The GALLERY TRUST

A community of special schools

Iffley Academy

Deputy Headteacher
L14 – L18
Iffley Academy
Candidate Information Pack
April 2021

Thank you for your interest in the post of Deputy Headteacher at Iffley Academy.

Iffley Academy is a very successful academy, and has grown in recent years with a current number on roll of 176 students. The Academy has a long and proud history, with a school on the current site in Iffley since the 1960s. Judged as Outstanding in 2015 and 2019, the Academy meets the needs of students with a range of SEND, including Cognition and Learning Needs, Autistic Spectrum Disorder and Social, Emotional and Mental Health Needs. Our learning community is based on respectful relationships with students, created through understanding of their special educational needs, commitment to restorative approaches, and by providing outstanding teaching and pastoral care. This is a warm and caring community, dedicated to equipping students with the skills and knowledge they need to live independent lives within their chosen communities.

Iffley Academy is a member of The Gallery Trust, an expanding Special Needs Multi Academy Trust which is dedicated to improving outcomes for SEND learners in Oxfordshire. The Trust has a national reputation for excellence and is influential in the development of SEND strategy in the county. With six academies currently in the Trust, our aim is to build a community of eight to ten special schools over the next five years.

Please visit our website to find out more about Iffley Academy. If you would like to visit the school to find out more about this exceptional opportunity before you submit your application, you will be most welcome. Our staff and students will be delighted to meet you!

Thank you again for your interest and we look forward to hearing from you.



Tom Procter-Legg
Head Teacher

Deputy Headteacher required for September 2021
Iffley Academy, Oxford

Teaching and Learning and Safeguarding
Full Time Permanent
Leadership Scale L14 – L18

Iffley Academy is seeking to appoint an inspirational and dynamic Deputy Headteacher who will support the Head Teacher in leading Iffley Academy by joining the Academy's successful Leadership Team.

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

This is an exciting time to join the SLT, following the academy having moved into its new buildings in September 2020. 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:
- Designated Safeguarding Lead (DSL)
- Curriculum development
- Teaching and Learning Lead

This role carries the responsibility of Designated Safeguarding Lead (see appendix 1). You will work collaboratively with the Therapeutic Lead in managing safeguarding issues. You will be a crucial aspect of the multi-agency team that ensures our pupils are safeguarded.

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 Headteacher with 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

Application Process

To apply for this post, please complete a Gallery Trust Teacher application form and submit to recruitment@iffleyacademy.co.uk You can download an application form and candidate information pack from our website www.iffleyacademy.co.uk or from The Gallery Trust website www.thegallerytrust.co.uk

Closing date for applications: **9am on 17th May 2021**

Interview date: **Thursday 20th May 2021**

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

A community of special schools

The Gallery Trust is a Multi Academy Trust which is dedicated to improving outcomes for SEND learners in Oxfordshire. The aim of the Trust is to provide outstanding education and support for young people with special needs and disabilities, enabled through:

- Commitment to special education – striving to provide the best specialist learning experience for all students
- Opportunities for all to learn – ensuring that students and staff have access to learning pathways which enhance their lives
- Genuine respect and value – creating relationships which promote trust, confidence and respect within environments which are safe and secure

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.

The schools in the Trust are:

- Bardwell School, Bicester
- Bloxham Grove Academy, Bloxham, to open in 2022
- A Free Special School in South Oxfordshire, opening date to be confirmed
- Iffley Academy, Oxford
- Mabel Prichard School, Oxford
- Northern House Academy, Oxford
- Orion Academy, Oxford
- Springfield School, Witney
- The Grove@Longford Park, Banbury (satellite provision of Orion Academy)
- The Gallery@Longford Park, Banbury (resource base for mainstream students)

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. All member academies have the opportunity to share SEND expertise and to work with peers who share common aims and goals.

The Trust is committed to investment in learning, developing system leadership, working in partnership and through a shared vision, enabling all students to reach their full potential.

