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# The **GALLERY** TRUST



A community of special schools

## **Head of School - Primary Candidate Information Pack**





Thank you for your interest in the post of Head of Primary at Mabel Prichard School.

Welcome to Mabel Prichard School. We are a community special school for children and young people with complex needs from the ages of 2 to 19.

At Mabel Prichard School, we believe in enabling every student to discover who they are and to realise their full potential. Our curriculum offers a broad range of opportunities to face challenge; develop independence; prepare for adulthood; discover the world; be safe and develop the skills and knowledge to lead a happy, positive and fulfilled life.

Through our strong caring ethos, we support students to respect their whole community, regardless of background, race, gender, faith and disability and to celebrate diversity, so they are able to develop skills of empathy and tolerance in their life ahead.

We believe education plays a pivotal role in developing as individuals, alongside the vital input from families and other professionals whom we enjoy working closely with. The purpose of the school is to create opportunities through education for each student to value themselves and each other; develop confidence; communicate their thoughts and ideas and to enjoy discovering their strengths to take forward in their life ahead.

Mabel Prichard School 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 the school. 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.

*Lucy Wawrzyniak*  
*Executive Headteacher*



# Head of School - Primary

Full time. Permanent  
Leadership 12-16 (£58105-£64225)

Are you seeking an exciting opportunity to develop your career? Are you a dynamic, creative, motivational team player ready to take on the operational leadership of our primary site (with the flexibility to move to secondary if necessary), and with strategic responsibility for an area of the School's Raising Achievement Plan across both sites?

Mabel Prichard school is part of The Gallery Trust, a community of Special Schools in Oxfordshire. The school has grown considerably in recent years and has the potential for further growth. Our curriculum is underpinned by our commitment to preparing our learners for adulthood from the earliest of years. We inform our highly personalised learning journeys through the Equals pre-formal, informal, and semi-formal curriculums.

Mabel Prichard School is a school for students with severe learning difficulties and profound and multiple learning difficulties. We believe in enabling every student to discover who they are and to realise their full potential, regardless of background, race, gender, faith, disability and to celebrate diversity, so they are able to develop skills of empathy and tolerance in their life ahead.

If you have two or more years of SEND senior leadership experience, or significant mainstream leadership experience, a proven track record of building and leading teams and are committed to ensuring the very best for all learners, we would love to hear from you. The role could also be suitable for someone looking to build on their knowledge of child development. In turn, we offer:

- Strong support from The Gallery Trust, the largest special school trust in Oxfordshire.
- Excellent CPD opportunities both in the trust and externally.
- A supportive team of dedicated professionals focusing on developing the very best evidence-based practice to achieve the best outcomes for our learners.
- Wonderful students, families and professionals, working as a strong team.
- A staff wellbeing group, supporting individual wellbeing targets and organising social and sporting events.

For more information about our school, visit [www.mabelprichard.org](http://www.mabelprichard.org). We strongly encourage anyone considering applying for the role to visit the school first. To arrange a visit please contact [recruitment@mabelprichard.org](mailto:recruitment@mabelprichard.org) or go to the school website [www.mabelprichard.org](http://www.mabelprichard.org). For an informal conversation, contact Lucy Wawrzyniak, Executive Head Teacher on 01865 777878.



## Application Process

To apply for this post, please email [recruitment@mabelprichard.org](mailto:recruitment@mabelprichard.org). You can also download an application form and job pack from our website [www.mabelprichard.org](http://www.mabelprichard.org) or from The Gallery Trust website [www.thegallerytrust.co.uk](http://www.thegallerytrust.co.uk). Applicants must complete the school's application form in full, with all requirements, for their submission to be considered.

Please submit your application form by **Friday 24<sup>th</sup> February 2023** to [recruitment@mabelprichard.org](mailto:recruitment@mabelprichard.org). Shortlisted candidates will be informed by Tuesday 28<sup>th</sup> February. The interviews will be held on **Friday 3<sup>rd</sup> March 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

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 2024
- A Free Special School in South Oxfordshire, to open January 2025
- Iffley Academy, Oxford
- Mabel Prichard School, Oxford
- Northern House Academy, Oxford
- Orion Academy, Oxford
- Springfield School, Witney
- The Grove (satellite provision of Orion Academy)
- The Gallery (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.





