learning in your phase, ensuring there is high quality planning for progress, assessment of progress and plans in place to address underachievement.
- To ensure all learners follow a relevant, meaningful pathway into adulthood
- To lead on any relevant accreditation in KS4 and 5.
- To lead an integrated KS4 and 5 team, ensuring there is a clear learning journey towards adulthood and relevant levels of independence within the 14-19 phase.
- To liaise with external partners to support KS5 in leaving the school in relevant, sustainable education, employment and training.
- To contribute to the development and review of school policies and then to uphold and work within the policies as agreed.
- To deliver the curriculum through a range of lessons designed to stimulate and motivate students' learning

- To report on and analyse pupils progress using the school MAPP system and Evidence for Learning, identifying areas of strength and development.
- To establish and maintain effective working relationships with others
- To make efficient use of resources

### **Key Tasks:**

#### **Planning**

- Ensure an aspirational development plan is in place for your phase to ensure all learners access opportunities to make progress.
- Plan resources in your phase to inform school budget planning.
- Ensure that each pathway is planned clearly, so all class staff understand the needs of the learners throughout the day.
- Set stretching objectives for students' learning, which are ambitious and relevant to each student's individual needs
- Plan, prepare and implement appropriate teaching programmes to include opportunities for appropriate inclusion in the community, taking into account individual needs and objectives.

#### **Teaching**

- Demonstrate teaching skills which lead to learners achieving well, relative to their prior attainment
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and pedagogy
- Be flexible, creative and adept at designing and refining approaches to teaching that are well-matched to learning objectives
- Ensure that all the pupils receive motivating, effective and relevant learning opportunities which meet their individual needs as outlined in their EHCP and in accordance with the school's curriculum guidance.
- To plan and teach lessons with a student centred approach to learning
- Provide a learning environment for students that is appropriate to their needs and facilitates high levels of achievement.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework, in line with the school's behaviour policy.
- Facilitate enriching activities outside the classroom that enhance learning opportunities.
- Report to parents about their son or daughter's work 3 times a year.
- Liaise with parents; therapists; other schools; colleges and outside agencies
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

#### **Standards and Achievement**

- Provide an on-going assessment of the pupil's achievements and abilities, supporting this with robust and comprehensive record keeping, in line with the school's policy
- Have high expectations of children and young people including a commitment to ensuring they can achieve their full educational potential.
- Establish fair, respectful, trusting, supportive and constructive relationships with all students.

#### **Professional Standards and Development**

- Work with other professionals to meet the needs of pupils as appropriate, seeking guidance and support, delivering specialist programmes and providing effective feedback to secure the best possible provision
- Regularly reflect on own practice seeking continuous improvement

### **Leadership and Management**

- Ensure compliance with the Gatsby Benchmarks.
- Monitor and support school improvement in the 14-19 phase and ensure strengths and areas for improvement are both celebrated and addressed.
- Act as a positive role model as part of the leadership team.
- Lead the class team, providing them with a positive role model and appropriate guidance to ensure they support the delivery of high quality learning experiences to the pupils
- Develop class team's professional knowledge and skills through example, coaching and professional dialogue
- Have knowledge of and always follow the School's Health, Safety and Well-Being and Safeguarding policies, procedures and guidelines
- To lead a Champions Team. This may include opportunities to lead on school improvement areas.

### **School responsibilities**

- Provide training as agreed with the Head Teacher that is relevant to experience, expertise and qualifications
- Take assemblies on a rota basis, as agreed
- Attend curriculum development meetings, Middle leader and Senior leader meetings as required and INSET on a regular basis
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Make a positive contribution to the wider life and ethos of the school and be an active team member
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Monitor provision and practice for equal opportunities; race equality and related issues across the school
- Any other requirement of the Headteacher, analogous to the role of class teacher

Mabel Prichard School is committed to safeguarding children and young people. All post holders in regulated activity are subject to appropriate vetting procedures and a satisfactory "Disclosure and Barring Service Enhanced check".

This job description is not your contract of employment, or any part of it. It has been prepared for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

Additional Note Teachers in the Upper Pay Scale (UPS) can be expected to make a particular contribution to the development and improvement work of their Teaching & Learning Area team in line with statutory requirements to meet threshold standards. In particular teachers at UPS 1 / 2 / 3 will:

- Provide a model of high quality professional practice
- Make a distinctive contribution compared with MPS teachers
- Consistently provide at least a good quality of teaching and learning for students, with potential to develop outstanding practice
- Make a significant contribution to the improvement of work of the School

This is the current job description and is subject to annual review and may, after discussion with the teacher, be changed.

<b>Person Specification - 14-19 lead</b>		
	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>● DfE recognised Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>● Qualification specific to Special Educational Needs</li> <li>● Higher level qualification e.g Masters in relevant field</li> </ul>
<b>Experience and knowledge</b>	<ul style="list-style-type: none"> <li>● Experience of teaching pupils with SLD, PMLD and/or Autism</li> <li>● Experience of teaching within a post 14 environment in a special school or with students with SEND.</li> <li>● Evidence of a good understanding of alternative means of communication</li> <li>● Evidence of securing strong outcomes for learners with a range of needs.</li> <li>● Evidence of leading learning with strong positive outcomes</li> <li>● Evidence of leading a team effectively, inspiring and motivating adults</li> <li>● Ability to maximise the use of ICT for both teaching and professional duties</li> <li>● Demonstrate a commitment to personal and professional development</li> <li>● Demonstrate an awareness of current initiatives within education, particularly in relation to post 16 and SEND.</li> </ul>	<ul style="list-style-type: none"> <li>● Experience of working in a special school</li> <li>● Experience of external accreditation</li> <li>● Evidence of successfully leading an area of curriculum development</li> <li>● Experience of destinations for PMLD learners.</li> <li>● Experience of working in the community to develop work related learning opportunities for learners with SEND.</li> <li>● Experience of developing relevant adult pathways for all learners with SEND.</li> <li>● Evidence of contributing to the development and review of teaching and learning and the school policies</li> <li>● Good understanding of the stages of child development</li> </ul>
<b>Skills and qualities</b>	<ul style="list-style-type: none"> <li>● Flexible and creative approach towards motivating students to learn</li> <li>● Excellent communication skills at all levels both verbal and written</li> <li>● Evidence of implementing and leading projects within a school with clear outcomes for learners.</li> <li>● Evidence of supporting the work place ethos</li> <li>● The ability to work in a team</li> <li>● Evidence of building strong community, multi-agency and parental partnerships</li> <li>● Able to carry out manual handling programmes under the guidance of the therapists</li> <li>● The ability to reflect and improve practice.</li> <li>● A commitment to equal opportunities</li> <li>● A commitment to safeguarding children</li> </ul>	<ul style="list-style-type: none"> <li>● Being able to drive the school minibus</li> <li>● An additional skill or hobby that may benefit our students.</li> </ul>