

The **GALLERY** TRUST

A community of special schools



Springfield School

**Lead Practitioner for Inclusion and Pupil
Advocacy**

**Candidate Information Pack
June 2025**

Welcome

Thank you for your interest in the post of Interim Lead Practitioner for Inclusion and Pupil Advocacy at Springfield School.

Springfield School is a thriving community special school for children aged 2–16 with severe learning difficulties and profound and multiple learning difficulties. Currently, we support 115 pupils, providing them with an inclusive, high-quality education that celebrates their unique abilities and achievements.

At Springfield, 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.

We strongly believe in the benefits of integration and inclusion to all, and our Early Years and Primary classes are co-located with Madley Brook Community Primary School in a uniquely integrated and purpose-built site. Our Secondary classes are also located in a purpose-built building adjacent to the Wood Green Secondary School site. We work hard to promote inclusive activities with our partner schools and the wider community.

About The Gallery Trust

Springfield 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 seven academies, with plans to expand to 8 – 10 schools over the next five years.

As Lead Practitioner for Inclusion and Pupil Advocacy, you will collaborate closely with both the School and Trust Leadership Teams, benefitting from expert guidance in key areas such as strategic school improvement, safeguarding, SEND, and health and safety. This strong partnership will empower you to focus on what truly matters—delivering a safe, inclusive, and high-quality educational environment while leading meaningful improvements in SEND provision and outcomes.

Join Us

If you are an ambitious and passionate practitioner ready to make a meaningful impact at Springfield School, we would love to hear from you.

On behalf of the Board of Trustees, thank you again for your interest—we look forward to your application.



Chris Scrivener
Chair of Trustees



Kay Willett
Chief Executive Officer

Lead Practitioner for Inclusion and Pupil Advocacy

Springfield School is seeking to appoint a compassionate, skilled and driven Lead Practitioner for Inclusion and Pupil Advocacy to join our senior leadership team. This is a permanent position offering an exciting opportunity to influence whole-school practice, lead with integrity, and ensure our most vulnerable pupils are fully supported to thrive.

The successful candidate will take a lead role in ensuring pupils with medical needs, safeguarding concerns, and behavioural needs receive the highest standard of care, advocacy and support. Working closely with the Head Teacher and Trust colleagues, you will drive inclusive practice across the school and contribute meaningfully to the school's Self-Evaluation and Raising Achievement Plan.

This role is central to Springfield's ethos and vision and will suit a professional with a strong foundation in behaviour support, safeguarding and therapeutic practice, alongside excellent communication and leadership skills.

The successful candidate will:

- Be an experienced and knowledgeable practitioner with a strong understanding of behaviour as communication and the ability to develop regulation and support plans based on need.
- Hold DSL training and demonstrate practical safeguarding experience including managing concerns and liaising with multi-agency teams.
- Be trained in (or willing to train in) Team Teach, ideally to instructor level, and capable of modelling outstanding practice across the school.
- Have deep experience of working with children and young people with complex SEND, including SEMH and medical needs.
- Demonstrate commitment to inclusive education and pupil voice, acting as an advocate for learners and their families.
- Be confident in contributing to strategic planning, policy development, and school evaluation.
- Be passionate about building strong relationships with pupils, staff, and families, and nurturing a culture of safety, dignity and aspiration.
- Show the drive to make a measurable impact on pupil outcomes, wellbeing, and engagement in learning.

This role offers the opportunity to work within a forward-thinking, values-driven special school, and to contribute to the development of practice across The Gallery Trust. We are looking for a leader who will embody our commitment to inclusion and be a visible champion for the rights and potential of every pupil.

Benefits of working at Springfield 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 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 Wisdom, a 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

Facilities

- Free car parking and cycle storage

How to apply:

The closing date for the receipt of completed applications is **9am Monday 30 June 2025**.

Interviews are provisionally scheduled to take place on Thursday 3 July 2025

To apply for this post please an application form via the MyNewTerm portal.

If you have any issues or guidance on how to apply please email application@thegallerytrust.co.uk or call Megan Imber on 07944 901169.

If you wish to send your application by post please telephone Megan Imber for more information.

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, 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.



Springfield School is a special school for children aged 3 to 16 with Severe, Profound, and Complex Learning Difficulties.

