



The **GALLERY TRUST**



A community of special schools



**Assistant Head Teacher  
Candidate Information Pack  
May 2023**



## ***Welcome***

Thank you for your interest in the position of Assistant Head Teacher at Orion Academy.

Orion Academy currently offers places to 94 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. 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.

Students are taught through a differentiated and bespoke curriculum designed to enhance their personal and social development and academic achievement. We have a strong intent to ensure our students leave with the personal characteristics to thrive in their communities. Classes are taught in stages, not necessarily age, allowing innovation and creative approaches to teaching and learning. The Academy provides support for our students with social and emotional needs through our Academy Community Learning Team, which consists of youth workers, therapeutic and pastoral workers.

Thank you for your interest in Orion Academy. This is an exciting time to join our school and we look forward to receiving your application.

Saar Yaniv  
*Associate Head Teacher*

Hannah Shuker  
*Head of School*



**Assistant Head Teacher**  
**Orion Academy, Oxford**  
Full Time, Permanent  
Leadership Scale L10 – L14  
Start Date: September 2023

Orion Academy is seeking to appoint an inspirational and dynamic Assistant Headteacher who will support the Associate Head Teacher and Head of School in leading Orion Academy. The Assistant Head Teacher will report into the Deputy Head Teacher.

The successful candidate will bring their leadership experience, operational and strategic abilities and knowledge of SEND to the role. They will also be a skilled practitioner, modelling and understanding excellent classroom practice. They will have the ability to engage students with a complex range of SEMH needs and a clear commitment to improving student outcomes.

This role also provides the opportunity to contribute to the Gallery Trust as it expands and to work with colleagues across the MAT.

This role will include:

- Supporting Quality of Education
- Supporting curriculum and pedagogy development
- Deputising for the Teaching and Learning Lead
- Supporting the EHCP review cycle process

Following successful application, the job description and wider responsibilities for this role will be finalised based on the strengths and experience of the post holder.

The successful candidate will:

- Have experience of leadership within a school
- A strong understanding of restorative approaches in schools
- Have experience of Safeguarding procedures within a school
- Have up to date knowledge of the SEND Code of Practice and principles around EHC Plan processes
- Be an outstanding teacher, who is able coach and mentor new staff
- Have the vision and skills to support the school's journey of continuous improvement
- Be passionate about improving outcomes for students and to ensure all students reach their potential
- Be dedicated to the inclusion of students with SEND in education and society as a whole

## **Benefits of working at Orion Academy, part of The Gallery Trust**

In a staff survey undertaken in Jan 2023, 92% of staff reported that they valued the school's culture (0% negative response).

### **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
- Develop your career in The Gallery Trust, an expanding and successful organisation which offers opportunities for progression, secondments and collaborative working with colleagues across our schools

### **Financial**

- Competitive salaries for teaching and support staff based on School Teacher Pay and Conditions Document and the NJC Green Book
- Perkbox - discount and wellbeing platform membership
- Access to attractive pension plans (TPS and LGPS), linked to salary life assurance
- Contribution towards glasses and eye tests for DSE use
- Salary sacrifice schemes, including childcare vouchers and cycle to work

### **Wellbeing**

- 24/7 access to a free Employee Assistance Programme to provide confidential advice and guidance
- Membership to My Healthy Advantage wellbeing app
- Excellent induction processes, and strong line management structures to promote your wellbeing at work
- A culture which is open to employee ideas and encourages open dialogue
- 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

### **Facilities**

- The opportunity to work in a new, purpose-built school building, which offers an exciting environment in which to teach and learn, located just a short drive from Oxford's ring road
- Free car parking and cycle storage
- On-site catering

## **Application Process**

To apply for this post, please email an application form to [recruitment@orionacademy.co.uk](mailto:recruitment@orionacademy.co.uk) **no later than 17:00 on Sunday 21<sup>st</sup> May 2023.**

**Interviews will be held on Wednesday 24<sup>th</sup> May 2023.**

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. If you have previously worked in a school, your referees must include your most recent 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, 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 Special Multi Academy Trust which is dedicated to improving outcomes for SEND learners in Oxfordshire. We strive to provide the best possible specialist learning experience for all pupils.

## Our Strategic Aims

- **Places where innovation drives learning** – our schools have a clear purpose, they educate the whole child and prepare them for adulthood. Everything we do, from our curriculum offer to our pastoral care, is meaningful and driven by the needs of learners.
- **Places where relationships drive engagement and achievement** – our schools are built around exceptional relationships. We provide excellent experiences, growth, and opportunities for pupils and staff, and specialist working environments and resources.
- **Places which provide exceptional knowledge and support** – our schools are supported by a skilled and experienced central team which provides high quality school improvement and central support services.
- **Places which inspire and influence** – our schools are committed to collaborating with our local and national partners and communities to ensure that children and young people with SEND receive the education and opportunities they deserve.

