



# The **GALLERY** TRUST



A community of special schools



Northern House  
Academy

**Pupil Wellbeing and Therapeutic Support  
Manager  
Candidate Information Pack  
October 2021**

Northern House Academy is a special school for primary age children who have been identified as having Social, Emotional and Mental Health difficulties. We currently have 89 children on roll and all our pupils have an Education, Health and Care Plan (EHCP).

We are passionate about children at Northern House having their abilities recognised and celebrated, whilst receiving an excellent education. The whole staff team is committed to very high standards both professionally and in relation to every aspect of our pupils' education.

Northern House 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.

Please visit our website to find out more about the school, during this current time we are unable to accommodate site visits, however if you would like to talk to someone to inform your application you would be most welcome.

On behalf of the school, thank you again for your interest and we look forward to hearing from you.

*Ricky Stevens*  
*Associate Headteacher*

*Bex Holmes*  
*Head of School*

**Pupil Wellbeing and Therapeutic Support Manager  
Grade 13**

**Annual Salary: £42,821 to £45,859  
37 hours per week, 52 weeks per year**

**To start as soon as possible**

At Northern House Academy, we are striving towards excellent practice and are on a continuous journey of school improvement. We make respectful relationships with our students through our understanding of their special educational needs, via assessment of their skills and abilities and carefully planning next steps for them. We are a warm and caring community, dedicated to equipping pupils with the understanding, skills and knowledge they need to succeed.

We are offering the opportunity for a suitably experienced and committed individual to join our therapeutic team which is dedicated to providing care, treatment, education and support for students with complex special educational needs.

This role involves setting appropriate boundaries for children, supporting with their education, providing specific interventions as part of a therapy team and liaison with families to get the best possible outcomes. You will have a strong understanding of complex learning difficulties, and will demonstrate a resilient and instinctive approach in meeting our pupils' needs.

We believe that each and every one of our unique learners has their own contribution to make to the life of the Academy, their family and their community, through:

- Engaging with a stimulating and challenging education of the highest quality within which they know that their achievements are valued
- Developing the ability to be independent and successful in adult life and the wider community
- Developing the ability to embrace change and the challenges this can bring
- Developing positive relationships and respect for one another
- Developing tolerance and understanding of individual needs
- Embarking on a journey of self discovery
- Engaging with the Academy's high expectations, positive attitudes and staff that have a passion for working with young people
- Supporting the Academy's safe and secure structure
- Embracing the exciting and innovative challenges and opportunities on offer

The relationships within our school community are built on respect, an understanding of individual needs, a strong commitment to the use of restorative approaches, and by providing outstanding teaching and pastoral care.

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, in a rewarding, and fulfilling role. 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.

## Application Process

To apply for this post, please email an application form to [application@thegallerytrust.co.uk](mailto:application@thegallerytrust.co.uk). The application form and candidate information pack can be downloaded from our website or from The Gallery Trust website [www.thegallerytrust.co.uk](http://www.thegallerytrust.co.uk). If you are unable to download the application form, please call 07944 901169 to request one.

Please submit your application form by **5pm Sunday 31<sup>st</sup> October 2021** to [application@thegallerytrust.co.uk](mailto:application@thegallerytrust.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.

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 (satellite provision of 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.

## **Pupil Wellbeing and Therapeutic Support Manager Job Description**

**Responsible to:** Associate Headteacher / Head of School

### **Introduction**

This job description describes in general terms the normal duties which the postholder 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 the duties and responsibilities shown below will be under the reasonable direction of the Associate Headteacher. The Headteacher, 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 advise and support the Headteacher in providing vision, strategic direction, professional leadership and management to ensure high quality education and therapeutic care for all students.

### **Management responsibilities**

- A designated named person for Child Protection, working within a team, and taking the lead in any Child Protection matter if required, including attendance at child protection and family support conferences
- Performance Manage both the Therapeutic Support Work (TSW) team and the Pastoral Support work team
- Lead supervision sessions for the Therapeutic Support Workers on a bi-weekly basis and when appropriate
- Take part in monthly external supervision with the TSW team
- Develop and manage any paperwork required to support the needs of individuals or cohorts of students
- Lead the professional development of the TSW 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
- As a qualified Team Teach instructor provide training to school staff and colleagues from other educational settings, as required
- 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 TACs, etc

- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Attend training as required

### **Links with parents and the wider community**

- Encourage full parental participation in the work, life and development of 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
- 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

### **Wider responsibilities relating to whole school issues and procedures**

- Work for the positive development of Northern House Academy
- Attend and lead, when appropriate, staff meetings, INSETs and any other relevant meetings
- Take a share of supervisory duties as part of the bi- weekly routine and as necessary
- 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.
- 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

### **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

### **Other 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 Headteacher

## **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



**Selection Criteria**  
**Pupil Wellbeing & Therapeutic Support Manager, Northern House Academy**

	<b>Essential</b>	<b>Desirable</b>
Professional Qualifications	<p>Level 3/ 4 qualifications</p> <p>Willingness to continue professional development</p>	<p>Qualifications linked to SEN</p> <p>Team Teach Trained</p> <p>First aid trained</p>
Experience	<p>Experience of working with children and young people in an educational or therapeutic context</p> <p>Previous experience working in a therapeutic role</p> <p>Experience of working with children and young people in 1:1 and group situations</p> <p>Experience of safeguarding and child protection procedures</p> <p>Experience of liaising with external professionals and agencies</p> <p>Experience in preparing and delivering learning activities to children and young people</p> <p>Experience of line management or performance management</p> <p>Experience of preparing Risk Assessments and Positive Handling Plans</p> <p>Delivering specific interventions to children and young people</p>	<p>Previous experience working with children and young people with special needs</p> <p>Previous experience of restorative practice</p> <p>Delivering training on specific areas</p> <p>Mentoring children and young people</p>
Professional Knowledge & Skills	<p>Ability to work restoratively</p> <p>Ability to respond flexibly to situations and to demonstrate good judgement</p> <p>Knowledge of, or willingness and ability to be trained in, Team Teach (restrictive physical interventions)</p> <p>Resilient personality with the ability to work with children and young people who demonstrate challenging behaviour</p>	<p>General understanding of the National Curriculum</p>

	<p>Ability to comprehend and observe the Academy's policies and procedures as well as relevant legislation</p> <p>Ability to engage with academic research and communicate findings at a professional level</p> <p>Understanding of child development and learning</p> <p>Willingness to undertake First Aid training and to attend to the medical, first aid and personal needs of pupils.</p> <p>Willingness to undertake personal care</p> <p>Knowledge of a range of IT packages including Microsoft word and excel</p> <p>Willingness to attend professional meetings and take minutes where necessary</p>	
Personal Skills and Qualities	<p>Ability to establish and maintain positive relationships with key stakeholders, including pupils, colleagues, parents, carers and external agencies</p> <p>Ability to work collaboratively and constructively in a team</p> <p>Commitment to safeguarding and the welfare of children and young people</p> <p>Good organisational skills</p> <p>Excellent interpersonal and communication skills</p> <p>Ability to remain positive and enthusiastic, including when under pressure</p> <p>Strong commitment to raising standards</p>	Full driving licence