



The **GALLERY TRUST**



A community of special schools

**Trust Lead Practitioner – Pastoral Support**

**Candidate Information Pack  
October 2022**

## ***Welcome***

Thank you for your interest in becoming a Trust Lead Practitioner in Pastoral Support at the Gallery Trust.

The Gallery Trust has grown from a single special academy in 2013 to the largest special MAT in Oxfordshire with six schools across the county. The Trust is continuing to grow, with two free special schools in the pre-opening stage.

The successful candidate will be able to demonstrate delivery of pastoral and therapeutic support to pupils that champions restorative practice and a flexible, student centred approach that supports the emotional and mental wellbeing of students and their individual needs.

The Trust Lead Practitioner in Pastoral Support will be based at Orion Academy in the first instance but can be deployed on short term or long-term placements to other academies within the Trust.

Orion Academy provides education for secondary aged 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 on the outskirts of Oxford. The Academy moved into new, state of the art buildings in September 2021. The new facilities offer a wide range of exciting curriculum and vocational opportunities to learners, and a fantastic working environment.

All students who attend Orion Academy have an Education, Health and Care Plan, which describes their special needs and drives their educational provision. Orion Academy currently offers places to 100 students, and 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 from 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. Classes are grouped into stage, not age, allowing innovative and creative approaches to teaching and learning, and are taught predominantly by a 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 include Digby, our lovable therapy dog!

Thank you for your interest in the position of Trust Lead Practitioner in Pastoral Support. This is an exciting time to join the Gallery Trust and we look forward to receiving your application.



*Kay Willett, MBE  
Chief Executive Officer*

## **Trust Lead Practitioner – Pastoral Support**

**Contract:** Permanent, 35 hours per week, 38 weeks per year (term time only)

**Grade:** 11

**Actual annual salary:** £27,840 – £30,375 per annum

**Full Time Equivalent:** £35,336 - £38,553 per annum

The Gallery Trust has an exciting opportunity for individuals who have a strong commitment to professional development and are keen to provide outstanding education and support to young people.

All aspects of the role and responsibilities for this position are focused on providing positive experiences for pupils, supporting with their education and pastoral care, and liaising with families to get the best possible outcomes.

The role includes:

- Managing and delivering pastoral and therapeutic support to pupils
- Taking responsibility for preparing children emotionally and physically to engage with teaching and learning
- Reflective supervision, working restoratively and championing restorative practice
- Developing strategies to support young people in overcoming barriers to learning
- A curriculum model which is designed around our children and young people
- Individual learning pathways which teach the way our students learn and moves away from the “one size fits all” approach.
- A flexible, innovative and student-centered approach, which supports not only excellent teaching and learning, but also the emotional and mental wellbeing of students and their individual needs.
- Behavioural support for pupils on an on-call basis
- Working closely with other professionals and families
- Supporting with interventions

### **Benefits of working at The Gallery Trust**

#### **Professional development opportunities**

- Regular training and access to a range of internal and external professional development opportunities tailored to your learning needs, your job role and your career aspirations
- Opportunities for career progression, secondments and transfers within The Gallery Trust, the largest special school Academy Trust in Oxfordshire
- Opportunities for collaborative working across the schools in The Trust, offering the chance to liaise with experienced colleagues, building knowledge and professional networks

#### **Financial**

- Competitive salaries for teaching and support staff based on School Teacher Pay and Conditions Document and the NJC Green Book
- Excellent terms and conditions

- Access to attractive pension plans (TPS and LGPS), linked to salary life assurance
- Generous public sector occupational sick pay
- Free eye tests and a contribution towards glasses for DSE use
- Salary sacrifice schemes, including childcare vouchers and cycle to work
- Free onsite parking

### **Wellbeing**

- The opportunity to be a key member of a friendly and supportive staff team, dedicated and committed to improving outcomes for students
- 24/7 access to a free Employee Assistance Programme to provide confidential advice and guidance including private external counselling free of charge
- Excellent induction processes, and strong line management structures to promote your wellbeing at work
- Generous annual leave entitlement for support staff, increasing with length of service
- A culture which is open to employee ideas and encourages open dialogue
- Complimentary tea and coffee
- Regular staff surveys to gain feedback on wellbeing and to drive improvements
- The opportunity to join colleagues for social events
- Family friendly policies, which promote your wellbeing
- Cycle to work Scheme

In a staff survey undertaken in March 2022, 100% of responses for staff at Orion Academy said that staff were proud to work at the Academy, that they enjoyed their role and that they regarded their work as meaningful.

### **Application Process**

To apply for this position, please submit an application form via email to [application@thegallerytrust.co.uk](mailto:application@thegallerytrust.co.uk) or by post. If you have any questions regarding this role or would like to visit the school before applying, please contact Charlotte Roberts via the main school line, 01865 771703.

**The deadline for applications is 17:00 Sunday 6<sup>th</sup> November 2022.**

**Interviews will be held on 10<sup>th</sup> or 11<sup>th</sup> November 2022.**

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.