As we enter the next phase of our development and build on our many successes, we want to embrace future challenges and opportunities. 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. There are currently six special academies in the Trust located throughout Oxfordshire, with an additional academy opening in January 2024, and a further academy scheduled to open in 2026. 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, and providing outreach and other opportunities. All academies collaborate to share SEND expertise and best practice, and work in partnership with peers who are committed to common aims and goals.

The Board of Trustees believes that by providing the support of highly experienced and specialised school improvement and business teams, school leaders are empowered to focus on the standards of teaching and learning, and in meeting the operational and strategic demands of running their schools.

## **JOB DESCRIPTION**

### **Assistant Head Teacher**

**Reports to:** Associate Headteacher, Orion Academy

#### **Job purpose**

To advise and support the Associate Head Teacher and Head of School in providing vision, strategic direction professional leadership and management to ensure high quality education for all students. The post holder will also lead and support the implementation of strategy and will have some teaching commitment.

#### **Introduction**

This job description should be read in conjunction with the current School Teachers' Pay and Conditions document for those on the leadership spine and the provisions 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 Associate Head Teacher and Head of School. The Associate Head Teacher and Head of School, 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.

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. Other relevant policies may be the County Council's Stress as Work policy and the Dignity at Work policy

#### **Teaching and Learning**

- Support the development of curriculum, pedagogy and teaching and learning
- Support the management of quality of education
- Ensure all students within the school receive an exciting, effective and appropriate education as outlined in their Educational and Health Care Plan and in accordance with the school's curriculum framework. In doing this the Deputy Head Teacher will have due regard to the National Curriculum, and the school's aims together with the policies of the governors. This will also include monitoring and developing the school's curriculum framework and recording system.
- Monitor, evaluate and report on the quality of teaching and classroom management standards conducive to excellent and imaginative delivery of the curriculum framework and recording system.
- It is expected that the role will model exceptional teaching, learning and planning when required
- Support the EHCP review cycle, monitoring quality of TOP's / targets

The teaching aspect of the post will require:

- The provision of suitability differentiated work to meet the individual needs of the pupils
- The curriculum planning and review cycle is maintained in accordance with the school's planning framework and policy

- On-going assessment of pupils' work and abilities through comprehensive record keeping based on the school's agreed format
- Maintenance of good discipline in line with the school's behavior policy and restorative approaches ethos
- Contribution wherever appropriate, to the display, presentation and celebration of pupil's work
- Safeguarding and promoting the welfare of all pupils
- Implementing and modelling high standards of behavior management.

### **Leadership and management**

Responsibility for the routine organisation and management of the school in line with the schools stated purpose, aims and values, management of documents, policies and development plans.

The role will include operation management of the school on a day to day basis. A full understanding of the school's behaviour policy and the principles of restorative justice is required, along with the ability to implement and model high standards of behaviour management.

### **Deputising for the Deputy Head Teacher**

- Be a member of the senior leadership team and make a significant contribution to the Team's effectiveness
- Support the development of the curriculum delivery and design
- Lead by example in a way that motivates all involved with the school to achieve their potential
- Responsibility for pastoral care of pupils
- Contribute to the vision, self-evaluation and strategic plans for the development of the school
- Contribute to the Raising Achievement Plan, taking responsibility for specific priorities
- Monitor and contribute to the raising of pupils' standards of achievement and attainment
- Attend and chair meetings
- Be involved in the organisation, planning and delivery of assemblies as and when necessary
- Take responsibility for one's own health, safety and welfare and the health and safety of pupils, visitors and colleagues in accordance with the requirements and locally adopted policies; including taking responsibility for raising concerns with a manager
- Foster the development of a positive and supportive ethos for pupils and staff
- Display a high standard of profession behaviour and integrity at all times
- Represent the school at external events
- Carry out other duties as may be reasonable assigned by the Associate Head Teacher, Head of School or Deputy Head Teacher

### **Staff management, Development and support**

- Deliver training and lead staff meetings to include inset days
- Act as a team leader within the school's performance management and appraisal frameworks
- Act as personnel link for a group of staff and taking a whole school interest in staff wellbeing and welfare
- Participate in the recruitment and development of teaching and support staff of the school

