



The **GALLERY** TRUST



A community of special schools



Orion
Academy

**Vocational Learning Instructor
Orion Academy
Candidate Information Pack
October 2021**

Contents

About Orion Academy

Aims and Values

About The Gallery Trust

Application Process

Job description

Selection criteria





Orion
Academy

About Orion Academy

Orion Academy provides education for students with a range of Special Educational Needs and Disabilities, including Autistic Spectrum Disorder, Social, Emotional and Mental Health Needs and Cognition and Learning Needs on its site in the outskirts of Oxford. The Academy moved to new state of the art buildings on the same site in September 2021.

Orion Academy joined The Gallery Trust on 1 February 2020 and is part of our growing community of special schools alongside Iffley Academy, Bardwell School, Mabel Prichard School, Northern House Academy, Springfield School and Bloxham Grove Academy. Bloxham Grove is currently in the pre-opening stage and will open in January 2022.

All students have an Education, Health and Care Plan, which drives their educational provision.

Orion Academy currently offers places to 78 students but the roll of the school will rise steadily over the next three years to cater for 108 students, aged from 10 to 18 years. Students attend from throughout the county, and transfer from our SEND feeder school, and a number of mainstream primary and secondary schools.

Students are taught through a differentiated and bespoke curriculum designed to enhance academic and social development, with a strong emphasis on independence skills. The curriculum delivers a thematic, cyclical approach to provide a meaningful and interesting context for the development of basic skills, knowledge and understanding while providing the relevant National Curriculum requirements. Classes are grouped into stage, not age, allowing innovative and creative approaches to teaching and learning, and are taught predominantly by one class teacher, supported by additional class adults.

The Academy provides support for the social and emotional needs of students through a qualified and skilled therapeutic team, underpinned by a Trust pastoral support term. The offer to students is enhanced by additional specialist therapies and interventions, which includes Digby, our lovable therapy dog!

We are developing the opportunity to offer our students a vocational and practical curriculum as we move into our new school. With this in mind, we are looking for a creative, flexible and positive team player to join us and be based in our purpose-built vocational centre, where you will be part of the commissioning process to ensure that the space meets the needs and aspirations of all our students.

Thank you for your interest in Orion Academy. This is a really exciting time to join our school and I look forward to reading your application.

Lynne Smith
Head Teacher



Aims

At Orion Academy and The Grove we believe our children and young people are unique individuals and as such we have designed our school curriculum with their learning and SEMH needs at the heart of all we do.

Our nurturing approach seeks to extend our work out into the community; actively supporting, listening and engaging with our families and carers to deliver the best possible environment for our children and young people, thus enabling them to learn effectively, become active and responsible citizens who are well prepared for life after school.

We are committed to delivering this through:-

Our **nurturing approach** that will provide an environment to thrive –

- Where every child or young person is treated as an individual in a safe and nurturing environment that understands that all students can achieve but will require differentiated approaches based on their individual needs.
- With a school-wide family ethos demonstrating our values of empathy, acceptance and mutual respect, so each member of the school community feels valued and supported.

Our focus on **personal development** is designed to –

- Enable our children and young people to become more socially aware and of their responsibilities with a focus on trust and choice.
- Ensure we support our children and young people to make better decisions, coach them how to regulate frustrations, and reflect on their experiences through our restorative practices.
- Help our children and young people to make sense of the changing world and of the importance of diversity and equality of opportunity.
- Enable them to make informed choices and develop the confidence to be successful in their adult lives through our embedded personal, social and health education programme.

Our focus on **celebration and recognition of success** is designed to –

- Encourage and celebrate each student's talents, skills and attributes.
- Develop the confidence and self-belief of the individual – a culture of 'I can' or 'I can't... yet' is ingrained across our school.
- Provide opportunities for our children and young people to be successful and support them in both developing and promoting their individual resilience as well as celebrating the achievements of others.

Our **ambitious curriculum** offer that is designed to –

- Create the capacity to learn and enjoy learning by broadening our students' horizons and extending learning beyond the classroom.
- Use real-world examples and first-hand experience; develop curiosity and a desire to challenge their understanding and deepen learning.
- Prepare our children and young people for their future through our broad and balanced curriculum, providing them with knowledge, core literacy and numeracy skills and experiences as well as a range of qualification pathways.
- Embed key learning and understanding through careful and thoughtful revisiting and reinforcing, whilst increasing student independence.

Our **personalised provision** that –

- Is responsive to the needs of each student but is uncompromising in expectation. We will be relentless in our support for our children and young people to achieve beyond their expectations.
- Understands that whilst a student's needs are recognized and met, they are not confined by them; we do not define a future based on a child or young person's past and we are unapologetic in our approach in wanting our students to continue to push the boundaries of their potential.

