



The **GALLERY TRUST**



A community of special schools

**Lead Practitioner in SEND**

**Candidate Information Pack  
April 2021**

# The GALLERY TRUST

A community of special schools

Thank you for your interest in the post of Lead Practitioner at The Gallery Trust.

The Gallery Trust is an expanding and successful Special Multi Academy Trust which is dedicated to improving outcomes for SEND learners in Oxfordshire.

The Trust is recognised as a key stakeholder in the delivery of education to SEND pupils in the county. This is a very exciting time to join the Trust, as we continue to expand our provision. We currently have six schools in our Trust, a resource base, a satellite provision, and two schools in pre-opening. The successful candidate will have the opportunity to embed excellent practice in Safeguarding in all the establishments in the Trust and will play a vital part in supporting the wellbeing and welfare of students.

As a Trust, our vision is to encourage the individual identities of our academies while providing strong support from the Trust's Executive Team and central support services, and facilitating collaboration between the academies in the Trust. Employees at the Trust belong to a community of skilled and experienced professionals, and benefit from a wide range of networks and development opportunities across the Trust.

If you share our values, are highly motivated by working with colleagues who are completely dedicated to the welfare of students, then we would be delighted to receive your application.

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



*Chris Scrivener*  
*Chair of Trustees*



*Kay Willett*  
*Chief Executive Officer*

## **Lead Practitioner in SEND The Gallery Trust**

The Gallery Trust is recruiting for two Lead Practitioners who will work across the academies in the Trust, providing their expert knowledge in supporting pupils with SEND to improve pupil outcomes. The successful candidates will have recent and senior experience of working with pupils with a wide range of special educational needs and disabilities (SEND) in an educational environment. Qualified Teacher Status is not essential criteria for this post.

The Lead Practitioners will deliver training programmes across the Trust in relation to several aspects of support for our students, for example; teaching and learning strategies, Team Teach training, behaviour management and deescalation strategies. They will also provide outreach, training and consultancy services to external establishments in this, and other SEND training, for example, First Aid, Mental Health First Aid, and Makaton.

As well as providing training, the successful candidates will work with students who need additional assistance to overcome barriers to learning, and will provide behavioural and learning support on an oncall basis. You will model excellent practice when working with all students.

You will support colleagues within the classroom environment as well as contributing to specific interventions designed to encourage engagement with learning and development of social and independence skills, and you will welcome the opportunity to work with senior leaders throughout the Trust. You will have strong interpersonal and communication skills and be capable of establishing strong professional relationships with colleagues and students.

If you share our passion for making a real difference to the lives of children and young people with special needs, this is an opportunity to work in a successful and thriving SEND Trust and make a real difference to our students' lives. In return for your contribution to our team, you will work in an organisation which is innovative and well-resourced, in a role which is rewarding and fulfilling.

The Lead Practitioners will be deployed across the Trust in response to need on short term, long term or permanent placements, and must be able to travel, hold a valid driving licence and have access to a vehicle.

### **Application process**

To apply for this post please email [application@thegallerytrust.co.uk](mailto:application@thegallerytrust.co.uk) or telephone Megan Barnes, Trust HR Manager, on 07944 901169 to request a candidate information pack. The information can also be downloaded from our website [www.thegallerytrust.co.uk](http://www.thegallerytrust.co.uk).

Please submit your application form to [application@thegallerytrust.co.uk](mailto:application@thegallerytrust.co.uk) or by post. The closing date for the receipt of completed applications is **5pm on Tuesday 11th May 2021**.

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. The successful candidate will be subject to an Enhanced DBS check, Occupational Health check and a probationary period of 6 months. The Gallery Trust is an equal opportunities employer and we welcome applications from a range of ethnic backgrounds to represent diversity in line with our school community.



## About The Gallery Trust

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 majority of students attending a SEND provision in the county are educated in a Trust establishment.

The schools in the Trust are:

- Bardwell School, Bicester
- Bloxham Grove Academy, Bloxham, to open in 2023
- A Free Special School in South Oxfordshire, opening date to be confirmed
- Iffley Academy, Oxford
- Mabel Prichard School, Oxford
- Northern House Academy, Oxford
- Orion Academy, Oxford
- Springfield School, Witney
- The Grove@Longford Park, Banbury (satellite provision of Orion Academy)
- The Gallery@Longford Park, Banbury (resource base for mainstream students)

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.

## Job Description

Job Title:	Trust Lead Practitioner in SEND
Responsible to:	Director of Schools
Contract Type:	Full time, permanent (52 weeks)
Salary:	Lead Practitioner Scale: L8 – L12 <i>or</i> Green Book: G15 SCP 47 – 50

### Introduction

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Director of Schools. The Director of Schools, 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 Trust'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 the Dignity at Work policy.