## *Class and Curriculum Structure*

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**The Mabel Prichard Curriculum is designed to offer the opportunity for success. We aim to:**

***Motivate*** our learners to learn for life

***Prepare*** them for a meaningful adulthood

Enable them to ***succeed*** as individuals in their community.

Success in life can look different for our learners; for some it will be health, happiness and employment; for others, supported living with as much as independence as possible; for others, maintaining health and mobility, being able to communicate needs and feelings and being as independent as possible. While for our most complex students, we aim for self-regulation and inclusion in the community.

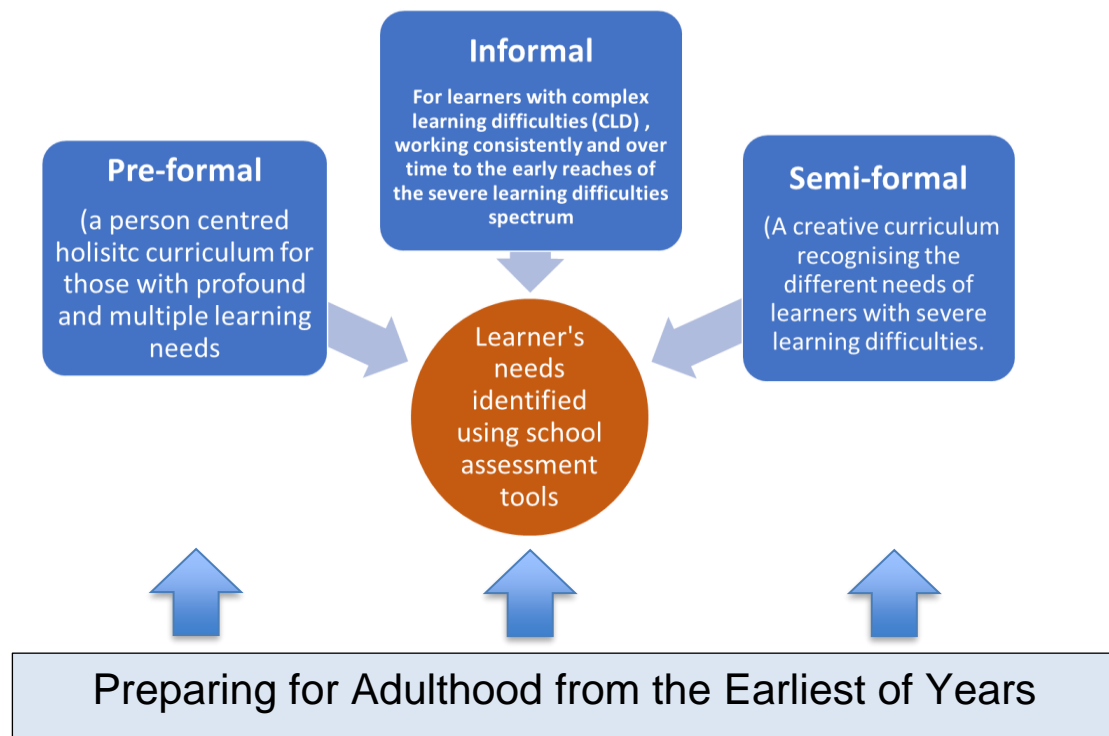
We have found our learners need specialist environments according to their individual and extremely varied needs. For that reason, we decided to move teaching to a pathway-based approach. This allows us to adapt different pedagogical approaches to the different needs of learners within our school. Learners are still integrated with each other across the day, so there is no sense that the benefits of being together are lost.

The 5 pathways, inspired by the *Equals* curriculums, and underpinned by our own CHOICES programme, enable learning to be tailored to individual learners' needs, with some accessing schemes of work from the formal curriculum in certain subjects.





# Curriculum Structure



## ***Preparing for Adulthood from the Earliest of years***

This principle runs through our whole curriculum offer and underpins all learning. From the very earliest of years, children are encouraged to be independent in their choices, regulation, where possible, in their care, and in expressing their needs. As a result, it is essential all children have access to an appropriate means of communication.

We work in partnership with parents and carers, therapists, and other professionals to ensure potential is identified and interests are nurtured to build towards a positive adulthood.

