

The **GALLERY TRUST**



A community of special schools



Orion
Academy

Youth Worker

Candidate Information Pack

2024



Welcome

Orion Academy is seeking Youth Workers for full time and part-time roles. 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 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.

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
Acting Executive Head Teacher

Hannah Shuker
Head of School

Youth Worker – Educational Engagement

Grade: 10

Salary: £35,745 to £38,223 per annum

Work Pattern: 37 hours per week, 52 weeks per year (part time is also available)

Contract: Permanent

Orion Academy wishes to appoint Youth Workers to support with educational engagement of students. This position plays an important role in supporting pupils, teachers, SENco and the Academy, to help improve outcomes for our students, all of whom have Special Educational Needs and Disabilities.

The successful candidates will make an important contribution to the wellbeing and progress of students through developing strong relationships with students to ensure their potential is fully developed in a social, physical, psychological and cultural sense.

You will be an effective communicator with strong interpersonal skills, able to foster relationships with students, staff and parents. You will have a calm and professional approach and will be keen to work in a role which will offer you a diverse range of tasks. You will be committed to enriching and improving the lives of young people with Special Educational Needs and Disabilities, and to working with students who have Social, Emotional and Mental Health needs.

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

Career Progression

- Be a key member of a friendly and supportive staff team who are dedicated to achieving the best for every one of our pupils
- Participate in high quality professional development opportunities which are tailored to your needs and to your career aspirations
- 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 membership
- Access to LGPS pension 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
- 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
- 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 application@thegallerytrust.co.uk or by post to the Recruitment Office, Orion Academy, Knights Road, Oxford OX4 6DQ.

Applications will be shortlisted on a weekly basis.

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 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

Youth Worker

Job Purpose:

To support the inclusive ethos of the school by providing care and emotional health support to children, through mentoring, small group and 1:1 support

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 and Head Teacher. The Executive 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.

Main Duties:

You will be part of a newly designed Community Learning Team made up of Youth Workers, Therapeutic Workers and Pastoral Workers. Your skills in Youth Work and Community Development will be utilised to develop strong and lasting relationships with our students, based on trust, that supports them with their education, wellbeing and development.

Supporting the pupil:

- Provide pastoral support to students with the Academy, classes and educational pathways
- Develop sessions and interventions for students, based on their needs and aspirations, incorporating the school values into them
- Manage the supervision of students from, or otherwise not working to, a normal timetable
- Undertake comprehensive assessment of students to determine those in need of particular help
- Assist the other academy team members with the development and implementation of Support Plans / Learning Plans/ Team around the child approaches
- Establish productive working relationships with children, acting as a role model
- Arrange and develop 1:1 mentoring with students and provide support for distressed children
- Provide information and advice to students to support their learning/engagement/attendance
- Challenge and motivate children, promote and reinforce self-esteem
- Provide feedback to students in relation to progress, achievement, engagement and attendance.
- To ensure that each student's potential is fully developed in a social, physical, psychological and cultural sense and their development both as an individual and as a member of a group, is paramount at all times.

- To share responsibility for the preparation of a stimulating and caring environment, with due regard to all aspects of Health and Safety.
- To provide learning support for students in class and in interventions
- To foster each student's development and growth of independence and self-reliance.
- To encourage and value the involvement of parents/carers in the life of the school and to appreciate and recognise the expert knowledge they have of their child.
- To implement the school's policies fully.
- To work actively to overcome and prevent discrimination on the grounds of race, religion, gender, disability, sexuality and status.
- To be aware of own practice and keeping up with current trends in education and youth work.
- Attending relevant courses when possible, in accordance with priorities in the Academy Raising Achievement Plan.
- In carrying out the tasks in this job description you have a duty (under Health & Safety legislation) to take reasonable care for the health and safety of yourself and that of others. This implies taking positive steps to monitor and maintain a safe and secure working environment
- To continuously develop your own role, taking responsibility for identifying and addressing training and development needs.

Supporting the Academy:

- Where appropriate to foster links between home and school
- To liaise, consult and advise with other members of the team and outside agencies, regarding the student's progress
- To contribute to review meetings, where appropriate
- To participate in relevant professional development
- To be aware of and follow the Academy's policies and procedures
- To complete any other relevant tasks as directed by Line Manager(s)

Support for the Teacher:

- Support student's access to learning using appropriate strategies, resources etc
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate
- Monitor and evaluate student responses and progress against action plans through observation and planned recording
- Provide objectives and accurate feedback and reports, as required
- Manage record keeping systems and processes under the direction of the SENCo/AHT/Teacher
- Develop and implement appropriate behaviour management strategies in line with policy
- Establish constructive relationships with parents/carers
- Administrative support, e.g. dealing with correspondence, analysis/ reporting on exclusion etc, contacting parents etc

Supporting the SENCo:

- To help and support the AHT in delivering a suitable programme of activities for the child's individual development, both indoors and out.
- To assist in making resources to support activities that have been advised by the SENCo/AHT/teacher/outside agencies
- To provide feedback about the student's progress to the SENCo, parents and outside agencies

- To report any problems about arrangements or incidents to the teacher/AHT/ 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

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
Youth Worker, Orion Academy**

	Essential	Desirable
Education/Training	<ul style="list-style-type: none"> ● Level 2 qualifications or equivalent ● Knowledge of relevant policies and legislation 	<ul style="list-style-type: none"> ● Level 3 / 4 qualifications ● Qualifications linked to SEN ● Team Teach trained ● Basic First Aid
Experience	<ul style="list-style-type: none"> ● Understanding of Educational settings ● Working with children and young people in an educational, therapeutic and/or youth work setting ● Working with children and young people in 1:1 and group situations ● Mentoring children and young people ● Working in a restorative manner ● 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 ● Delivering specific interventions to children and young people ● Delivering training on specific areas ● Preparation of 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 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 work flexibly and creatively to meet changing needs of the school on a day-to-day basis 	<ul style="list-style-type: none"> ● General understanding of the National Curriculum
Personal Skills and Qualities	<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 e.g. Team-Teach, 	

	<p>Restorative Approaches, First Aid</p> <ul style="list-style-type: none">• Willingness to undertake personal care tasks• 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	
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Please ensure that your application demonstrates clearly how you meet the above criteria.





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.

January 2024

