



The **GALLERY** TRUST



A community of special schools

Student Wellbeing & Therapeutic
Support Manager
Candidate Information
September 2020

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Welcome

Thank you for your interest in the post of Student Wellbeing and Therapeutic Support Manager at Iffley Academy.

Iffley Academy is a very successful academy, and has grown in recent years with a current number on roll of 176 students. The Academy has a long and proud history, with a school on the current site in Iffley since the 1960s. Judged as Outstanding in 2015 and 2019, the Academy meets the needs of students with a range of SEND, including Cognition and Learning Needs, Autistic Spectrum Disorder and Social, Emotional and Mental Health Needs. Our learning community is based on respectful relationships with students, created through understanding of their special educational needs, commitment to restorative approaches, and by providing outstanding teaching and pastoral care. This is a warm and caring community, dedicated to equipping students with the skills and knowledge they need to live independent lives within their chosen communities.

We are seeking an inspirational and dynamic Student Wellbeing and Therapeutic Support Manager, a gifted practitioner who can meet the needs of this vibrant and diverse community.

Iffley Academy is a member of The Gallery Trust, an expanding Special Needs 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, the Trust's aim is to build a community of special schools over the next ten years.

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

Tom Procter-Legg
Headteacher

The Gallery Trust

The Gallery Trust is a Multi Academy Trust which is dedicated to improving outcomes for SEND learners in Oxfordshire. Formerly known as The Iffley Academy Trust, the driving force of the Trust is simple: it 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 currently has six member Academies: Iffley Academy, Bardwell School, Orion Academy, Northern House Academy, Springfield Academy and Bloxham Grove Academy, a new free special Academy scheduled to open in 2022 in North Oxfordshire. We will also be joined by Mabel Pritchard School on 1st November 2020 and have recently announced a new Academy to open in Didcot. The Trust's vision is to build an organisation over the next ten years which includes converter academies, free schools and sponsored academies, and which will meet the needs of all cohorts of SEND students in the county. All constituent academies will have the opportunity to share expertise across the Trust and work with peers who are specialists in SEND, sharing common aims and goals.

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

Students in the Trust have a range of SEND, including Severe Cognition and Learning Needs, Severe Learning Difficulties, Autistic Spectrum Disorder and Social, Emotional and Mental Health Needs, and additional complex needs. Our learning communities are based on respectful relationships with students, created through understanding of their special educational needs and disabilities, commitment to restorative approaches, and by providing outstanding teaching and pastoral care.

**Student Wellbeing and Therapeutic Support Manager
Iffley Academy, Oxford**

Grade 13: £41,675-£44,632 pro rata per annum

Actual annual salary: £37,748-£40,426

Salary subject to 2.75% increase

37 hours a week, 43 weeks a year

Term time + 5 weeks (INSET days + 4 weeks during the school holidays)

Iffley Academy is Oxfordshire's largest special school, and we are seeking enthusiastic and motivated staff to join our thriving and vibrant community at an exciting time in our development.

Judged as Outstanding by Ofsted in 2015 and 2019, our school community is unique in many ways. Our students have a range of Special Educational Needs, including Cognition and Learning Needs, Autistic Spectrum Disorder and Social, Emotional and Mental Health Needs. We make respectful relationships with our students through our understanding of their special educational needs, our commitment to restorative approaches, and by providing outstanding teaching and pastoral care. We are a warm and caring community, dedicated to equipping pupils with the skills and knowledge they need to live independent lives. We offer individual learning pathways, vocational opportunities, and specialist therapies and interventions.

The role of Student Wellbeing and Therapeutic Support Manager involves leading a team of therapeutic and pastoral support workers, timetabling their work, prioritising and managing risk around our young people and carrying out safeguarding responsibilities.

You would be required to model how to set appropriate boundaries for children, support their education, liaise with families and work with external professionals to get the best possible outcomes. Understanding how to offer containment to students, staff and parents is key to this role ensuring that you promote a safe environment where people feel respected and valued.

You will have an excellent understanding of SEND, specifically of how to support children with social emotional mental health difficulties and communication and interaction difficulties. You will understand how these barriers affect students' learning and social/emotional development. You will model a resilient and instinctive approach in meeting our students' needs, guiding others to do the same.

If you share our passion for making a real difference to the lives of children and young people with special needs, this could be the opportunity you are looking for. In return for your contribution to our team, you will work in an environment, which is innovative and well resourced, and in a role which is rewarding and fulfilling. We will provide you

with induction and training, and the opportunity to join the Local Government Pension Scheme, one of the largest public sector pension schemes in the UK. This is an exciting time to join our team as we move into our fantastic new school buildings in Summer 2020.

Application process

Please submit your application form to recruitment@iffleyacademy.co.uk or by post. 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.

Closing date for applications: 12 noon Friday 9th October
Interviews will be held: 15th/16th October

Iffley Academy is committed to safeguarding and promoting the welfare of all children and expects all staff to share this commitment. The successful candidate will be subject to an Enhanced DBS check, Occupational Health check and a probationary period of 6 months. The Iffley Academy is an equal opportunities employer and we welcome applications from a range of ethnic backgrounds to represent diversity in line with our school community.