Iffley Academy is a community special academy for children and young people up to the age of 18 with complex special educational needs and disabilities. All of our students are individuals and we pride ourselves on taking a personalised approach.

Students have Education, Health and Care Plans with a range of needs but primarily we work with students with Moderate Cognition and Learning Difficulties, Autistic Spectrum Disorder and/or Social, Emotional and Mental Health difficulties,

The Academy was judged to be Outstanding at its most recent Ofsted inspection in February 2019, designated as a teaching school in 2018 and is part of an aspirational Multi Academy Trust – The Gallery Trust, a community of special schools, dedicated to providing outstanding education and support for young people with special needs and disabilities, enabled through: Commitment to special education; Opportunities for all to learn; Genuine respect and value.

Students work in class groups where teachers differentiate learning for all students ensuring lessons are inclusive for all.

The school has developed a comprehensive and broad curriculum, which can be found on the school's website. This curriculum, which is underpinned by detailed assessment processes, guides the learning for all students. The school has excellent links with community partners including Oxford University Gardens Libraries and Museums. Further details of this partnership can be seen here

https://www.glam.ox.ac.uk/iffley-academy-partnership

We understand that students are able to give their best when their needs are met, when they feel safe and when they understand their relationships with others. When a student starts at our academy every effort is made to ensure that they maximise their progress, enjoy coming to school, make new friends and feel safe. They become part of our community but most importantly their family also becomes part of our community.

JOB DESCRIPTION

Deputy Head Teacher

Responsible to: **Head Teacher, Iffley Academy**

Job Purpose:

To advise and support the Head Teacher in providing vision, strategic direction, professional leadership and management to ensure high quality education for all students.

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 Head Teacher. The Head Teacher, 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:

- Ensure all pupils 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.
- The post is a fundamentally non teaching post, but it is expected that the role will model excellent teaching and learning when required and will cover for teacher absence across key stages.

The teaching aspect of the post will require:

- The provision of suitably 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 behaviour policy and restorative approaches ethos
- Contribution, wherever appropriate, to the display, presentation and celebration of pupils' work

- Safeguarding and promoting the welfare of all pupils
- Implementing, and modelling, high standards of behaviour 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 operational 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 Head Teacher

- Be a member of the Senior Leadership Team, and make a significant contribution to the Team's operational and strategic effectiveness
- Represent the leadership team at staff meetings and key events
- 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 and strategic initiative
- Working collaboratively with colleagues across the Gallery Trust.
- 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 and events, 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 polices; 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 professional behaviour and integrity at all times
- Represent the school at external events
- Carry out other duties as may be reasonably assigned by the Head Teacher
- Designated Safeguarding Lead
- Responsible for Accreditation

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 Trust, 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.
- Have awareness of national initiatives which may be of relevance to the academy e.g. Whole School SEND etc.

Selection Criteria

Deputy Head Teacher

Key Criteria	Essential	Desirable
Professional Qualifications	• Qualified teacher • Qualified to work and teach in the UK	• Further study and qualification in L&M/education
Experience	• Experience of leadership and management in a school setting • Successful teaching experience • Planning for and teaching pupils with SEND, including writing IEPs and behaviour support plans • Effective management of students with Social, Emotional and Mental Health Difficulties • Effective involvement in school improvement planning and monitoring • Successful development of specific curriculum area/s • Evidence of strategies developed for target setting and monitoring performance in order to raise pupil achievement • Evidence of participation in the development of the curriculum, in particular in relation the National Curriculum and pre-key stage 1 curriculum • Significant pastoral experience • Experience of managing staff within an appraisal framework	• Experience of organising and coordinating the work of external agencies and professionals • Experience of working with Restorative Approaches
Professional knowledge and skills	• Knowledge of effective and appropriate teaching and learning activities for pupils with SEND • Good knowledge and understanding of the National Curriculum • Awareness of behavioural analysis tools and systems and the ability to ensure consistent implementation of the school's behaviour policy • Awareness of current initiatives, issues and legislation • Knowledge of Safeguarding and Child Protection	• Knowledge and experience of setting, monitoring and evaluating targets at all levels • Good knowledge and understanding of the Code of Practice for SEND
Competence Summary	• Excellent classroom practitioner • Ability to lead, motivate, support and delegate	• Ability to lead INSET • Ability to contribute effectively to teams