We are committed to creating opportunities for both pupils and staff to achieve their individual goals. Working closely with parents, carers, and other professionals is essential to us, ensuring a strong support network and the sharing of good practice. We are passionate about making learning vivid, real, and an enjoyable, challenging experience. By focusing on each pupil's individual needs and building on what they already know, we help develop skills that are essential for adult life.

At Springfield, we place a strong emphasis on communication, personal development, and social skills, recognising them as fundamental to success in all areas of learning. Our Positive Behaviour Support ethos underpins everything we do. We highly value the time dedicated to understanding each pupil's needs and developing strategies that promote engagement and enhance quality of life. We continue to refine our Progression of Skills documents to celebrate the achievements and meet the diverse range of needs and abilities across our school.

We believe strongly in the benefits of integration and inclusion. Our Early Years and Primary classes are co-located with Madley Brook Primary School on a uniquely integrated, purpose-built site. Our secondary pupils also enjoy a purpose-built building located alongside the Wood Green Secondary School campus.

Springfield was rated Good in its most recent Ofsted inspection in November 2024. We are proud to be part of The Gallery Trust, a Special Needs Multi Academy Trust dedicated to improving outcomes for SEND learners across Oxfordshire. The Trust has a national reputation for excellence and plays a key role in shaping SEND strategy within the county.

Job Description

Job Title:	Lead Practitioner for Inclusion and Pupil Advocacy
Responsible to:	Head Teacher
Salary:	Green Book G13 (39 – 42), 37 hours a week, 52 weeks

Purpose of the role

To lead the inclusive support and advocacy for pupils with medical needs, safeguarding concerns, and behavioural challenges. The postholder will ensure high-quality provision that upholds the rights, dignity and wellbeing of all learners, supporting their access to education and personal development through a safe, nurturing, and responsive school environment.

The postholder will be a member of the senior leadership team and will contribute to the development of the school's Self-Evaluation Form (SEF) and Raising Achievement Plan (RAP), supporting whole-school improvement and strategic planning.

Core Responsibilities

Safeguarding and Child Protection

- Serve as the Deputy Designated Safeguarding Lead (DSL), supporting the school's safeguarding strategy and procedures.
- Coordinate timely referrals and interventions in response to safeguarding concerns
- Deliver safeguarding training for all staff in line with KCSIE and school policy.
- Maintain up-to-date safeguarding records and oversee the implementation of safeguarding plans.

Inclusive Medical Support

- Ensure pupils with medical needs are supported through well-structured and regularly reviewed Individual Healthcare Plans (IHPs).
- Liaise with families and medical professionals to provide safe, responsive care in school settings.
- Ensure safe systems for medication administration and emergency protocols are in place and understood by staff.
- Champion pupils' rights to fully access education and activities regardless of their medical needs.

Behavioural Inclusion and Support

- Promote and embed trauma-informed, therapeutic and restorative approaches to behaviour support.
- Support the development and implementation of personalised behaviour plans.
- Monitor behaviour incidents and trends, using data to inform targeted interventions.
- Model calm, inclusive approaches that promote emotional regulation and positive relationships.
- Serve as the school's lead practitioner for Team Teach, modelling outstanding de-escalation and physical intervention practice.
- Demonstrate a strong understanding of the functions of behaviour and use this insight to inform individualised support strategies.
- Lead the development and implementation of regulation profiles that support pupils in recognising and managing their emotional states.

Operational Management of School and Staff

- Support the day-to-day running of the school in collaboration with the senior leadership team.
- Contribute to the organisation of timetables, duties, supervision schedules and emergency response planning.
- Assist with the coordination and quality assurance of support staff roles across medical, behaviour, and safeguarding functions.
- Support the induction, mentoring, and ongoing development of new and existing staff
- Contribute to staff appraisal processes where relevant, offering professional feedback and coaching
- Ensure that all record-keeping, reporting and information systems related to inclusion are robust, GDPR-compliant and well-maintained.
- Support the implementation of school policies and lead by example in professional standards, communication and team collaboration
- Support staff through coaching and mentoring to embed consistent, safe and respectful behaviour management strategies across the school.

Advocacy and Engagement

- Act as a voice and advocate for vulnerable pupils, ensuring their views and rights are heard in planning and decision-making.
- Build and maintain positive relationships with families, offering guidance and liaising with external agencies when needed.
- Work collaboratively with professionals involved in Early Help, CAMHS, SEND and social care services.
- Attend and contribute to reviews, case conferences and inter-agency panels.

