



The **GALLERY TRUST**



A community of special schools

**Consultant Executive Head  
Teacher  
Orion Academy  
Candidate Information Pack  
July 2026**

Welcome! Thank you for your interest in becoming Consultant Executive Head Teacher at Orion Academy.

This is a unique opportunity for an experienced, talented, and inspirational senior leader who is passionate and committed to working with children and young people with SEND to join a thriving and successful Special Multi Academy Trust, the largest in Oxfordshire. The Trust is continuing to grow, with two free special schools in the pre-opening stage, and we are now looking for a Consultant Head Teacher to join us in this next stage of our development.

Orion Academy currently offers places to 74 students, and the roll of the school will rise steadily over the next two years to cater for 108 students, aged from 10 to 18 years. Students attend from throughout the county, and transfer from our SEND feeder school, Northern House Academy, and from mainstream primary and secondary schools. Our facilities offer a wide range of exciting curriculum and vocational opportunities to learners, and a fantastic working environment.

All students who attend Orion Academy have an Education, Health and Care Plan, which describes their special needs. The Academy provides education for students with a range of Special Educational Needs and Disabilities, including Autistic Spectrum Disorder, Social, Emotional and Mental Health Needs and Cognition and Learning Needs.

Students are taught through a differentiated and bespoke curriculum designed to enhance their personal and social development and academic achievement. We have a strong intent to ensure our students leave with the personal characteristics to thrive in their communities. Classes are taught in a way that allows for innovation and creative approaches to teaching and learning. The Academy provides a range of support for our students through our Academy Community Learning Team, which consists of youth workers, therapeutic and pastoral workers.

As our Consultant Executive Head Teacher, you will have the opportunity to drive forward our ambitious plans for school improvement at Orion Academy, transforming the lives of our pupils and adding further impact to our inspiring culture and environment. You will provide strong and committed leadership ensuring a journey of rapid improvement and continuous development. You will equally ensure that curriculum innovation, workforce development and a culture of high expectation continues to evolve to deliver sustainable positive change.

As the role develops, you will then extend your influence, skills, and expertise as a system leader across other schools within the Trust, working with school leaders to help bring out the best in every student. Our dedicated team is relentlessly committed to having a transformative impact on the lives of our learners, achieving this through a challenging, tailored, wider curriculum, and fostering enjoyment in learning for life.

We're looking for a Consultant Executive Head Teacher who is passionate about special educational needs and disabilities, has the highest expectations and care for diverse groups of learners, and a capacity to inspire those around them. Naturally, you will be driven by a strong moral purpose to strive for excellence and outstanding outcomes for students with SEND. You will be dedicated to the promotion of the Trust's vision and values and will use these as your guiding principles in your actions and decision making.

On behalf of the Board of Trustees, thank you again for your interest in the role and we look forward to hearing from you.



*Chris Scrivener*  
*Chair of Trustees*



*Kay Willett*  
*Chief Executive Officer*



**Consultant Executive Head Teacher**  
**Orion Academy**  
**Leadership Scale: L23 - L30**  
**Contract Type: Full Time, Fixed Term 2 Year Contract**

This role requires an exceptional leader able to lead both their school and actively contribute to and influence the wider systems within the Trust. You will inspire exemplary education, develop extraordinary people and create communities where everyone flourishes.

Working collaboratively with the Trust and your school leadership team, you will lead with integrity, courage and compassion to ensure every decision improves outcomes for children and young people with SEND.

You will create an inclusive culture where pupils, families and colleagues thrive, securing outstanding educational outcomes through excellent teaching, strong relationships and continuous improvement.

As a member of the Trust's senior leadership community, you will contribute beyond your own school, sharing expertise and helping shape the future direction of specialist education across the Trust.

**How to apply**

Applications should be submitted via the MyNewTerm link and application form.

Please review the details contained in the job description and selection criteria to prepare your application, as our interview shortlisting process will be based on how closely you demonstrate your skills, knowledge and experience match to the essential criteria. Note, we do not accept CVs.

**The deadline for applications is Friday 10 July at 12pm and interviews will be held on Wednesday, 15 July 2026.**

Please ensure you detail any gaps in employment and if you are shortlisted, we will take up written references before your interview so please provide permission for this and 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.

We want everyone to feel welcome and supported throughout our recruitment process. If you have any additional needs regarding your application or interview, please let us know. We are very happy to talk with you about what would help you feel comfortable and to perform at your best.

The Gallery Trust is strongly committed to safeguarding and promoting the welfare of children and young people. The successful applicant will be required to obtain an Enhanced Certificate of Disclosure from the Disclosure & Barring Service and go through a range of other Safer Recruitment checks.

