



The **GALLERY TRUST**



A community of special schools

Pastoral Support Worker
Candidate Information
March 2021

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Welcome

Thank you for your interest in the post of Pastoral Support Worker (PSW) at Iffley Academy.

Iffley Academy is a very successful academy, and has grown in recent years with a current number on roll of 175 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 PSW, 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: 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 member Academies: Iffley Academy, Bardwell School, Orion Academy, Northern House Academy, Mabel Pritchard School, Springfield Academy and Bloxham Grove Academy, a new free special Academy scheduled to open in 2022 in North Oxfordshire. 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.

**Pastoral Support Worker
Iffley Academy, Oxford**

Grade 9: £27,741 to £30,451 pro rata per annum
Actual annual salary: £19,153 to £21,024
30 hours a week, term time only (38 weeks a year)

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 the PSW involves setting appropriate boundaries for children, supporting with their education, and liaising with families to get the best possible outcomes. You will have a good understanding of autism and complex barriers to learning, and will demonstrate a resilient and instinctive approach in meeting our pupils' needs. You will support colleagues within the class environment as well as contributing to specific interventions designed to encourage engagement with learning and development of social and independence skills.

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 have just moved into our fantastic new school rebuild on our site in Iffley.

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: 12noon Monday 19th April 2021
Interviews will be held: w/c 26th April 2021

Due to the current exceptional circumstances, it is not possible to arrange school visits before making an application, please feel free to contact us to arrange an informal phone or video call to inform your application. There is also a virtual tour of our school on our website.

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

Pastoral Support Worker

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 academy's grievance procedure will be used to resolve any disagreement arising out of the job description.

The job description involves:

Key Tasks:

- Manage and deliver pastoral and therapeutic support to pupils and be responsible for preparing children emotionally and physically to engage with teaching and learning
- Work restoratively, engage in restorative training, reflective supervision and be a champion of restorative practice
- Address the needs of pupils who need particular help to overcome barriers to learning
- Provide support for pupils within the class
- Provide behavioural support for pupils on an on-call basis
- Attend and contribute to internal and external meetings, representing the school in a professional manner and taking minutes
- Manage and provide accurate and detailed feedback, reports and data linked to pupil achievement, progress, behaviour and other matters using a range of ICT packages
- Manage record keeping systems and processes
- Observe the Gallery Trust's Safeguarding Policy and other policies to ensure compliance with school and statutory procedures
- Administrative support, e.g. completing paperwork, correspondence, filing and communicating with stakeholders through email, telephone, etc.
- To prepare specific documentation relating to students (for example, Positive Response Plans, Positive Handling Plans, Risk Assessments)
- To use Team-Teach and model this to colleagues across the school with the support of lead practitioners in this area at the academy
- Deliver, review, evaluate and record pupil interventions, assessing pupil response and progress
- Manage the supervision and support of pupils who are unable to work in class, who are not working to the usual timetable and to work with colleagues to

- reintegrate them back into class
- To use creative, innovative and imaginative ideas to engage students during free association
- Attend meeting and reviews
- Provide support to parents, carers and families, including making home visits
- To contribute to the overall Raising Achievement Plan
- Attend to pupils' personal needs and care, and provide advice to assist in their social, health and hygiene development
- To be responsible for first aid and medical treatment of students, including risk assessments and liaison with medical professionals, disseminating medical protocols and ensuring that emergency first aid is carried out
- To be responsible for key working specific children, supporting with their education, liaising with parents/carers and being a point of contact for external professionals.

Standards and quality assurance:

- 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
- Taking a share of supervisory duties as part of the weekly routine and as necessary
- Take part in support staff appraisal

Specific responsibilities

In addition to the duties outlined, you may be responsible for the following:

- Driving and supporting pupils in school vehicles
- Supporting pupils on a range of offsite educational visits
- Undertake tasks and duties as requested by the Head Teacher

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 the Head Teacher
- 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 **GALLERY TRUST**



A community of special schools



**Selection Criteria
Pastoral Support Worker**

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 ● Team Teach trained
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 in 1:1 and group situations ● Liaison with professionals and agencies ● Preparing and delivering learning activities to children and young people 	<ul style="list-style-type: none"> ● Working with children and young people with special needs ● Working in a therapeutic role ● Working in a restorative manner ● Attending professional meetings and producing minutes ● Delivering specific interventions to children and young people ● Delivering training on specific areas ● Mentoring children and young people ● Preparation of Risk Assessments
Skills and Competences	
<ul style="list-style-type: none"> ● Ability to work restoratively ● Ability to work collaboratively and constructively in a team ● Ability to respond flexibly to situations and to demonstrate good judgement ● Ability to build links with key stakeholders ● Ability to undertake Team Teach (restrictive physical interventions) ● Ability to comprehend and observe the Academy's policies and procedures ● Ability to engage with academic research and communicate findings at a professional level 	
Other	

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| <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 CPD and training eg Team-Teach, Restorative Approaches, First Aid● Willingness to undertake personal care● 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 | |
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