

The **GALLERY** TRUST

A community of special schools



Deputy Head Teacher
Bardwell School
Candidate Information Pack
April 2025

Thank you for your interest in the role of Deputy Head Teacher at Bardwell School.

Bardwell School is a thriving community special school for children aged 2–19 with severe learning difficulties and profound and multiple learning difficulties. Currently, we support 119 pupils, providing them with an inclusive, high-quality education that celebrates their unique abilities and achievements.

At Bardwell, we are passionate about creating an environment where every student receives an outstanding education tailored to their individual needs. Our dedicated staff uphold the highest standards, ensuring that all aspects of our pupils' education are carefully nurtured. Guided by our core values, we take a positive reinforcement approach to behaviour management and deliver learning that is individualised rather than label-led.

Bardwell School is proud to be part of The Gallery Trust, a growing Special Needs Multi-Academy Trust committed to enhancing outcomes for SEND learners across Oxfordshire. The Trust has a national reputation for excellence and plays a key role in shaping SEND strategy in the county. Currently, The Gallery Trust oversees six academies, with plans to expand to 8–10 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.



Chris Scrivener
Chair of Trustees



Kay Willett
Chief Executive Officer

**Deputy Head Teacher
Bardwell School, Bicester**

**Full Time, Permanent
Leadership Scale L10 – L14**

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

The successful candidate will bring their 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 severe learning difficulties and profound and multiple learning difficulties and have a clear commitment to improving pupil outcomes.

This role will have a key focus on the quality of education, teaching and learning at Bardwell School. It will also provide the opportunity to contribute to the Gallery Trust as it expands and to work with colleagues across the MAT.

The successful candidate will:

- Have a strong grasp of the strategies needed to deliver an outstanding quality of education to students with a diverse range of needs
- Have experience of middle leadership within a school, and aspirations to move to senior leadership
- Have a strong understanding of restorative approaches and positive behaviour management 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 a highly skilled teacher, who is able coach and mentor new staff
- Be passionate about improving outcomes for students, and be driven to ensure all students reach their potential
- Be dedicated to the inclusion of students with SEND in education and society as a whole

Benefits of working at Bardwell School include:

Professional development opportunities

- Regular training and access to a range of internal and external professional development opportunities, tailored to your learning needs, your job role and your career aspirations.
- Opportunities for career progression, secondments and transfers within The Gallery Trust, the largest special school Academy Trust in Oxfordshire.

- Opportunities for collaborative working across the schools in The Trust, offering the chance to liaise with experienced colleagues, building knowledge and professional networks

Financial

- Competitive salaries based on School Teacher Pay and Conditions Document and the NJC Green Book
- Access to attractive pension plans (TPS and LGPS), linked to salary life assurance
- Contribution towards glasses and eye tests for DSE use
- Salary sacrifice schemes, including cycle to work
- Perkbox - discount and wellbeing platform membership

Wellbeing

- 24/7 access to a free Employee Assistance Programme to provide confidential advice and guidance
- Membership to My Healthy Advantage wellbeing app
- 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
- Complimentary tea and coffee
- Regular staff surveys and gathering of staff views to gain feedback on wellbeing and to drive improvements
- The opportunity to join colleagues for social events
- Family friendly policies, which promote your wellbeing
- Weekly opportunity to purchase from the Post 16 lunch bar (currently Jacket Potato)
- Tuck shop – run by Post 16 provision (The Lodge)

Facilities

- Free car parking and cycle storage

Application Process

To apply for this post, please complete an application form via MyNewTerm.

Please submit your application form **by Monday 19 May 2025 at 9:00am**

The interview process is scheduled to take place on 21 and 22 May 2025.

Please ensure you detail any gaps in employment and use the selection criteria which is contained in the job pack when you prepare your application, as shortlisting for interview will be based on how closely you demonstrate your ability to fulfil the essential criteria.

We do not accept CVs. If you are shortlisted, we will take up written references before your interview so please provide permission for this and provide accurate phone and email contact details for your referees. One of your referees must be your current or last employer, and if you are employed in a school, must include your current Head Teacher.

The Gallery Trust is committed to safeguarding and promoting the welfare of all children and expects all staff to share this commitment. Any offer of employment with The Gallery Trust is subject to verification of ID and qualifications, satisfactory evidence of the right to work in the UK, health clearance, NCTL and Enhanced Disclosure and Barring Check. The Gallery Trust is an equal opportunities employer, and we welcome applications from candidates from all ethnic and community backgrounds.



The Gallery Trust is a Special Multi Academy Trust which is dedicated to improving outcomes for SEND learners in Oxfordshire. We strive to provide the best possible specialist learning experience for all pupils.

