

The **GALLERY TRUST**

A community of special schools



**Lead Practitioner for SEND  
LP Scale 6-9  
Iffley Academy  
Candidate Information Pack  
April 2021**

Thank you for your interest in the post of Lead Practitioner for SEND 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.

Iffley 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.

Please visit our website to find out more about Iffley Academy. 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.



*Tom Procter-Legg*  
*Head Teacher*

## **Lead Practitioner for SEND Iffley Academy, Oxford**

### **Full Time Permanent Lead Practitioner Scale 6-9**

Iffley Academy is seeking to appoint an inspirational and dynamic Lead Practitioner who will support the Head Teacher in leading Iffley Academy by joining the Academy's successful Leadership Team.

The successful candidate will bring their experience, operational and strategic abilities and extensive knowledge of SEND to the role. They will also be a skilled SEND practitioner, modelling and understanding excellent classroom practice. They will have the ability to engage pupils with a complex range of SEND, including SEMH, cognition and learning and ASC, and a clear commitment to improving pupil outcomes.

This is an exciting time to join the SLT, following the academy having moved into its new buildings in September 2020. This role also provides the opportunity to contribute to the Gallery Trust as it expands and to work with colleagues across the MAT.

This role will include:

- Leading on Teaching and Learning, specifically pedagogy and strategies for supporting children with SEND
- Modelling outstanding teaching and learning and coaching and mentoring staff
- Curriculum development, ensuring that there is a clear learning journey as students progress through the school
- A comprehensive understanding of assessment and accreditation

Following successful application, the job description and wider responsibilities for this role will be finalised based on the strengths and experience of the post holder.

The successful candidate will:

- Have experience of leading on whole school projects
- An excellent understanding of teaching and learning
- A strong understanding of restorative approaches in schools
- Have up to date knowledge of the SEND Code of Practice and principles around EHC Plan processes
- Be passionate about improving outcomes for students and to ensure all students reach their potential
- Be dedicated to the inclusion of students with SEND in education and society as a whole

### **Application Process**

To apply for this post, please complete a Gallery Trust Teacher application form and submit to [recruitment@iffleyacademy.co.uk](mailto:recruitment@iffleyacademy.co.uk) You can download an application form and candidate information pack from our website [www.iffleyacademy.co.uk](http://www.iffleyacademy.co.uk) or from The Gallery Trust website [www.thegallerytrust.co.uk](http://www.thegallerytrust.co.uk)

Closing date for applications: **9am on 24<sup>th</sup> May 2021**

Interview date: **Thursday 27<sup>th</sup> 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. 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 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 2022
- 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.

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.



Iffley Academy is a community special academy for children and young people up to the age of 18 with complex special educational needs and disabilities. All of our students are individuals and we pride ourselves on taking a personalised approach.

Students have Education, Health and Care Plans with a range of needs but primarily we work with students with Moderate Cognition and Learning Difficulties, Autistic Spectrum Disorder and/or Social, Emotional and Mental Health difficulties,

The Academy was judged to be Outstanding at its most recent Ofsted inspection in February 2019, designated as a teaching school in 2018 and is part of an aspirational Multi Academy Trust – The Gallery Trust, a community of special schools, dedicated to providing outstanding education and support for young people with special needs and disabilities, enabled through: Commitment to special education; Opportunities for all to learn; Genuine respect and value.

Students work in class groups where teachers differentiate learning for all students ensuring lessons are inclusive for all.

The school has developed a comprehensive and broad curriculum, which can be found on the school's website. This curriculum, which is underpinned by detailed assessment processes, guides the learning for all students. The school has excellent links with community partners including Oxford University Gardens Libraries and Museums. Further details of this partnership can be seen here

<https://www.glam.ox.ac.uk/iffley-academy-partnership>

We understand that students are able to give their best when their needs are met, when they feel safe and when they understand their relationships with others. When a student starts at our academy every effort is made to ensure that they maximise their progress, enjoy coming to school, make new friends and feel safe. They become part of our community but most importantly their family also becomes part of our community.

## JOB DESCRIPTION

**Job Title:** Leading Practitioner for Special Educational Needs

**Responsible to:** Headteacher

**Salary:** Leadership Scale: 6 - 9

### Job Purpose:

To become an ambassador for the provision of SEN at The Iffley Academy on a local and national level and to provide expert knowledge and experience in an area of Special Educational Needs which impacts positively on:

- Outcomes for learners
- Pedagogy and practice of staff
- Outstanding reputation of the academy trust

### Introduction:

This job description should be read in conjunction with the current Teachers 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.

### Responsibilities relating to whole school issues and procedures

- As a Lead Practitioner, demonstrate knowledge, expertise and excellent practice in the specialist area of SEN, e.g. Cognition and Learning, SEMH, C&I, etc.
- Work for the positive development of the Iffley Academy, in line with the Raising Achievement Plan and the academy's aspiration to expand the MAT and the academy's significant role in the provision of SEN in Oxfordshire e.g. Teaching Schools Alliance, Free School application
- Attend and lead, when appropriate, staff meetings, INSETs and any other relevant meetings.
- Lead in the specialist area of SEN to secure nationally recognised accreditation e.g. RJQM, NAS Quality Mark.
- 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.
- Leading on Initial Teacher Training opportunities
- 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.

