

# The **GALLERY** TRUST

A community of special schools



**Bardwell School**  
Together We Thrive

## **Welfare and Personal Care Assistant Bardwell School**

Candidate Information Pack  
December 2025

Thank you for your interest in the post of Welfare and Personal Care Assistant at Bardwell School.

Bardwell School is a community special school for children aged 2 – 19 years with severe learning difficulties and profound and multiple learning difficulties. The school has 121 pupils on roll, following recent expansion of the school buildings.

We are passionate about students at Bardwell having their abilities recognised and celebrated, whilst receiving an excellent education. The staff team is committed to very high standards in relation to every aspect of our pupils' education. The school is values led, with every decision underpinned by its principles and values. These values include a positive reinforcement approach to behaviour management and a non-label led, individualised approach to planning and delivering learning for all students.

Bardwell 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.



*Jo McGill*  
*Head Teacher*



**Bardwell School**  
Together We Thrive

**Welfare and Personal Care Assistant  
Grade 5  
Actual Salary £11,568 - £11,881 per annum  
(FTE Salary £23500 - £24294 per annum)  
20 hours per week, 38 weeks per year, term time only  
Monday to Friday 10am – 2pm**

A Welfare and Personal Care Assistant role at Bardwell School is rewarding, exciting and challenging.

We have high aspirations and expectations for all our pupils and in turn this leads to high expectations of our staff. Welfare and Personal Care Assistants at Bardwell School aid the delivery of creative learning that motivates our pupils and supports them to achieve.

All aspects of the role and responsibilities are focused on having an impact on the children and young adults at our school.

If you share our passion for making a real difference to the lives of children and young people with special needs this could be a great role for you. Previous special school experience is not necessary, but it is essential you fully share our values, which can be found on our website.

**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
- 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
- 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 childcare vouchers
- 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
- Cycle to work Scheme
- Weekly opportunity to purchase from the Post 16 lunch bar (currently soup and scone)
- Tuck shop – run by Post 16 provision (The Lodge)

## **Facilities**

- Free car parking and cycle storage



**Bardwell School**  
Together We Thrive

## Application Process

To apply for this post, please email [Jobs@bardwellschool.co.uk](mailto:Jobs@bardwellschool.co.uk)

Please submit your application form by **the 12<sup>th</sup> January 2026 at 9.00am** to [Jobs@bardwellschool.co.uk](mailto:Jobs@bardwellschool.co.uk) or by post.

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 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.



Bardwell School is a community special school that caters for children aged 2 – 19 years.

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 skills-based 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 and its strong focus on pathways to adulthood, supports students onto further education and into employment.

Bardwell School benefits from a hydrotherapy pool that has recently been refurbished. Pupil's have termly blocks of weekly swimming lessons, and pupils with physically disabilities and/or physiotherapy programmes attend additional weekly sessions for movement swims as required.

The committed team at Bardwell School includes class teachers, teaching assistants, lunchtime supervisors, administrative staff, facilities manager and cleaning team, a pool manager and pool assistant, an ICT technician and Pastoral and Safeguarding manager.

The school is also commissioned to deliver a Short Break service, Branch-Out. This provision is highly regarded by parents and professionals and lead by the Short Breaks Lead and Short Breaks Deputy and has a team of play workers. Branch-Out provide after school clubs, youth clubs and holiday provision.

The school recognises its success is based on successful partnerships. Most importantly, the school works closely with parents and understands that families know their child best. The wider multi-professional team at Bardwell includes a Special School Nurse, Speech and Language Therapist, Occupational Therapist and Physiotherapist. The school also hosts health clinics through the special school nurse provision.





**Bardwell School**  
Together We Thrive

## **Welfare and Personal Care Assistant Job Description**

### **Introduction:**

This job description describes in general terms the normal duties which the postholder 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 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.

The job description will be reviewed at least annually, and any changes will be subject to consultation. The academy's grievance procedure will be used to resolve any disagreement arising out of the job description. Other relevant policies may be the Stress at work policy and Dignity at work policy.

### **Job Purpose**

To work within all departments at Mabel Prichard School and to assist in the personal care and management of the pupils.