### Job Purpose:

- To provide expert knowledge, training and experience in positive behaviour management, de-escalation strategies, and other SEND training across The Gallery Trust
- To develop and implement training programmes across the Trust, working with senior leaders to improve outcomes for pupils
- To provide outreach, training and consultancy services to external establishments, for example; Team Teach, and other SEND training including First Aid, Mental Health First Aid and Makaton
- To model excellent practice to all stakeholders when working with students and applying the principles of Team Teach
- Take a leadership role in developing, implementing policies and practice

### Responsibilities

- Demonstrate and model expert and excellent practice in Team Teach, positive behaviour management, de-escalation strategies and other relevant SEND training
- Develop a vision for the promotion of outstanding positive behaviour management across the Trust and implement a programme of training and support
- Undertake training and coaching within the Trust in areas of expertise, contributing to school improvement and improved outcomes for learners
- Undertake consultancy commissions, outreach and training in external establishments in areas of expertise
- Lead on external training opportunities through links with OTSA, The Teacher Development Trust and national training providers
- Contribute to the development and growth of The Gallery Trust, supporting schools with Trust-wide initiatives and programmes
- Liaise with colleagues across the Trust to promote consistency of approach and practice in teaching and learning, Team Teach and other areas of expertise

- Work restoratively, engage in restorative training and be a champion of restorative practice
- Address the needs of students who need particular help to overcome barriers to learning
- Provide behavioural support for pupils on an on-call basis
- 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 prepare specific documentation relating to students (for example, Positive Response Plans, Positive Handling Plans, Risk Assessments)
- Use data analysis to identify areas within the Trust where colleagues may need support in order to improve outcomes
- Attend and lead staff meetings, INSETs and any other relevant meetings.
- Disseminate materials and advice on practice, research and CPD: draw on research outcomes and other sources of evidence to inform own practice and that of colleagues
- Assess and evaluate teaching colleagues in areas of expertise, including classroom observations and providing feedback
- Support colleagues to improve teaching and learning by further understanding the special needs of their students and the specialist skills required to secure outstanding outcomes.
- Support colleagues in the preparation and delivery of intervention strategies
- Individual staff support, induction and coaching, including NQTs, providing programmes of support
- 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
- Demonstrate a commitment to own professional development, keeping fully up to date with current practice by reading widely and personal CPD
- Safeguard and promote the welfare of all students, modelling excellent Safeguarding practice
- Model good discipline in line with the Trust's restorative practices behaviour policy and champion the Trust's behaviour policy and therapeutic and restorative ethos.
- Develop links with Lead Practitioners in other specialist settings

#### **Standards and quality assurance:**

- Support the aims and ethos of the Trust
- 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

#### **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. Head Teachers 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 Trust reserves the right to deploy and relocate staff to different locations depending on the needs of the overall Trust. The Lead Practitioners will be required to travel throughout Oxfordshire.



## SELECTION CRITERIA Lead Practitioner in SEND

	<b>Essential</b>	<b>Desirable</b>
Qualifications	<p>Qualified to work in the UK</p> <p>Qualified as a Train the Trainer, Team Teach</p>	<p>Qualified Teacher Status (QTS)</p> <p>Mental Health First Aid</p> <p>First Aid</p> <p>Makaton</p>
Experience	<p>Successful teaching or pastoral experience in a SEND school</p> <p>Experience of working in schools in Special Measures or in need of rapid school improvement</p> <p>Experience of having led significant changes or improvements in a school</p> <p>Extensive knowledge of Safeguarding procedures</p> <p>Experience of working with pupils with a range of SEND in a school environment</p> <p>Experience of providing Team Teach training, consultancy, outreach services</p> <p>Experience of working with individuals to improve practice</p> <p>Experience of providing feedback to colleagues</p> <p>Experience of working in restorative approaches and in a therapeutic manner</p>	<p>Successful experience at a senior level in a special school</p>
Professional knowledge and skills	<p>Demonstrate an interest and passion for continuous professional development</p> <p>An analytical approach in identifying and prioritising needs</p> <p>Working with a range of stakeholders, including staff, pupils, and the wider community</p> <p>Respect for pupils' social, cultural, linguistic, religious and ethnic backgrounds with an understanding of how these may affect their learning</p> <p>An analytical approach in identifying and prioritising needs</p>	<p>Working at a senior level in school improvement planning and strategies</p>
Personal Skills and Qualities	<p>Strong commitment to raising standards</p> <p>High expectations of self and others</p> <p>Ability to establish and maintain positive relationships, including with parents</p> <p>Ability to remain positive and enthusiastic, including when under pressure</p> <p>Excellent interpersonal and communication skills</p> <p>The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience</p> <p>A resilient personality with the ability to work with children and young people who demonstrate challenging behaviour</p>	

	Dedication to improving the lives of children and young people	
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