JOB DESCRIPTION

Student Wellbeing and Therapeutic Support Manager

Introduction:

This job description should be read in conjunction with the current Support Staff Pay and Conditions document and the provisions 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 Headteacher. The Headteacher, or other Senior Manager if appropriate, will be mindful of his/her 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 academy's grievance procedure will be used to resolve any disagreement arising out of the job description. Other relevant policies may be the County Council's Stress at Work policy and the Dignity at Work policy.

Whole School Responsibilities:

- To be a key part of the School Leadership Team
- Work for the positive development of Iffley Academy, in line with the Raising Achievement Plan and the academy's aspiration to maintain external accreditation e.g. the Restorative Justice Quality Mark and the National Autistic Society's Autism accreditation.
- This post includes the role of Educational Visits Co-ordinator
- Attend and lead, when appropriate, staff meetings, INSETs and any other relevant meetings.
- Safeguard and promote the welfare of all students
- Model good discipline in line with the academy's restorative practices behaviour policy and champion the academy's behaviour policy and therapeutic and restorative ethos
- Take appropriate responsibility for one's own health, safety and welfare and the health and safety of students, visitors and colleagues in accordance with the requirements and locally adopted policies; including taking responsibility for raising concerns with a manager.
- Provide supervision for the therapeutic team (with appropriate training if needed)
- Take a share of supervisory duties

Specific responsibilities:

- Deputy Designated Safeguarding Lead, working within a team, and taking the lead in any Child Protection matter, including attendance at child protection and family support conferences
- Provide leadership for the Pastoral Team
- Performance manage both Therapeutic Support Workers and Pastoral Support workers
- Lead supervision sessions for the Therapeutic team on a bi-weekly basis and when appropriate
- Take part in external supervision
- Develop and manage any paperwork required to support the needs of individuals or cohorts of students e.g Positive Handling Plans, Risk Assessments etc.
- Lead the professional development of the Therapeutic team, including the provision of professional guidance for the Foundation Degree in Therapeutic Work with Children and Young People.
- Deliver training to staff specifically in behaviour and therapeutic work
- Take a lead role in the educational and social development of students who:
 - Have a primary need of SEMH
 - Exhibit challenging behaviour
 - Have poor attendance
- Take a lead role in sharing information with key colleagues and external professionals, attending TAFs, etc
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Report on attendance and behaviour contributing to the raising achievement plan
- Attend training as required
- Source and manage alternative provision for children on bespoke pathways

Links with parents and the wider community

- Encourage full parental participation in the academy and to make sure they are fully informed of their child's progress.
- Ensure availability to deal with parental concerns and to provide support where possible, or refer to other professionals or agencies
- Delegate responsibility to the therapeutic team to support parents / key-work students where needed
- Provide support to parents, carers and families of children with SEMH, including making home visits, as appropriate
- Work co-operatively with the Governing Body and Academy Trustees, providing reports and attending the Teaching and Learning committee, when appropriate

- Liaise and coordinate with external agencies and other professionals
- Work cooperatively with the county's integrated transport service and support parents to ensure safe transitions between home and school
- Contribute to The Iffley Academy Teaching School, providing advice, support and training across the county

Selection Criteria

Student Wellbeing and Therapeutic Support Manager

Essential	Desirable
Knowledge and qualifications	
<ul style="list-style-type: none"> - Level 2 qualifications or equivalent - Knowledge of relevant policies and legislation - Knowledge of a range of IT packages including Microsoft word and Excel - Driving Licence 	<ul style="list-style-type: none"> - Basic First Aid - Level 3 / 4 qualifications - Qualifications linked to SEN - Qualified Team Teach trainer - EVC trained, or willingness to complete this.
Experience	
<ul style="list-style-type: none"> - Working with children and young people in an educational or therapeutic context - Working with children and young people with special needs - Experience of mentoring/coaching children and staff - Attending professional meetings and producing minutes - Working with children and young people in 1:1 and group situations - Experience of analysis behaviour data - Liaison with professionals and agencies - Preparing and delivering learning activities to children and young people - Experience of line managing staff - Preparation of Risk Assessments - Previous experience of Team Teach or similar training - Working in a restorative manner 	<ul style="list-style-type: none"> - Working in a therapeutic role - Delivering training on specific areas e.g. experience of working as a Team Teach trainer - Experience of offering supervision to staff - Producing, delivering and evaluation strategic plans - Experience as a Designated Safeguarding Lead
Skills and Competences	
<ul style="list-style-type: none"> - Ability to lead a team of people ensuring they prioritise workload appropriately - Ability to work strategically and contribute to leadership team meetings - Ability to work restoratively and ensure all staff work in this way - Ability to work with autonomy and offer support and challenge to a team - Ability to respond flexibly to situations and to demonstrate excellent judgement, prioritising risk - Ability to build links with key stakeholders - Ability to undertake Team Teach (restrictive physical interventions) - Ability to comprehend and observe the 	

