

The **GALLERY TRUST**



A community of special schools



Orion
Academy

Attendance and Safeguarding Lead

Candidate Information Pack

February 2024



Welcome

Orion Academy is seeking an Attendance and Safeguarding Lead. 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 83 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

Attendance and Safeguarding Lead

Grade: 12

Salary: £38,118.63 to £40,790.03 per annum

Work Pattern: 37 hours per week, 39 weeks per year (Term time, plus 5 inset days)

Contract: Permanent

Orion Academy wishes to appoint an Attendance and Safeguarding Lead to support the safeguarding and wellbeing of our children and will take a key role in ensuring our culture of the highest levels of safeguarding is embedded throughout the school.

If you have the skills and experience to build constructive relationships and work proactively with children and families to improve outcomes, this opportunity could be perfect for you.

The successful applicant will join a talented and hardworking staff team which includes a community learning team, teaching assistants and teachers and support staff. This role will lead on the attendance and punctuality systems and support the effective practice of the safeguarding team within the academy,

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 recruitment@orionacademy.co.uk or by post to the Recruitment Office, Orion Academy, Knights Road, Oxford OX4 6DQ.

Deadline for applications: 5pm Sunday 10 March 2024

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

Attendance and Safeguarding Lead

Responsible to: Head of School

Introduction:

This varied role is ideal for anyone hoping to make a positive impact on the lives of children by joining our Senior Leadership Team. You will be actively engaged in supporting the safeguarding and wellbeing of our children and will take a key role in ensuring our culture of the highest levels of safeguarding is embedded throughout the school. If you have the skills and experience to build constructive relationships and work proactively with children and families to improve outcomes, this opportunity could be perfect for you. The successful applicant will join a talented and hardworking staff team which includes a community learning team, teaching assistants and teachers and support staff. This role will lead on the attendance and punctuality systems and support the effective practice of the safeguarding team within the academy,

Job Purpose

To assist and support the Head of School, teaching staff and Community Learning Team in providing high standards of attendance and effective safeguarding within the Orion Academy and to promote The Gallery Trust's vision and ethos.

The role will strategically be working alongside the leadership team and community learning team to maintain good and strive for excellent attendance and punctuality and ensure there is an effective safeguarding culture within the academy.

Key Tasks

- To act as the DSL (Designated Safeguarding Lead) and lead the team of DDSL (Deputy Safeguarding Leads)
- To develop and maintain effective and supportive mentoring relationships with vulnerable children, providing support and guidance by removing barriers to learning and school participation.
- To analyse whole school attendance data to identify key areas of concern.
- To work closely with pupils, staff, parents and carers to reduce levels of absence, and act appropriately when persistent absence becomes a safeguarding issue.
- To be a point of contact for the community and to be instrumental in community initiatives that involve wider stakeholders.
- To work in partnership with parents and carers to develop their parenting capacity to improve their child's life chances.

Main Duties/Responsibilities

Child Protection and Safeguarding

- To support the school in ensuring the highest standards of safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.

- To understand and comply with safeguarding procedures and to take immediate and prompt action to safeguard children.
- Undertake all relevant training to keep yourself up to date with any changes or new legislation or requirements around Child Protection and Safeguarding.
- Maintain accurate records and support staff training related to safeguarding and ensure that all staff meet the statutory requirements.
- Attend a range of meetings including inclusion team meetings, Team Around the Family meetings, child protection, Child in Need, PEP, core group and review meetings, and attendance planning meetings as required.
- Through the leadership of Pupil Triage Meetings assist staff in identifying children and families showing early signs of disengagement and those who would benefit from support to help overcome barriers
- Act as an additional point of contact for staff members raising safeguarding and child protection concerns and be available during all school hours during term time. In partnership with other stakeholders, identify pupils who may be at risk and use the correct referral protocol to reduce these risks.
- Respond appropriately to disclosures or concerns relating to the wellbeing of a pupil.
- Refer cases of suspected child protection issues to the appropriate investigating agency, e.g. children's social care services (CSCS), the police and Channel.
- Work closely with staff on safeguarding and child protection matters, ensuring that staff members understand when it is necessary for a referral to be made.
- Support staff members who make referrals to external agencies.
- Liaise with the LA and follow up any referrals made, and provide support to the LA on behalf of the school where necessary.
- To assess underlying reasons for disengagement and formulate an action plan that considers the social, emotional and educational needs of the child and family.
- To work in the best interests of the child and to maintain a focus on child outcomes at all times.
- To develop supportive mentoring relationships with vulnerable children, to perform other duties, e.g. structured playground support, developing social skills support, anger management support, in order to contribute positively to the development of individual pupils, their parents/carers and the school as a whole.
- To track, progress and maintain accurate and up to date records on the school's management information systems.
- To establish and maintain positive working relationships with other agencies and the local community, including health, early help and social care, and voluntary and community sector providers.

Attendance

- Report on whole-school attendance data and analyse data to identify key areas of concern.
- To report weekly on the attendance of CWCF to the relevant local authority
- To assist staff in identifying children and families showing early signs of disengagement and those who would benefit from support to help overcome barriers
- To assess underlying reasons for disengagement and formulate an action plan that considers the social, emotional and educational needs of a family

- Develop, agree and implement a time bound action plan with children and families based on an assessment of strengths and needs
- To ensure the maintenance of accurate records of work carried out with each family and young person.
- To work in partnership with parents and carers to develop their parenting capacity to improve their child's life chances.
- To share strategies to support children and families in school meetings when requested e.g. School Attendance Panels/ Early Help Meetings
- To be available for families to make contact and provide flexible support and carry out home visits with a colleague where necessary
- To signpost families to community services to provide advice and support.