### **Specific responsibilities**

- Research and evaluate curriculum practices, and draw on research outcomes and other sources of evidence to inform own practice and that of colleagues
- Lead training in specific areas of SEN: Restorative Practices, Sensory curriculum, Communication curriculum.
- Lead on external training opportunities through links with OTSA, The Teacher Development Trust and national training providers.
- Develop links with Leading Practitioners in other specialist settings, e.g. Swiss Cottage.
- Be an effective coach and mentor.
- 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.
- Lead in the induction and mentoring of newly qualified teachers.
- Maintain a high quality of teaching practice at all times so that it is continually recognised as an appropriate standard of a Leading Practitioner.
- Support teachers to develop their expertise in planning, preparation and assessment.
- Support teachers in evaluating the impact of their teaching on pupils.
- Uphold professional standards and work as an effective senior leader across the school.



## Selection Criteria

### Lead Practitioner for SEND

Key Criteria	Essential	Desirable
Professional Qualifications	<ul style="list-style-type: none"> <li>• Qualified teacher</li> <li>• Relevant professional qualification</li> <li>• Qualified to work and teach in the UK</li> </ul>	<ul style="list-style-type: none"> <li>• Further study and qualification in a specific area of SEND</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• At least two years' successful teaching experience in chosen area of SEN e.g. Cognition and Learning, Social, Emotional and Mental Health, Communication and Interaction, etc.</li> <li>• Has had a leadership role or responsibility in school and at least two years' leadership experience</li> <li>• Effective involvement in school improvement planning and monitoring</li> <li>• Evidence of line manager duties, performance management and target setting, developing, implementing and evaluating policies and practice which contribute to school improvement</li> <li>• Experience of leading training/sharing expertise across the school community</li> <li>• successfully using coaching and/or facilitation skills to bring about sustainable improvements</li> <li>• a good understanding of what constitutes 'outstanding' in your field of expertise and the ability and confidence to communicate this</li> <li>• a good understanding of how the chosen specialism and skills can contribute to wider school improvement goals</li> <li>• effective implementation of teaching strategies to support specific SEN of learners within own classroom</li> <li>• Experience of modelling and leading the improvement of teaching skills to colleagues</li> <li>• Experience of interactive teaching methods</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of organising and coordinating the work of external agencies and professionals</li> <li>• Experience of working with Restorative Approaches</li> </ul>
Professional knowledge and skills	<ul style="list-style-type: none"> <li>• Demonstrate a deep interest and passion for continuous professional development; exploring up-to-date pedagogy, showing commitment to further academic qualification, e.g. Masters degree, around your chosen area of specialism</li> <li>• Excellent communication and interpersonal skills</li> </ul>	

	<ul style="list-style-type: none"> <li>• The ability to set and establish new and innovative working practices</li> <li>• An analytical approach in identifying and prioritising needs</li> <li>• Experience of developing a purposeful learning environment</li> <li>• Understanding of the importance of working effectively with staff, pupils, governors, parents and the wider community</li> <li>• Respect for pupils' social, cultural, linguistic, religious and ethnic backgrounds with an understanding of how these may affect their learning</li> <li>• Understanding the role of teaching assistants in maximising pupils' learning</li> <li>• An analytical approach in identifying and prioritising needs</li> <li>• Knowledge and experience of applying a framework of curriculum planning which: includes long and short term plans; requires learning objectives to be identified for classes, groups and individuals; enables monitoring, assessment and recording of pupils' progress</li> <li>• Knowledge and experience of setting challenging targets for individual pupils, monitoring their progress and identifying interventions or specific strategies to address areas of challenge.</li> </ul>	
Competence Summary	<ul style="list-style-type: none"> <li>• Excellent classroom practitioner</li> <li>• Ability to lead, motivate, support and delegate</li> <li>• Ability to take a strategic view and prepare strategic plans</li> <li>• Ability to communicate effectively both orally and in writing with a wide range of audiences</li> <li>• Excellent organisational and time management skills</li> <li>• Ability to work under pressure with competing priorities and meeting deadlines</li> <li>• High levels of IT literacy</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to lead INSET</li> <li>• Ability to contribute effectively to teams</li> <li>• Ability to collaborate online and use ICT to aid co constructive learning.</li> </ul>
Personal Requirements	<ul style="list-style-type: none"> <li>• Excellent team worker</li> <li>• Professional, Inspirational and proactive style of leadership</li> <li>• Committed to providing high standards of education for all pupils</li> <li>• Genuine respect for young people</li> <li>• Commitment to the safeguarding and wellbeing of young people</li> <li>• Flexible, adaptable and versatile</li> </ul>	

	<ul style="list-style-type: none"> <li>• Excellent interpersonal and communication skills</li> <li>• Willingness to take an active role in all aspects of school life</li> <li>• Demonstrates a high level of integrity and is a role model within the school community</li> <li>• Respect for pupils' social, cultural, linguistic, religious and ethnic backgrounds with an understanding of how these may affect their learning</li> <li>• Willing to combine routine, day to day tasks with working strategically</li> </ul>	
Professional Development	<ul style="list-style-type: none"> <li>• Evidence of commitment to personal professional development</li> <li>• A balanced programme of relevant INSET</li> </ul>	<ul style="list-style-type: none"> <li>• Team Teach trained</li> <li>• First aid trained</li> </ul>

Your application should clearly demonstrate how well you meet the above key criteria.

April 2021