The school is part of the 'Whole School SEND Preparing for Adulthood from The Earliest of Years Peer Review Programme. Through this partnership, we continue to evaluate and review our practice to ensure all staff offer the best possible opportunities for our learners to develop the skills necessary for a meaningful, successful adulthood.

We also have a dedicated 'Champions Team' within the school, focused on developing the practice and opportunities for all learners to prepare for an adulthood that is meaningful for them.



## **CHOICES**

The **CHOICES** curriculum supports the principles of each pathway and 'Preparing for Adulthood from the Earliest of Years.' While it does offer 'choice' to the students to encourage independence and exploration, it is a mnemonic for developing the opportunities and skills required to experience success. Teachers offer a

range of options both inside and outside school, offering students the opportunity to take charge of their own learning and build their own interests in a sustainable way.



## **Job Description – Head of Primary**

The post holder is required to carry out the duties of a Head of Primary In accordance with the provisions of the current School Teachers Pay and Conditions Document and within the range of teachers duties set out in that document. This job description will be reviewed annually in response to the Raising Achievement Plan Priorities.

### **Purpose**

- To operationally lead either the primary site or secondary site, with a strategic leadership responsibility agreed with the Executive Head Teacher.
- To further the aims of the school and support the Executive Headteacher in ensuring the vision of the school is communicated and clarified.
- To quality assure all activities across the primary site (with flexibility to move to secondary if required) with a view to contributing to whole school improvement strategies.
- To provide for the Executive Headteacher an overview of major school issues through a wide ranging awareness and contact with staff and pupils.
- To contribute to the overall strategic leadership and management of Mabel Prichard School with specific responsibilities identified.
- To assist the Executive Headteacher in promoting awareness and observation of the Health and Safety Guidelines of The Gallery Trust.
- To ensure safeguarding children is at the heart of the school's culture and ethos.

### **Responsibilities and Role**

#### **Monitoring and Evaluation**

- To work with the Executive Headteacher to ensure the aims, values and objectives of the school are achieved through an effective Raising Achievement Plan.
- To evaluate the progress of either the primary or secondary site in line with the School Raising Achievement Plan and share findings, actions and impact with the Executive Head Teacher to ensure the school continues to improve and achieve excellence for our learners.
- To assist the Executive Headteacher in identifying school needs by a process of school self review, as agreed by the local academy board and Trustees and assist in the monitoring and review of the outcomes of the review.
- To develop a clear knowledge of the administrative and financial matters related to Mabel Prichard School and to work with the school business manager in monitoring and managing the agreed aspects of the budget.
- To meet with the Executive Headteacher and/or the school leadership team on a regular basis to discuss matters of policy, organisation and development.
- To work with teachers in analysing progress data and use this to inform and address areas for improvement.



- To work with the senior leadership team to set and review school targets for consideration by the Local Academy Board, Trustees and Trust Senior Executive team.
- To evaluate the curriculum to ensure all pupils have opportunities to develop positive behaviour, safe practice and a level of wellbeing that enables them to live positive and fulfilled lives.

### **Staffing**

- To share with the Executive Headteacher the responsibility for supporting and promoting the wellbeing of all staff.
- To line manage the Primary site teachers.
- To support staff working with pupils who have challenging behaviour, through meetings, the formulation and evaluation of positive handling plans and monitoring of the school behaviour policy and procedures.
- To ensure in service training for all staff in the school builds the skill, knowledge and confidence to enable all students across the vast range of needs, to make good progress.
- To ensure the school is adequately and appropriately staffed on a daily basis through leading on cover on the respective site, in partnership with the other Head of School.
- To support with the management and implementation of the staff absence policy.
- To assist the Executive Headteacher in the deployment of staff.

### **Staff Development**

- To have responsibility with the Executive Headteacher for leading and managing primary teachers and acting as a role model to ensure the highest standards are delivered at all times.
- To challenge and support staff to ensure they are meeting teachers standards so our learners have the best possible opportunity to achieve excellent outcomes.
- To ensure appropriate opportunities for induction and continuing professional development are in place and are linked to staff appraisal.
- To work with the Executive Headteacher to ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- To acknowledge, share and promote excellence and develop effective team working.

