




The **GALLERY TRUST**



A community of special schools

**Deputy Headteacher
L14 – L18
Iffley Academy**

**Candidate Information Pack
May 2025**

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 180 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, 2019 and 2024 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.

Yvette Fay
Head Teacher

Deputy Headteacher
Iffley Academy, Oxford
Full Time Permanent
Leadership Scale L14 – L18
Start Date: September 2025

Iffley Academy is seeking an inspirational and dynamic Deputy Headteacher to join our highly effective Senior Leadership Team and help shape the next exciting phase of our development. This is a rare opportunity for a passionate leader to play a pivotal role in one of Oxfordshire's most innovative and inclusive special schools.

As Deputy Headteacher, you will work closely with the Headteacher to drive forward the Academy's strategic vision, with a particular focus on safeguarding, personal development, and inclusive curriculum design. You will lead on key areas that impact directly on the lives of our pupils – many of whom have complex SEND, including cognition and learning needs, autism spectrum conditions (ASC), and social, emotional and mental health (SEMH) needs.

We're looking for a proven leader – someone who combines strong operational and strategic skills with a deep understanding of SEND and a passion for making a difference. You will be a skilled and compassionate practitioner, able to model excellence and support staff through coaching and mentoring. Your commitment to restorative approaches and inclusive education will be key to your success in this role.

This post also offers a unique opportunity to contribute to the wider development of The Gallery Trust, our growing multi-academy trust, and to collaborate with like-minded professionals across the MAT.

Key Leadership Responsibilities (initial focus):

- Designated Safeguarding Lead (DSL)
- Lead for Personal Development across the curriculum and wider school life
- Strategic lead for individualised and enhanced provision
- Curriculum leadership for Personal Development

You will work in close partnership with our Therapeutic Lead to ensure robust and effective safeguarding systems and practices. As a senior leader, your role will be integral to our multi-agency collaboration, championing the safety and wellbeing of every pupil.

This role will evolve to reflect your strengths and experience – we want your leadership to flourish in an environment where collaboration, creativity, and professional growth are valued.

The ideal candidate will:

- Bring senior leadership experience within a school setting
- Be a strong advocate for inclusive education and the rights of young people with SEND

- Have a proven track record in safeguarding and child protection
- Demonstrate deep knowledge of the SEND Code of Practice and EHC planning
- Be an outstanding teacher, committed to coaching and mentoring others
- Have experience or understanding of restorative practices in education
- Share our unwavering commitment to improving outcomes for all learners

Why join Iffley Academy?

At Iffley Academy, you'll be part of a vibrant, caring community where every member of staff is valued. You'll work in a school with a strong ethos of compassion, high expectations, and ambition for every pupil. With significant recent work on curriculum development and the opportunity to shape practice across the Trust, this is a fantastic time to join us.

If you're ready to inspire, lead and make a real impact — we would love to hear from you.

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 19th May 2025**

Interviews will be held: **21st and 22nd 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 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
- Artemis Academy, Faringdon (opening January 2027)
- Iffley Academy, Oxford
- Mabel Prichard School, Oxford
- Northern House Academy, Oxford
- Orion Academy, Oxford
- Springfield School, Witney

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 July 2024, 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 personal development 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.
- Focus on ensuring that the curriculum offers excellent personal development opportunities across each Gallery.
- 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 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
- Designated Safeguarding Lead

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	<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/NPQ etc.
Experience	<ul style="list-style-type: none"> • Experience of leadership and management in a school setting • Successful teaching experience • Planning for and teaching pupils with SEND, including writing Termly Outcome Plans (TOPs) and 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 personal development. • Significant pastoral experience • Experience of managing staff within an appraisal framework 	<ul style="list-style-type: none"> • Experience of organising and coordinating the work of external agencies and professionals • Experience of working with Restorative Approaches • Previous experience as a DSL
Professional knowledge and skills	<ul style="list-style-type: none"> • 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 	<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 	<ul style="list-style-type: none"> • Ability to lead INSET

	<ul style="list-style-type: none"> • Ability to lead, motivate, support and delegate • 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 	<ul style="list-style-type: none"> • Ability to contribute effectively to teams • Ability to collaborate online and use ICT to aid co constructive learning.
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 • Willing to combine routine, day to day tasks with working strategically 	
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

Your application should make clear how well you meet the above key criteria.

May 2025