Our Strategic Aims

- **Places where innovation drives learning** – our schools have a clear purpose, they educate the whole child and prepare them for adulthood. Everything we do, from our curriculum offer to our pastoral care, is meaningful and driven by the needs of learners.
- **Places where relationships drive engagement and achievement** – our schools are built around exceptional relationships. We provide excellent experiences, growth, and opportunities for pupils and staff, and specialist working environments and resources.
- **Places which provide exceptional knowledge and support** – our schools are supported by a skilled and experienced central team which provides high quality school improvement and central support services.
- **Places which inspire and influence** – our schools are committed to collaborating with our local and national partners and communities to ensure that children and young people with SEND receive the education and opportunities they deserve.

As we enter the next phase of our development and build on our many successes, we want to embrace future challenges and opportunities. The Trust is on a continuing journey of expansion, growing from a Multi Academy Trust based on a single academy in 2013, to its position as the largest Special Trust in Oxfordshire. There are currently seven special academies in the Trust located throughout Oxfordshire, with an additional academy opening in 2026. The Trust also provides Outreach support and training, teacher training and short breaks provision. 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.



Bardwell School is a community special school providing education for children aged 2 to 19 years.

Students learn in class groups where teachers adapt lessons to meet individual needs, ensuring an inclusive and engaging learning environment for all.

The school offers a comprehensive, skills-based curriculum, detailed on its website. This curriculum is supported by thorough assessment processes that guide student learning. Bardwell School also has strong links with community partners, focusing on pathways to adulthood, further education, and employment opportunities.

A key facility at Bardwell School is its hydrotherapy pool. Pupils participate in weekly swimming lessons, while those with physical disabilities or physiotherapy requirements receive additional sessions as needed.

The dedicated team at Bardwell School includes:

- Class teachers and teaching assistants
- Lunchtime supervisors
- Reception, finance, and HR staff
- A site manager and cleaning team
- A pool manager and assistant
- An ICT technician
- A pastoral and safeguarding manager

Additionally, the school runs a highly regarded **Short Break** service, **Branch-Out**, led by the Short Breaks Lead and Deputy. This service, supported by a team of play workers, offers after-school clubs, youth clubs, and holiday programs.

Bardwell School thrives on strong partnerships. Parents play a crucial role, as the school values their insights and expertise about their children. The wider multi-professional team includes a **Special School Nurse, Speech and Language Therapist, Occupational Therapist, and Physiotherapist**. The school also hosts health clinics through its special school nurse provision.



JOB DESCRIPTION

Deputy Head Teacher

Responsible to: **Head Teacher, Bardwell School**

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 their 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, which supports their needs, 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.
- Work collaboratively with the senior team to monitor and develop the school's curriculum framework, approaches and recording systems; ensuring delivery of excellent provision, which fully meets students individual needs.
- The post is a fundamentally non-teaching post, but it is expected that the role will coach teachers, co-teach and model excellent teaching and learning.
- If required, 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 practices
- On-going assessment of pupils' work and abilities through comprehensive record keeping, based on the school's agreed format

- 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 positive behaviour management, including knowledge of a wide range of de-escalation strategies, which respond to student's needs and support their emotional regulation.

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 and direct line management of class teachers / class teams.

Strategic developments within the Raising Achievement Plan (RAP) and working collaboratively with the senior leadership team on a continuous journey of school development.

An understanding of leadership behaviours and the impact of these on school culture.
Alignment with our values-led approach.

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 policies; 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

- Deputy designated Safeguarding Lead

Staff Management, Development and Support

- Deliver training and lead staff meetings to include Inset days
- Line manage and coach staff in line with 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	<ul style="list-style-type: none"> • Qualified teacher • Qualified to work and teach in the UK 	<ul style="list-style-type: none"> • Further study and qualification in L&M/education
Experience	<ul style="list-style-type: none"> • Successful teaching experience • Planning for and teaching pupils with SEND, including writing IEPs and behaviour support plans • Knowledge of speech and Language therapy approaches in a Total Communication environment • 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 	<ul style="list-style-type: none"> • Experience of middle or senior leadership in a school • Experience of organising and coordinating the work of external agencies and professionals • Experience of supporting students with a wide range of medical needs.
Professional knowledge and skills	<ul style="list-style-type: none"> • Knowledge of effective and appropriate teaching and learning activities for pupils with SEND • Awareness of behavioural analysis tools and systems and the ability to use a range of de-escalation strategies in response to behaviours children are using to communicate their needs. • Awareness of current initiatives, issues and legislation • Knowledge of Safeguarding and Child Protection 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Excellent classroom practitioner • Ability to lead, motivate, support and delegate 	<ul style="list-style-type: none"> • Ability to lead INSET • Ability to contribute effectively to teams

	<ul style="list-style-type: none"> • 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 	
Personal Requirements	<ul style="list-style-type: none"> • 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 • Ability to combine routine, day to day tasks with working strategically • Positive, non-judgemental attitude 	
Professional Development	<ul style="list-style-type: none"> • Evidence of commitment to personal professional development • A balanced programme of relevant INSET 	<ul style="list-style-type: none"> • Team Teach trained • First aid trained • Knowledge of leadership styles and experience of using these to lead teams effectively.

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