	• Ability to take a strategic view and prepare strategic plans • Ability to communicate effectively both orally and in writing with a wide range of audiences • Excellent organisational and time management skills • Ability to work under pressure with competing priorities and meeting deadlines • High levels of IT literacy	• Ability to collaborate online and use ICT to aid co constructive learning.
Personal Requirements	• Excellent team worker • Inspirational and proactive style of leadership • Committed to providing high standards of education for all pupils • Genuine respect for young people • Commitment to the safeguarding and wellbeing of young people • Flexible, adaptable and versatile • Excellent interpersonal and communication skills • Willingness to take an active role in all aspects of school life • Demonstrates a high level of integrity and is a role model within the school community • Respect for pupils' social, cultural, linguistic, religious and ethnic backgrounds with an understanding of how these may affect their learning • Willing to combine routine, day to day tasks with working strategically	
Professional Development	• Evidence of commitment to personal professional development • A balanced programme of relevant INSET	• Team Teach trained • First aid trained

Your application should clearly demonstrate how well you meet the above key criteria.

April 2021

APPENDIX 1: JOB DESCRIPTION

(IN ADDITION TO SUBSTANTIVE POST JOB DESCRIPTION)

Designated Safeguarding Lead

Responsible to: Head Teacher

Job Purpose

To provide strategic leadership and assist and support the Head Teacher in providing high standards of teaching and learning across the curriculum and to promote the 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 Head Teacher. The 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.

Job Purpose

The Designated Safeguarding Lead takes lead responsibility for safeguarding and child protection (including online safety) and will provide advice and support to other staff on child welfare and child protection matters: take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

The Designated Safeguarding Lead will work closely with Deputy Designated Safeguarding Lead(s) ensuring that the Deputy Designated Safeguarding Lead(s) are trained and supporting in managing their responsibilities effectively.

The Designated Safeguarding Lead is able to delegate responsibilities to Deputy Designated Safeguarding Lead(s) with the exception of taking lead responsibility.

Key responsibilities

The Designated Safeguarding Lead is expected to:

• refer cases of suspected abuse to the local authority children's social care as required;

• support staff who make referrals to local authority children's social care;

• refer cases to the Channel programme where there is a radicalisation concern as required;

• support staff who make referrals to the Channel programme;

• refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;

• refer cases where a crime may have been committed to the Police as required.

Work with others

The Designated Safeguarding Lead is expected to:

• act as a point of contact with the three safeguarding partners;

• liaise with the Head Teacher to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

• as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;

• liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENDCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;

• act as a source of support, advice and expertise for all staff.

Training

The Designated Safeguarding Lead (and Deputy Designated Safeguarding Lead(s)) will attend training to provide them with the knowledge and skills required to carry out the role, updated at least every two years. The Designated Safeguarding Lead will attend Prevent awareness training. In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

• understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;

• have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

• ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;

• are alert to the specific needs of children in need, those with special educational needs and young carers;

• understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;

• understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners;

• are able to keep detailed, accurate, secure written records of concerns and referrals;

• understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

• are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;

• can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;

• obtain access to resources and attend any relevant or refresher training courses;

• encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise Awareness

The Designated Safeguarding Lead should:

• ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this;

• ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;

• link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Child protection file

Where children leave, the Designated Safeguarding Lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and SENDCOs or the named person with oversight for SEN in colleges, are aware as required. In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. It is a matter for individual schools and the Designated Safeguarding Lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

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