### **Students**

- To have responsibility with the Executive Headteacher for the behaviour and welfare of all pupils on the site.
- To be Designated Safeguarding Lead or Deputy Designated Lead for the school.



- To ensure the needs of individuals are considered at all stages of planning in school.
- To support pupils by ensuring the needs and priorities of individuals are widely disseminated.

### **Learning Partners**

- To provide guidance, advice and support to parents and carers in the school.
- To lead and be responsible for the development of partnership working with other special schools and mainstream partners and to strategically lead the development of outreach, in-reach and inclusion opportunities in association with the Head of Secondary.
- To support the Designated Teacher for Children we Care For and the Designated Safeguarding Lead in facilitating multi-agency working in school including TAFs, CIN and CP core groups and reviews for Children we Care For.
- To attend meetings of the Local Academy Board and any relevant subcommittees.
- To develop links with the wider community.

### **Teaching and Learning**

- To strategically lead on either curriculum development and assessment or behaviour and attitudes and personal development across both sites and to lead operationally on both on either the primary site or secondary site
- To monitor and evaluate the content and effectiveness of the school curriculum in partnership with the senior and middle leadership teams.

### **Performance Management**

- To carry out the appraisal of the primary teachers.
- To monitor the appraisals of TAs carried out by teachers.

### **Personal Development**

- To take a full and active part in professional development activities.
- To regularly attend any relevant training and development activities both within and outside school and to attend relevant meetings.
- To keep up to date with the requirements of the DfE, QCA, LA and The Gallery Trust.

**The above list of job duties is not exclusive or exhaustive and the post holder will be required to undertake such tasks as may reasonably be expected within the scope and grading of the post.**



## Person Specification

<b>Essential skills, experience and qualifications</b>	<b>Assessed through</b>
<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> </ul>	Application
<ul style="list-style-type: none"> <li>2 or more years senior leadership in a special school, or mainstream</li> </ul>	Application
<ul style="list-style-type: none"> <li>Proven further successful leadership of a whole school area either in a pastoral or curriculum capacity.</li> </ul>	Application and interview
<ul style="list-style-type: none"> <li>Proven track record of outstanding teaching with learners with Special educational needs</li> </ul>	Application and interview
<ul style="list-style-type: none"> <li>Proven knowledge and skill teaching learners with a range of complex needs.</li> </ul>	Application and interview
<ul style="list-style-type: none"> <li>Proven knowledge and skill in working with learners with challenging behaviour.</li> </ul>	Application and Interview
<ul style="list-style-type: none"> <li>Proven track record of monitoring, planning and as a result of actions, improving school outcomes.</li> </ul>	Application and interview
<ul style="list-style-type: none"> <li>Proven track record of leading staff effectively including developing staff and addressing concerns where necessary.</li> </ul>	Application and interview
<ul style="list-style-type: none"> <li>Evidence of a solution focused approach</li> </ul>	Interview
<ul style="list-style-type: none"> <li>Evidence of creativity and initiative</li> </ul>	Interview
<ul style="list-style-type: none"> <li>A proven track record of initiating and following through whole school initiatives</li> </ul>	Application and interview
<ul style="list-style-type: none"> <li>Experience of multi-agency work</li> </ul>	Application
<ul style="list-style-type: none"> <li>A team player</li> </ul>	Interview
<ul style="list-style-type: none"> <li>Strong interpersonal skills</li> </ul>	Interview
<ul style="list-style-type: none"> <li>Proven resilience in challenging situations</li> </ul>	Application and Interview
<b>Desirable skills, experience and qualifications</b>	
<ul style="list-style-type: none"> <li>A masters level qualification in leadership and/or special needs and or NPQH</li> </ul>	Application
<ul style="list-style-type: none"> <li>Evidence of leadership development</li> </ul>	Application
<ul style="list-style-type: none"> <li>Experience of budget responsibility</li> </ul>	Application
<ul style="list-style-type: none"> <li>Knowledge of the Equals curriculums, MAPP and Evidence for Learning</li> </ul>	Application and interview
<ul style="list-style-type: none"> <li>Knowledge of Early Years practice</li> </ul>	Application
<ul style="list-style-type: none"> <li>Team Teach trained</li> </ul>	Application