Our commitment to **working in partnerships with our parents and carers** which demonstrates that –

- We believe our children and young people will achieve their best when families and our school work together in a partnership.
- Effective working relationships are characterized by open and honest communication in order to achieve the best possible outcomes.

Our **specialist and expert workforce** who –

- Are passionate and committed to working in special education and will know each student as an individual, recognizing their unique talents, skills and interests.
- Have developed strong and positive relationships with our children and young people in order to support them effectively.
- Have expertise, specialist knowledge and an understanding of a child or young person's needs that embraces the most recent and evidence-based research will result in the best possible outcomes for students
- Are committed to working with therapeutic specialists and external agencies to enhance our provision for our students and their families.
- Support children and young people to recognise and value their own learning journey.

Co-constructed by Orion Academy and The Grove staff
September 2021

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 (satellite provision at the Orion Academy)

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.



Application Process

To apply for this post, please complete a Gallery Trust application form and submit to recruitment@thegallerytrust.co.uk. You can download an application form and candidate information pack from our website www.thegallerytrust.co.uk

Closing date for applications: **Wednesday 10th November 2021 at 5pm**

Interview date: **Wednesday 17th November 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 Baring Check. The Gallery Trust is an equal opportunities employer, and we welcome applications from candidates from all ethnic and community backgrounds.





JOB DESCRIPTION

Vocational Learning Instructor

Grade 9

Actual Annual Salary: £20,430 to £22,426

(FT £27,741 to £30,451)

32 hours per week, 38 weeks per year, term time only

To start as soon as possible

Introduction

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.

Job Purpose:

To assist and support the Head Teacher and teaching staff in providing high standards of pastoral care and teaching and learning across the curriculum and to promote The Gallery Trust's vision and ethos.

To deliver Vocational Learning across the school and notably in Key Stage 4 using the BTEC Vocational Learning units of work. This will involve delivering a 'Try a Trade curriculum focusing on practical contexts for individual and group projects.

This will also involve planning, preparing and delivering activities across a range of construction-style areas, for example:

- Construction e.g. masonry, joinery, painting and decorating, plastering, plumbing. Focused projects e.g. enterprise meets construction in garden building, leading to production and sales
- Automotive e.g. how to diagnose faults in cars and bikes, servicing cars and bikes, building vehicles from scratch from a soapbox to race to an off-road buggy
- Outdoor and Engineering e.g. bushcraft construction such as bbqs and focused projects e.g. camp solutions, USB capable generator, home built bbq.

Monitoring students' progress and assessing, recording and reporting on students' achievement, progress and development

Key Tasks

1. Teaching and Learning

- Planning and delivering effective vocational learning experiences
- Preparing students for accreditation opportunities with the support of the Assistant Head in charge of curriculum
- Organise and manage appropriate learning environment and resources
- Provide objective and accurate feedback, and reports as required on student achievement and progress
- Within an agreed system of supervision, plan challenging teaching and learning objectives, evaluating and adjusting lessons as appropriate
- Produce lesson plans and worksheets
- Establish positive working relationships with students, acting as a role model and setting high expectations
- Maintain good discipline using the school's Behaviour Policy
- Contribute, where appropriate, to the display, presentation and celebration of student's work

General

- Work constructively as part of a team, understanding school rules and responsibilities
- Be aware of and support difference, and ensure equal opportunities for all
- Contribute to the development and implementation of the overall ethos and aims of the school
- Attend meetings as required
- Participate in training and other learning activities and performance development as required
- Share expertise and skills with others
- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and GDPR, reporting all concerns to a relevant person

Selection Criteria

Essential:

Experience:

- Experience in instructing children and/or young people in an educational setting
- Experience of working with young people with a range of needs, for example, social, Emotional and Mental Health needs, challenging behaviour, communication and Interaction needs, etc.

Professional knowledge and skills

- Proven knowledge and experience in specialist area/s
- Good numeracy and literacy skills
- Understand the importance of positive role modelling
- Understand the importance of shaping possible career pathways
- Understand the importance of identifying potential barriers to learning and the importance of using strategies to overcome these barriers
- Ability to deliver learning in a creative and imaginative way to engage the students
- Ability to build positive relationships with young people and work closely with individuals and organisations
- Ability to remain calm and patient when faced with challenging situations
- Effective use of ICT to support learning
- Effective communicator with students and a wide range of stakeholders

Desirable:

Experience:

- Experience of instructing young people in a specialist subject in an educational setting

Professional knowledge and skills

- Understanding of relevant policies/codes of practice and awareness of relevant legislation
- Understanding of statutory frameworks relating to teaching
- Ability to provide training and support for colleagues

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

October 2021