Working with others

- Act as a source of support, advice and expertise for all staff regarding child protection and safeguarding matters.
- Engage with children's social care and specialist services as required.
- Continuously keep the Head of School informed of any safeguarding issues or ongoing enquiries.
- Support the Head of School to ensure the Trust board is kept up-to-date on a termly basis regarding all safeguarding referrals and investigations.
- To act as the first point of contact for the school's safeguarding partners: The LA, integrated care boards, and a chief officer of police from within the LA.
- Have a working knowledge of how LAs conduct a child protection case conference and be able to attend LA child protection case conferences and effectively contribute to these when required.
- Work with staff (particularly teachers, pastoral staff, the school nurse, IT technicians, the senior mental health lead and the SENCO) on safeguarding matters.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Take part in strategy discussions and inter-agency meetings.

Information sharing

- Support the Head of School and DSL Team to ensure the child protection files are kept up-to-date.
- Keep detailed, accurate and secure written records of concerns and referrals.
- Where necessary, securely transfer child protection files, and any additional safeguarding information considered appropriate, to other educational establishments, ensuring that confirmation of receipt is obtained.
- Understand the importance of information sharing with appropriate staff and external agencies.
- Work in line with relevant data protection legislation, including the Data Protection Act 2018 and UK GDPR.

Professional conduct

- Be responsible for the care, accuracy, confidentiality, security and maintenance of highly sensitive information, in accordance with GDPR regulations. Remain aware at all times of confidentiality and sensitivity requirements in relation to the service provided.
- To operate within agreed legal, ethical and professional boundaries when working with children and families and those involved with them.
- To adhere to the school guidance about lone working and conducting off site visits to ensure own safety
- Remain up to date and compliant with all relevant organisational procedures, policies and professional codes of conduct in order to uphold standards of best practice.
- To adhere to school policies practices and procedures and be an advocate for school safeguarding, anti-bullying, behaviour and online safety policies.

General

- To contribute to the overall ethos, aims and objectives of Orion Academy for example by attending meetings, sharing information and expertise to improve outcomes for children.
- To carry out all duties in accordance with the Equal Opportunities policy, actively promoting equality and seeking to prevent and overcome disadvantage and discrimination.
- To take responsibility, appropriate to the post, for tackling racism and promoting good race, ethnic and community relations.
- To have a due regard for safeguarding including social care thresholds and promote the welfare of children. To follow all associated child protection and safeguarding policies adopted by the Local Authority.
- To participate as required in appraisal and performance management processes and to take full responsibility for the implementation of own and continued professional development
- Work flexibly as may be required by the needs of the school and the vulnerability of the families
- To carry out any other reasonable duties as required or requested by the LMT, consistent with the purpose and the grade of the post.
- To support safeguarding cover within agreed holiday times working alongside Head of School and Trust Safeguarding Manager

Selection Criteria
Attendance and Safeguarding Lead, Orion Academy

	Essential	Desirable
Education/Training	<ul style="list-style-type: none"> ● At least 5 GCSE's with a Grade C in English and maths (or equivalent) ● PREVENT training ● Knowledge and understanding of relevant legal frameworks such as child protection, safeguarding and data protection ● Commitment to continuing professional development and willingness to undertake training as required to develop skills 	<ul style="list-style-type: none"> ● Early Help Assessment trained (EHA) - Desirable ● Designated Safeguarding Lead Training - Desirable
Experience	<ul style="list-style-type: none"> ● Experience of working in a school environment or with children in another context or educational setting ● Experience of working with children and their families to provide early help and support ● Experience of recording casework using data management systems ● Experience of supporting and impacting positively on children and families who are vulnerable and those with additional needs ● Experience of pastoral support ● Experience of completing referrals to outside agencies ● Experience of working successfully with a variety of outside agencies including attending and contributing to multi-agency meetings 	<ul style="list-style-type: none"> ● Experience of managing staff in an early help / case working capacity ● Experience of monitoring attendance and working with teams to increase attendance and punctuality including the Education Welfare Officer (EWO)
Professional Knowledge and Skills	<ul style="list-style-type: none"> ● Ability to communicate effectively (both orally and in writing with a wide range of stakeholders) Produces clear, succinct and well-structured written work which creates a positive impact on the recipients ● Engages with and listens to children and stakeholders on a regular basis in order to understand their needs and concerns 	

	<ul style="list-style-type: none">● Ability to keep confidentiality and an understanding of confidentiality● Knowledge and understanding of child development● Understanding of the key issues and legislation relating to safeguarding and Keeping Children Safe in Education● Ability to lead meetings● A proven ability to assess and review young people and family circumstances in order to plan an appropriate action plan● Proven ability to act as an effective advocate for children securing positive outcomes on their behalf● Demonstrates sensitivity, respect and kindness towards children, ensuring their needs are met within any educational plans● Proven track record of making effective decisions based upon an analysis of all pertinent information● Ability to adapt and contribute towards change in a positive manner. Spots opportunities or problems in own area and takes action to capitalise on opportunities or resolve problems● Is an advocate for equality of opportunity and respecting Diversity: seeks to develop an understanding of different groups and individuals and works to ensure equitable and appropriate treatment for all● Developing Productive Relationships: Builds positive and productive working relationships with a wide variety of individuals and groups● Ability to collaborate and develop teams so that they positively contribute to the organisation● A desire to do something worthwhile for children and their families in order to understand their needs and to gain insights into how they think	
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	<ul style="list-style-type: none"> • Proactively gets involved in projects that are outside of immediate work area that contribute to the development of the school and the wider community 	
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, Restorative Approaches, First Aid • 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 	

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 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 characterised 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.

February 2024

