

The **GALLERY TRUST**

A community of special schools



Orion
Academy

**Teacher
Orion Academy**

**Candidate Information Pack
November 2021**

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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 into 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, Northern House Academy 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!

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 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

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

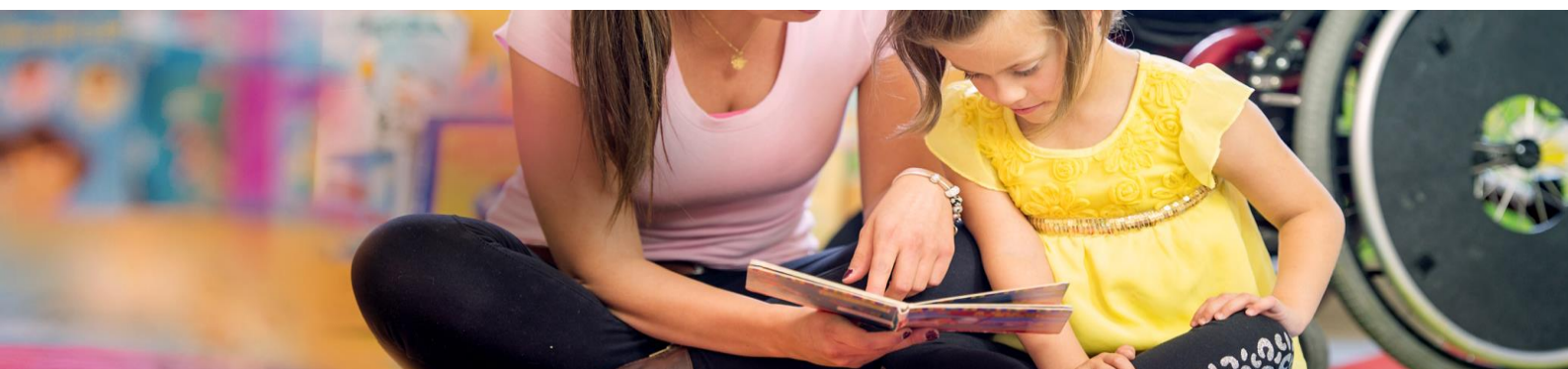
The Trust is on a continuing journey of expansion, growing from a Multi Academy Trust based on a single academy in 2013, to its position as the largest Special Trust in Oxfordshire.

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 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 Teacher application form and submit to recruitment@orionacademy.co.uk or telephone 01865771703. You can download an application form and candidate information pack from our website www.thegallerytrust.co.uk

Closing date for applications: **5pm on Tuesday 30th 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: Teacher

Responsible to: Head Teacher

Introduction:

This job description should be read in conjunction with the current School Teachers' Pay and Conditions document and the provision 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 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.

Teaching and learning:

- Ensure all pupils in their care within the academy receive an exciting, effective and appropriate education as outlined in their Educational Health Care Plan (EHCP) and in accordance with the academy's curriculum framework.
- Monitor, evaluate and report on the quality of teaching and learning and classroom management standards.
- The provision of suitably differentiated work to meet the individual needs of the students.
- The curriculum planning and review cycle is maintained in accordance with the school's planning framework policy.
- On-going assessment of student's work and abilities through comprehensive record keeping based on the academy's agreed format.
- Contribution, wherever appropriate, to the display, presentation and celebration of students' work.
- Safeguarding and promoting the welfare of all students.

Wider responsibilities relating to whole academy procedures

- Working for the positive development of the academy, in line with the Raising Achievement Plan.
- Attending staff meetings, curriculum forums or any other relevant meetings within the stipulated 1265 directed hours.
- Taking a share of supervisory duties as part of the weekly routine as necessary.
- Taking appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitor and colleagues in accordance with the requirements and local adopted policies: including taking responsibility for raising concerns with a manager.

Specific responsibilities agreed between the Head Teacher and the teacher

In addition to the duties outlined in the School Teachers Pay and Conditions document currently in operation, or any subsequent legislation, you will be responsible for the following:

Teaching

Teaching across a range of curriculum areas, including the role of Tutor.

Staff development and support

Delivering INSET training throughout the academy, as appropriate.

Links with parents, Local Authority and the wider community

- Encouraging full parental participating in the work, life and development of the school and making sure they are fully informed of their child's progress. To be available to deal with parental concerns and provide support where possible or refer to other professionals or agencies.
- Working co-operatively with the Local Academy Board and Trustees.
- Liaising and co-ordinating with external agencies and other professionals.

Selection Criteria

Teacher

Professional Qualifications

- Qualified teacher status or in the process of becoming qualified
- Relevant Professional Qualification

Experience

- Successful teaching experience
- Planning for and teaching pupils with SEN
- Effective involvement in school improvement planning and monitoring
- Evidence of strategies developed for target setting and monitoring performance in order to raise pupil achievement
- Experience of interactive teaching methods
- Evidence of differentiation of the curriculum

Professional knowledge and skills

- Awareness of current initiatives, issues and legislation
- Experience of using ICT effectively
- Knowledge and experience of developing a purposeful learning environment and using a range of strategies to promote good behaviour
- Respect for pupils' social, cultural, linguistic, religious and ethnic backgrounds with an understanding of how these may affect their learning
- Understanding the role of teaching assistants in maximizing pupils' learning
- 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, group and individuals; enables monitoring, assessment and recording of pupils' progress

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

November 2021