- Contribute to good management practice by ensuring positive staff participation, effective communication and procedures
- Support activities that ensure that the ethos of the school enables staff at all levels to embrace learning in order to improve their own skills

#### **Links with parents, trustees, governors and the wider community**

- Encourage full parental participation in the work, life and development of the school and to make sure they are fully informed of their child's progress. To be available to deal with parental concerns and to provide support where possible or refer to other professionals or agencies
- Provide objective and clear support when required to the governing body in a way that enables it to meet its responsibilities, including attending meetings and preparing reports
- Work in partnership with the Local Authority, external agencies and other professionals
- Liaise with other educational establishments in order to promote the continuity of learning, progression and curriculum developments.
- Develop and maintain positive links and relationships with the community, local organisations and employers

**Selection Criteria  
Assistant Head Teacher, Orion Academy**

	<b>Essential</b>	<b>Desirable</b>
Professional Qualifications	<ul style="list-style-type: none"> <li>• Qualified teacher</li> <li>• Qualified to work and teach in the UK</li> </ul>	<ul style="list-style-type: none"> <li>• Further study and qualification in L&amp;M/education e.g NPQs , Masters</li> </ul>
Professional Experience	<ul style="list-style-type: none"> <li>• Successful teaching experience</li> <li>• Planning for and teaching pupils with SEND.</li> <li>• Effective management of students with Social, Emotional and Mental Health Difficulties</li> <li>• Successful development of specific curriculum area/s</li> <li>• Experience of operational management during the school day</li> <li>• Evidence of strategies developed or target setting and monitoring performance in order to raise pupil achievement</li> <li>• Evidence of participation in the development of the curriculum, in particular in relation to the National Curriculum</li> <li>• Significant pastoral experience including middle leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of organising and coordinating the work of external agencies and professionals</li> <li>• Experience of working with restorative approaches</li> <li>• Effective involvement in school improvement planning and monitoring</li> <li>• Chairing/Leading EHCP reviews experience</li> </ul>
Professional Knowledge & Skills	<ul style="list-style-type: none"> <li>• Knowledge of effective and appropriate teaching and learning activities for pupils with SEND and SEMH</li> <li>• Knowledge and experience of setting, monitoring and evaluating targets at all levels</li> <li>• Good knowledge and understanding of the National Curriculum</li> <li>• Awareness of behavioural analysis tools and systems and the ability to ensure consistent implementation of the school's behaviour policy</li> <li>• Awareness of current initiatives, issues and legislation</li> <li>• Knowledge of Safeguarding and Child Protection</li> </ul>	<ul style="list-style-type: none"> <li>• Good knowledge and understanding of the Code of Practice for SEND</li> </ul>
Competence Summary	<ul style="list-style-type: none"> <li>• Excellent classroom practitioner</li> <li>• Ability to lead, motivate, support and delegate</li> <li>• Ability to contribute effectively to teams</li> <li>• Ability to take a strategic view and prepare strategic plans</li> <li>• Ability to communicate effectively both orally and in writing with a wide range of audiences</li> <li>• Excellent organisational and time management skills</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to lead INSET</li> <li>• Ability to collaborate online and use ICT to aid co constructive learning</li> </ul>

	<ul style="list-style-type: none"> <li>• Ability to work under pressure with competing priorities and meeting deadlines</li> <li>• High levels of IT literacy</li> </ul>	
Personal Skills	<ul style="list-style-type: none"> <li>• Excellent team worker</li> <li>• Inspirational and proactive style and leadership</li> <li>• Committed to providing high standards of education for all pupils</li> <li>• Genuine respect for young people</li> <li>• Commitment to the safeguarding and wellbeing of young people</li> <li>• Flexible, adaptable and versatile</li> <li>• Excellent interpersonal and communication skills</li> <li>• Willingness to take an active role in all aspects of school life</li> <li>• Demonstrates a high level of integrity and is a role model within the school community</li> <li>• Respect for pupils' social, cultural, linguistic, religious and ethnic backgrounds with an understanding of how these may affect their learning</li> <li>• Willing to combine routine, day to day tasks with working strategically</li> </ul>	
Professional Development	<ul style="list-style-type: none"> <li>• Evidence of commitment to personal professional development</li> <li>• A balanced programme of relevant INSET</li> </ul>	<ul style="list-style-type: none"> <li>• Team Teach trained</li> <li>• First aid trained</li> </ul>

Please ensure your application details how you meet the above selection criteria.

May 2023



## 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 Social, Emotional and Mental Health 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, recognising 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.

September 2021