Staff Support and Development

- Support, mentor and supervise staff involved in medical, behavioural or safeguarding provision

- Deliver or coordinate training to build staff confidence and capacity around inclusion, pupil voice, and wellbeing.
- Contribute to a whole-school ethos of care, empathy and high expectations.

Standards and quality assurance

- Provide specialist advice and guidance as required
- Support the aims and ethos of the school and the Trust
- Set a good example in terms of dress, punctuality and attendance
- Attend team and staff meetings
- Be proactive in matters relating to health and safety and Safeguarding
- Participate positively in training and professional development
- Take part in support staff appraisal process

General Responsibilities

- Follow Trust policies and procedures, with particular attention to health and safety, safeguarding, Prevent, risk management, equality and diversity, quality, values and behaviours.
- Attend training as necessary and update your own CPD (continuous professional development) and record and complete within timescales all mandatory training courses.
- Perform other duties as may be required by the Head Teacher
- Work effectively with Trust leaders, managers and staff to achieve the objectives of the post, fostering a culture of openness, transparency and a solution focused approach.
- Keep up to date with changes in legislation so the Trust maintains its legal requirement and high standards and expectations in all that it does.
- Comply with Trust policies and procedures on safeguarding and child protection and ensure site teams have received appropriate training in this area.
- Remain aware of changes to statutory requirements and policies affecting area of work
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the development and implementation of the overall ethos and aims of the Trust
- Develop constructive relationships and communicate with other agencies and professionals
- Be aware of and comply with the Trust's policies and procedures
- Taking appropriate 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.
- The jobholder is expected to observe their obligations in accordance with the Trust's Safeguarding Policy, and to report any concerns that they may have regarding a child or young person's welfare to the appropriate person.
- The jobholder is expected to comply with the provisions of the General Data Protection Regulation. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and

security observed. Information must not be disclosed to any person or Authority without observing the correct procedure for disclosure as set out in the Trust's GDPR Policy.

This job description is subject to annual review.

The Gallery Trust is committed to safeguarding and promoting the welfare of children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS). 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, satisfactory references, health clearance and NCTL and police clearance (where appropriate).

The Lead Practitioner for Inclusion and Pupil Advocacy works for Springfield School based in Witney. However, the Trust reserves the right to deploy staff to different locations depending on the needs of the overall Trust.

Person Specification Lead Practitioner for Inclusion and Pupil Advocacy

Key Criteria	Essential	Desirable
Professional Qualifications	<ul style="list-style-type: none"> - Qualified to work in the UK 	<ul style="list-style-type: none"> - Further study and qualification in SEND
Experience	<ul style="list-style-type: none"> - Significant experience of working in a role involving safeguarding, behaviour support, or medical needs within a school or children's service setting. - DSL trained, with practical experience of leading or co-leading on safeguarding matters, including referrals, case management, and multi-agency working. - Strong understanding of the functions of behaviour and experience in developing and reviewing regulation or behaviour support plans. - Proven experience working with pupils with behavioural, medical, or complex needs, particularly within a special or inclusive educational context. - Excellent communication, organisation, and teamwork skills, with the ability to influence and support colleagues at all levels. - Demonstrable understanding of inclusive education, safeguarding legislation, SEND Code of Practice, and medical needs policy in schools. - Experience of line management, supervision, or mentoring of support staff or teams. 	<ul style="list-style-type: none"> - Qualification or training in therapeutic approaches (e.g. trauma-informed practice, mental health support). - Relevant professional qualification in education, healthcare, or child development (e.g. QTS, nursing, youth work, social work). - Experience contributing to a school's SEF or Raising Achievement Plan. - Experience in a leadership or senior practitioner role within a specialist setting.
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 - 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 SEND practitioner - 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"> - Experience delivering CPD or training to staff across a school setting.

<p>Personal Requirements</p>	<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 	
<p>Professional Development</p>	<ul style="list-style-type: none"> - Evidence of commitment to personal professional development - A balanced programme of relevant professional development 	<ul style="list-style-type: none"> - Team Teach trained, ideally to instructor level, with the ability to model and coach safe, effective behaviour support strategies - 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.