



The **GALLERY TRUST**



A community of special schools

Lead Learning Mentor Nurture – KS2/3

**Candidate Information Pack
November 2023**



Welcome

Thank you for your interest in becoming a Lead Learning Mentor (Nurture) at Orion Academy.

The successful candidate will be able to demonstrate delivery of pastoral and academic support to pupils that champions trauma informed practice and a flexible, student-centred approach that supports the emotional and mental wellbeing of students and their individual needs whilst supporting academic progress.

Orion Academy is seeking individuals who are passionate about making a difference to our students and are looking to develop their career within a school and Trust as an Unqualified Teacher.

Orion Academy currently offers places to 111 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.

Bex Holmes
Executive Head Teacher

Saar Yaniv
Associate Head

Hannah Shuker
Head of School

Lead Learning Mentor Nurture – KS2/3

Contract: Permanent, 32.5 hours per week, 39 weeks per year (term time only)

Grade: 9

Actual annual salary: £24,734.28 – £26,861.02

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 learning and pastoral support to pupils
- Taking responsibility for adapting planning to best meet the needs of the young people in the group/class.
- Reflective supervision, working restoratively and championing restorative practice
- Developing strategies to support young people in overcoming barriers to learning
- Embracing a curriculum model which is designed around our students (personal development)
- 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.
- Support for children with transition to a new setting and preparing for their next phase of learning,
- 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

Application Process

To apply for this position, please submit an application form via email to 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 Hannah Shuker (Head of School) at Orion through the main school line, 01865 771703.

The deadline for applications is 12th December 2023 9am

Interviews will be held on 18th December 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.

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 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

Lead Learning Mentor Nurture- KS2/3

Job Purpose:

To lead and support a group of Year 6/7 children who attend Orion for early transition. The successful candidate will demonstrate 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:

- Taking lead role in teaching and supporting a small group of KS2/KS3 learners access the curriculum.
- Support children at key transition points throughout the day to learn independence in using self-regulation skills
- Playing a key role in the consistent implementation of policies and practice, acting as role model to all other colleagues
- Manage and deliver learning and pastoral 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.
- Adapt provided planning to meet the needs of the young people in your group.
- Address the needs of pupils who need particular help to overcome barriers to learning.
- Attend and contribute to internal and external meetings, representing the school in a professional manner and taking minutes where required.
- Have a flexible and creative attitude including the ability and confidence to lead whole class teaching.
- 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 and contribute to specific documentation relating to students in your group (for example, Risk Assessments)
- To use Team-Teach (training provided) with the support of lead practitioners in this area at the academy
- Deliver, review, evaluate and record pupil progress, interventions and assessing pupil response
- Have clear overview of learning and support for 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.
- To contribute to the overall Raising Achievement Plan
- Where agreed in advance, 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 Social Emotional and Mental Health (SEMH) needs as well as communication and interaction (C&I) needs.
- To work as a member of the Teaching and support teams 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 Lead Learning Mentor

	Essential	Desirable
Education/Training	<ul style="list-style-type: none"> ● Level 2 or 3 qualifications or equivalent ● GCSE English and Maths C or above (equivalent) ● Knowledge of relevant policies and legislation 	<ul style="list-style-type: none"> ● Basic First Aid ● Level 4 qualifications ● Qualifications linked to SEN ● Team Teach trained ● Nurture/ Therapeutic qualification or similar ● Experience of delivering primary curriculum
Experience	<ul style="list-style-type: none"> ● Experience of working with children and young people who have SEND ● Experience of working with children and young people in both groups and 1:1 situations ● Experience of liaising with external professionals and agencies ● Experience in preparing and delivering learning activities to children and young people 	<ul style="list-style-type: none"> ● Previous experience working in an SEMH setting or directly with children who have SEMH as their primary need ● Previous experience of working in a restorative manner ● Experience of delivering specific interventions to children and young people ● Experience of supporting young people with transitions ● Mentoring children and young people ● Experience of preparing Risk Assessments
Professional Knowledge and Skills	<ul style="list-style-type: none"> ● Ability to work restoratively ● Ability to work collaboratively and constructively in a team ● Ability to develop strong working relationships with key stakeholders ● Ability to clearly communicate within a cross functional meeting ● Ability to work flexibly, throughout the whole school, meeting the needs of pupils in a range of contexts ● Willingness and ability to undertake physical management of pupils, following appropriate training ● Willingness to undertake First Aid training and to attend to the medical, first aid and personal needs of pupils. ● Effective use of ICT to support learning ● Ability to engage with academic research and communicate findings at a professional level 	<ul style="list-style-type: none"> ● Team Teach trained ● Understanding of relevant policies/codes of practice and awareness of relevant legislation ● General understanding of National Curriculum ● First aid trained ● Experience of adapting planning

	<ul style="list-style-type: none"> • Ability to work flexibly and creatively to meet changing needs of the school on a day to day basis 	
Personal Skills and Qualities	<ul style="list-style-type: none"> • Ability to establish and maintain positive relationships with pupils, colleagues and parents • Be able to inspire and motivate • Be creative, friendly and approachable • Good communication skills • Ability to remain positive and enthusiastic, including when under pressure • Committed to raising standards 	<ul style="list-style-type: none"> • Full driving license

November 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.