

The **GALLERY TRUST**

A community of special schools



**Therapeutic Support Worker
Iffley Academy
Candidate Information Pack
February 2022**

**Therapeutic Support Worker
The Iffley Academy, Oxford**

**Grade 10: £31,346 to £33,782 pro rata per annum
33 hours a week, term time plus inset days (39 weeks a year)**

We are offering the opportunity for a suitably experienced and committed individual to join a therapeutic team which is dedicated to providing care, treatment, education and support for students with complex special educational needs. The successful candidate will also be given a unique opportunity to engage in a high level of professional development, as you will be supported to undertake a Foundation Degree in Therapeutic Work with Children and Young People, a two year course provided by the nationally renowned Mulberry Bush School.

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 Autism and complex learning difficulties, and will demonstrate a resilient and instinctive approach in meeting our pupils' needs.

Our students have a range of SEN, including Cognition and Learning Needs, Autistic Spectrum Disorder and Social, Emotional and Mental Health Needs. 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. We are a warm and caring community, dedicated to equipping pupils with the skills and knowledge they need to live independent lives. We offer individual learning pathways, vocational opportunities, and specialist therapies and interventions for students

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 well-resourced, and in a role which is rewarding and fulfilling.

Application process

Please submit your application form to recruitment@iffleyacademy.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.

Closing date for applications: **5pm Thursday 3rd March**

Iffley Academy 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 Iffley Academy is an equal opportunities employer and we welcome applications from a range of ethnic backgrounds to represent diversity in line with our school community.

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

Therapeutic Support Worker

Introduction:

This job description describes in general terms the normal duties which the post-holder 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 duties and responsibilities shown below will be under the reasonable direction of the Head Teacher. The Head 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. 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.

The job description involves:

Key Tasks:

- Manage and deliver pastoral and therapeutic support to pupils and be responsible for preparing children emotionally and physically to engage with teaching and learning
- Work collaboratively and constructively with professionals and stakeholders to gain best outcomes for students
- Work restoratively, engage in restorative training and be a champion of restorative practice
- Address the needs of pupils who need particular help to overcome barriers to learning
- Plan, evaluate and adjust learning activities to ensure pupils' access to learning through the use of appropriate strategies
- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Arrange and develop mentoring arrangements with pupils and provide appropriate support
- Establish constructive relationships with parents and carers, exchanging information, facilitating their support for their child's attendance, access to learning and supporting home/school links, including home visits.
- Have a flexible and creative attitude including the ability and confidence to lead whole class teaching, if required due to the needs of the school
- Attend and contribute to internal and external meetings, representing the school in a professional manner and taking minutes
- Manage and provide accurate and detailed feedback, reports and data linked to pupil achievement, progress, behaviour and other matters using a range of ICT packages
- Manage record keeping systems and processes
- Observe the Iffley Academy's Safeguarding Policy and other policies to ensure compliance with school and statutory procedures
- Administrative support, eg completing paperwork, correspondence, filing and communicating with stakeholders through email, telephone, etc
- To prepare specific documentation relating to students (for example, Positive Response Plans, Positive Handling Plans, Risk Assessments)
- To use Team-Teach and model this to colleagues across the school with the support

- of lead practitioners in this area at the academy
- Deliver, review, evaluate and record pupil interventions, assessing pupil response and progress
- 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 use creative, innovative and imaginative ideas to engage students during free association
- To contribute to the overall development of the academy, in particular through activities related to the Raising Achievement Plan
- Attend to pupils' personal needs and care, and provide advice to assist in their social, health and hygiene development
- To be responsible for first aid and medical treatment of students, including risk assessments and liaison with medical professionals, disseminating medical protocols and ensuring that emergency first aid is carried out
- To be responsible for key working specific children, supporting with their education, liaising with parents/carers and being a point of contact for external professionals.

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

Specific 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

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
Therapeutic Support Worker

Essential	Desirable
Knowledge and qualifications	
<ul style="list-style-type: none"> • Level 2 qualifications or equivalent • Knowledge of relevant policies and legislation 	<ul style="list-style-type: none"> • Basic First Aid • Level 3 / 4 qualifications • Qualifications linked to SEN • Team Teach trained
Experience	
<ul style="list-style-type: none"> • Working with children and young people in an educational or therapeutic context • Working with children and young people in 1:1 and group situations • Liaison with professionals and agencies • Preparing and delivering learning activities to children and young people 	<ul style="list-style-type: none"> • Working with children and young people with special needs • Working in a therapeutic role • Working in a restorative manner • Attending professional meetings and producing minutes • Delivering specific interventions to children and young people • Delivering training on specific areas • Mentoring children and young people • Preparation of Risk Assessments
Skills and Competences	
<ul style="list-style-type: none"> • Ability to engage and succeed with Level 4 study • Ability to work restoratively • Ability to work collaboratively and constructively in a team • Ability to build links with key stakeholders • Ability to undertake Team Teach (restrictive physical interventions) • Ability to comprehend and observe the Academy's policies and procedures • Ability to engage with academic research and communicate findings at a professional level • Ability to work flexibly and creatively to meet changing needs of the school on a day to day basis 	
Other	
<ul style="list-style-type: none"> • A resilient personality with the ability to work with children and young people who demonstrate challenging behaviour • Dedication to improving the lives of children and young people • Willingness to undertake CPD and training eg Team-Teach, Restorative Approaches, First Aid • Willingness to undertake personal care • Commitment to safeguarding, and the welfare of children and young people • A respectful approach to children and young people with SEN • Use own strengths and expertise to advise and support others • Excellent interpersonal and communication skills 	

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

February 2022