## **JOB DESCRIPTION**

### **Trust Lead Practitioner - Pastoral Support**

#### **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.

#### **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 Executive Head Teacher. The Executive Head Teacher and Head Teacher 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 school's grievance procedure will be used to resolve any disagreement arising out of the job description.

#### **Key Responsibilities:**

- Playing a key role in the consistent implementation of policies and practice, acting as role model to all other colleagues
- 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 restoratively, engage in restorative training, reflective supervision and be a champion of restorative practice
- Proactively review the effectiveness of strategies and approaches to inform future amendments
- Address the needs of pupils who need particular help to overcome barriers to learning
- Provide support for pupils within the class
- Provide behavioural support for pupils on an on-call basis
- Attend and contribute to internal and external meetings, representing the school in a professional manner and taking minutes
- 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
- 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
- Ensure record keeping systems and processes are completed to high standard through modelling and quality assuring the work of others
- Observe the Gallery Trust's Safeguarding Policy and other policies to ensure compliance with school and statutory procedures
- Administrative support, e.g. 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
- Attend meeting and reviews
- Provide support to parents, carers and families, including making home visits
- To contribute to the overall 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.

#### **CPD:**

- Undertake specialist training to help develop the skills and competencies to effectively support students with communication and interaction needs.
- To work as a member of a designated team and to contribute positively to effective working relations within the school

#### **Other:**

- To help to implement academy quality control systems procedures and policies and to adhere to these
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy
- To attend staff briefings and team meetings etc. in accordance with the academy calendar
- To take part in marketing and liaison activities such as Open Evenings, Parents Evenings etc.
- To contribute to the development of effective subject links with external agencies and develop opportunities for students to engage in enterprise activities etc.
- Any individual tasks as deemed necessary and as instructed by the Principal or line manager.

#### **Standards and Quality Assurance**

- Provide specialist advice and guidance as required
- 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
- Take part in support staff appraisal
- Meet deadlines as required

### **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 line manager
- Be aware of and support difference and ensure equal opportunities for all
- Be aware of and comply with the Academy's policies and procedures
- The jobholder is expected to observe their obligations in accordance with the Academy's Safeguarding Policy, and to report any concerns that they may have regarding a child or young person's welfare to the appropriate person.
- The jobholder is expected to comply with the provisions of the Data Protection Act 1998. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority without observing the correct procedure for disclosure as set out in the School's Data Protection Policy

**Selection Criteria**  
**Trust Lead Practitioner – Pastoral Support**

	<b>Essential</b>	<b>Desirable</b>
Education/Training	<ul style="list-style-type: none"> <li>• Level 2 or 3 qualifications or equivalent</li> <li>• Knowledge of relevant policies and legislation</li> </ul>	<ul style="list-style-type: none"> <li>• Basic First Aid</li> <li>• Level 4 qualifications</li> <li>• Qualifications linked to SEN</li> <li>• Team Teach trained</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Experience of working with children and young people in a therapeutic context</li> <li>• Experience of working with children and young people in both group and 1:1 situations</li> <li>• Experience of liaising with external professionals and agencies</li> <li>• Experience in preparing and delivering learning activities to children and young people</li> </ul>	<ul style="list-style-type: none"> <li>• Previous experience working in an SEMH setting</li> <li>• Previous experience of working in a restorative manner</li> <li>• Experience of delivering specific interventions to children and young people</li> <li>• Mentoring children and young people</li> <li>• Experience of preparing Risk Assessments</li> </ul>
Professional Knowledge and Skills	<ul style="list-style-type: none"> <li>• Ability to work restoratively</li> <li>• Ability to work collaboratively and constructively in a team</li> <li>• Ability to develop strong working relationships with key stakeholders</li> <li>• Ability to clearly communicate within a cross functional meeting</li> <li>• Ability to work flexibly, throughout the whole school, meeting the needs of pupils in a range of contexts</li> <li>• Willingness and ability to undertake physical management of pupils, following appropriate training</li> <li>• Willingness to undertake First Aid training and to attend to the medical, first aid and personal needs of pupils.</li> <li>• Ability to take an active role in the support of PE lessons</li> <li>• Effective use of ICT to support learning</li> <li>• Ability to engage with academic research and communicate findings at a professional level</li> <li>• Ability to work flexibly and creatively to meet changing needs of the school on a day to day basis</li> </ul>	<ul style="list-style-type: none"> <li>• Team Teach trained</li> <li>• Understanding of relevant policies/codes of practice and awareness of relevant legislation</li> <li>• General understanding of National Curriculum</li> <li>• First aid trained</li> </ul>
Personal Skills and Qualities	<ul style="list-style-type: none"> <li>• Ability to establish and maintain positive relationships with pupils, colleagues and parents</li> <li>• Be able to inspire and motivate</li> </ul>	<ul style="list-style-type: none"> <li>• Full driving license</li> </ul>

	<ul style="list-style-type: none"><li>• Be creative, friendly and approachable</li><li>• Good communication skills</li><li>• Ability to remain positive and enthusiastic, including when under pressure</li><li>• Committed to raising standards</li></ul>	
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October 2022