### **Key Responsibilities:**

#### **Duties and Responsibilities**

- Establish rapport and respectful, trusting relationships with young people, acting as a role model, and setting high expectations.
- Promote inclusion and acceptance of all
- Assess the needs of young people and use detailed knowledge of personal care needs to support them
- Ensure safety, welfare, and personal hygiene. (Basic first aid to be included where appropriate)
- Promote self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance
- Work as part of a team assisting in the personal care and management of pupils with a disability and/or medical condition
- Liaise with professional staff in the care management of individual children/students
- Work with parents at a practical level in the management of toileting and in the use of equipment in the home
- Participate in residential experiences
- Attend to physical and personal hygiene needs including:

- Bathing and cleansing
  - Toileting pupils and helping them learn to use specialist equipment
  - Dressing and undressing
  - Feeding, where necessary and being aware of special techniques, which may be used (after training)
  - Moving and handling pupils (after training)
- Undertake minor tasks related to maintaining and enhancing the school environment.
  - Take a full and active part in the life of the school.
  - Undertake other duties as may be commensurate with the grade and nature of the post.

### **Support for the Organisation**

- Comply with and assist with the development of policies and procedures relating to safeguarding, health & safety, confidentiality, and data protection, reporting all concerns to an appropriate person
- Contribute to the overall work and ethos of the organisation
- Establish constructive relationships and communicate with other agencies / professionals, in liaison with staff, to support the achievement and progress of young people
- Contribute to the development of appropriate multi-agency approaches to supporting young people. Attend and participate in meetings as required
- Improve one's own practice through training, observation, evaluation, and discussion with colleagues. Recognise one's own strengths and areas of expertise and use these to support others
- Contribute to the identification and execution of appropriate out-of-school activities, which consolidate and extend the school activities.

### **Tasks Specific to the Role**

- To maintain and develop high standards of personal care under the direction of the senior leadership team within the school
- To assist with the supervision and feeding of pupils and students during the lunch time period
- To contribute to the overall development of the school and its young people by attending and contributing to staff meetings and training where appropriate.

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

## **Standards and quality assurance:**

- Support the aims and ethos of the academy
- Set a good example in terms of dress, punctuality and attendance
- Be proactive in matters relating to health and safety
- Participate positively in training and professional development
- Take part in Performance Management and appraisal
- To follow school and county guidelines for safe working practice to safeguard pupils and staff in schools, maintaining confidentiality and attending training as required. Including:
  - Reading and understanding Keeping Children Safe in Education (Part 1)
  - Following our Code of Conduct (see staff handbook)
  - Knowing and following our Child Protection/ Safeguarding Policy and procedures
  - Following procedures within our Whistleblowing Policy as appropriate.
- To be aware of and comply with Health and Safety legislation and policies of the school including;
  - Cooperate with health and safety requirements.
  - Report all defects on the maintenance forms and return them to the office.
  - Use, but not misuse things provided for your health, safety and welfare.
  - Assess the risk - do not undertake unsafe acts.
  - Inform Head of Establishment of any "Near-Misses".
  - Be familiar with the emergency action plans for fire, first aid, bomb, security and off site issues.
  - Raise health, and safety and environmental issues with pupils.



**Bardwell School**  
Together We Thrive

**Selection Criteria**  
**Welfare and Personal Care Assistant, Bardwell School**

	<b>Essential</b>	<b>Desirable</b>
Professional Qualifications	<ul style="list-style-type: none"> <li>Level 2 (GCSE or equivalent) in Maths and English or suitable equivalent experience</li> </ul>	
Experience		<ul style="list-style-type: none"> <li>Previous experience working in a school environment</li> <li>Previous experience working with SEN, ASD, SLD and PMLD.</li> </ul>
Professional Knowledge & Skills	<ul style="list-style-type: none"> <li>Understanding of child development and learning</li> <li>Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>Ability to work flexibly, throughout the whole school, meeting the needs of pupils in a range of contexts.</li> <li>The ability to communicate, both orally and in written form, with a range of parties including parents, teachers and classroom support assistants and para-medical staff.</li> <li>The ability to lift manually and with any hoist equipment provided (after training).</li> <li>The ability to feed and supervise young people (after training).</li> <li>Willingness to undertake First Aid training and to attend to the medical, first aid and personal needs of pupils.</li> <li>Desire to constantly improve own practice/knowledge through self-evaluation and learning from others.</li> <li>Ability to relate well to children and adults</li> <li>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</li> <li>A commitment to safeguarding and health and safety legislation</li> <li>A commitment to following all school policies</li> <li>A commitment to upholding the school's vision and values</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working with or caring for children of relevant age.</li> <li>First aid trained.</li> </ul>

	<ul style="list-style-type: none"><li>• Ability to turn up for work regularly and on time.</li></ul>	
Personal Skills and Qualities	<ul style="list-style-type: none"><li>• An understanding of or willingness to learn about the barriers to learning faced by students with complex needs</li></ul>	