<p>Academy's policies and procedures</p> <ul style="list-style-type: none"> - Ability to engage with academic research and communicate findings at a professional level - Ability to provide reflective spaces/opportunities allowing others to evaluate their practice 	
Other	
<ul style="list-style-type: none"> - A resilient personality with the ability to work with children and young people who demonstrate challenging behaviour - Dedication to improving the lives of children and young people - Willingness to undertake and provide CPD and training eg Team-Teach, Restorative Approaches, First Aid - Willingness to undertake personal care and to devise specific care plans where appropriate - Commitment to safeguarding and the welfare of children and young people - A respectful approach to children and young people with SEN - Use own strengths and expertise to advise and support others - Excellent interpersonal and communication skills - A strong understanding of how to maintain resilience and wellbeing whilst working with students with social emotional mental health difficulties 	

Appendix 1 Educational Visits Co-ordinator Job Description

Main purpose:

The post holder's key accountability will be for raising the standards of educational visits through strategic planning, implementation, and effective monitoring. These educational visits should be directly linked to the special educational needs of our students and should clearly demonstrate progress towards their educational health and care plan outcomes. Whilst some visits may happen in isolation, there should be a clear pathway provided by educational visits, demonstrating the development of prerequisite social behaviours, subject knowledge and independence skills.

Accountable for:

- Strategic planning of education visits across the Iffley Academy
- Delivering education visits to all students (where possible) meeting the diverse needs of our community
- Supporting teachers to plan trips themselves and modelling good practice
- Researching national initiatives and legislation which applies to the EVC role
- Monitoring education visits across the school, reporting on their outcomes and feeding back to senior leaders/governors
- Ensuring a broad and unbiased range of visits which actively promotes equality and diversity
- Consideration of how different groups are represented on educational visits e.g. pupil premium, LAC etc.
- Ensuring that statutory requirements are followed
- Ensuring that no student is disadvantaged due to their SEND or medical condition
- Preparing a three year educational visits strategy
- Advising the Head Teacher on developments, opportunities and risks that link to educational visits

- Monitoring the standard of work of other staff involved in educational visits and taking action where necessary
- Maintaining confidentiality and respecting the privacy of students and staff by complying with GDPR regulations whilst planning and delivering educational trips

Main activities

- Ensure all residential visits are planned and approved internally by SLT
- Ensure procedures are followed with regard to planning of all educational visits.
- Ensure necessary paperwork is completed accurately and in a timely fashion
- Ensuring staff use the correct forms and obtain correct authorisation and detailed planning is in place.
- Collate information for educational visits both UK and overseas travel, liaising with external companies obtaining information regarding accommodation, travel arrangements, insurance, risk assessments.
- Ensure all required documentation is complete and passed on to the required authorities with regard to overseas travel. Ensure visa applications from the British Council are obtained for non-EU students. Liaise with the British Council, Foreign Embassies, when required
- Collate student information for visit leaders with regard to emergency contact details together with consent forms and medical information
- Obtain quotations for costs involved in all aspects of any visit, e.g. cost of tickets, insurance, accommodation, etc. Advise SLT of costs involved in order for the correct charge to be made to parents of students attending the visit (where appropriate).
- Liaise with parents who need further support in their child accessing the educational visit

- Ensure all Health and Safety procedures are followed, e.g. risk assessments completed, authorisation of travel, correct numbers of First Aiders/Team Teach trained staff are present on all visits.
- In collaboration with the medical coordinator ensure that First Aid and medication is available for the visits, that it is carefully planned for, accurately communicated to staff and disposed of, where necessary after the trip
- Produce and respond to day to day correspondence regarding visits
- Take responsibility for monitoring standards of educational visits across the curriculum and advise on actions necessary to improve standards where appropriate
- Collect student and parental feedback on the effectiveness of educational visits
- Support teachers in designing and implementing innovative educational visits which meet the specific, individual educational needs of their cohort of learners
- Research new approaches and consider the implementation of new ideas to engage and inspire students and staff
- Deliver training to staff where appropriate
- Take responsibility for producing an action plan to feed into the academy's Raising Achievement Plan and evaluate and report on the plan when required
- Participate fully when requested at Extended Leadership Team meetings and report to the Senior Leadership Team and Personal Development Welfare and Safeguarding Committee, when appropriate
- To be responsible for the preparation, implementation and regular review of any policy documentation for educational visits, (i.e. policy statement/guidelines)
- Manage the safe storage of data relating to educational visits
- Work directly with Gallery Leads to ensure their curriculum is appropriately resourced through innovative educational visits

Professional responsibilities

- Undertake appropriate training where required

- To control, evaluate and requisition materials and resources for educational visits, within the appropriate budget and, working with the Head and Deputy, within other specific funding, as available e.g. LAC/Pupil Premium funding
- Be aware of and comply with the policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos, work and aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required

This postholder should be highly flexible and able to offer strategic support considering our diverse cohort and high aspirations for students. Whilst every effort has been made to list and explain the main duties and responsibilities of the post, each individual task undertaken may not have been identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.