As this post involves working with children, vulnerable adults or dealing with sensitive information, written references will be taken up and made available to interviewers before the final selection.

## **JOB DESCRIPTION**

### **Consultant Executive Head Teacher, Orion Academy**

**Responsible to:** Chief Executive Officer, The Gallery Trust

#### **Primary Role Purpose:**

To lead Orion Academy to deliver a high quality, inclusive educational experience for every student in response to their needs and potential, create a collaborative and supportive workplace that develops high calibre colleagues and enables communities in which everyone can flourish.

Work collaboratively with the Trust Executive Teams to support strategic oversight and development of the Academy, and enable the effective operational management of the school informed by a shared ethos and values.

#### **Responsibilities**

##### **General**

- To work collaboratively with the Trust Executive Teams, Education Director and school leadership to support strategic oversight and development, and the operational management of the school
- To be responsible for the day to day running of the school in line with the ethos and school values
- To be accountable for the progress and achievement of students and the quality of learning and teaching in the school
- To work in partnership with the Chief Executive Officer and the Trust Executive Teams to implement the agreed policies and practices of the Gallery Trust
- To ensure a secure and safe learning environment that promotes the welfare of students and staff, where safeguarding is embedded in all areas, and where all statutory and Trust policies and practices are adhered to
- To fulfil all the professional duties as laid out in the School Teachers Pay and Conditions documents and the National Standards of Excellence for Head Teachers.

##### **Developing the organisation**

- Lead dynamic strategic improvement planning that is data informed, collectively owned and is continuously evaluated to ensure positive impact
- Create an inclusive school where diversity and inclusion is celebrated and every child, family and colleague feels welcomed, respected and valued.
- Foster a learning culture built upon trust, kindness, compassion and high expectations and where appropriate risk taking creates learning opportunities.
- Model restorative approaches and relational leadership.

- Translate the vision and values into agreed objectives, ensuring all activities promote sustained improvement in line with relevant intervention requirements and agreed measures
- Deploy staffing and financial resources effectively
- Actively engage with other schools and professional “experts at hand”, both within and outside the trust to both develop and share best practice and expertise

### **Leadership and management**

- Develop future leaders through coaching and professional development and create expectation of continuous professional learning.
- Empower colleagues through distributed leadership and line management accountability.
- Develop and maintain a culture of psychological safety, high expectations and aspiration.
- Celebrating colleague achievements, actively manage performance when needed and expect the same of all line managers
- Maintain effective strategies and procedures for staff induction, professional development and appraisal
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, including clear delegation of tasks and responsibilities
- Participate in arrangements and self-reflect on own performance, personal contribution to school achievements and feedback from others to recognise strengths and areas for development
- Have regard for the well-being of themselves and others, managing workload to promote a healthy work-life balance and encouraging responsibility in others to do likewise.

### **Teaching & Learning**

- Champion ambitious teaching and learning for every learner.
- Ensure an inclusive curriculum prepares pupils for adulthood.
- Drive a consistent, rigorous and continuous school wide focus on student achievement in line with aspirations of the Trust and requirements of external stakeholders as required
- Critically analyse and use data to inform strategic planning, resource management, and strategies for improvement
- Develop and embed strategies and practice which achieve standards of behaviour and attendance in line with school expectations and targets
- Lead the development and implementation of an appropriate, innovative curriculum which takes account of the needs and aspirations of all students, including the acquisition of relevant qualifications, skills for independence and social and emotional development
- Implement and monitor appropriate and effective assessment frameworks

## **Collaboration & Change**

- Work outside and across the Trust to share expertise and develop relationships and expert reputation
- Contribute to Trust-wide improvement strategies.
- Support colleagues beyond their own academy
- Lead change with confidence and empathy.
- Develop partnerships locally, regionally and nationally.
- Promote specialist education and inclusion.

## **General**

- Uphold the Nolan Principles of Public Life.
- Comply with statutory responsibilities.
- Promote safeguarding and child protection.
- Promote equality, diversity and inclusion.
- Maintain the highest professional standards.
- Undertake other responsibilities appropriate to the role.

The range of responsibilities listed above is not exhaustive and is subject to change at the direction of the CEO. The CEO 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.

**SELECTION CRITERIA**  
**Consultant Executive Head Teacher, Orion Academy**

| <b>Qualifications and training</b>   |           |           |
|--|-----------|-----------|
|  | Essential | Desirable |
| Qualified Teacher Status (QTS)   | <b>x</b>  |           |
| Qualified to Degree level  | <b>x</b>  |           |
| Evidence of leadership development   |           |           |
| Completion or studying towards a national professional qualification in working with students with SEND e.g. NPQ or NPQH.              |           | <b>x</b>  |
| Master's qualification (or equivalent) in Education Leadership   |           | <b>x</b>  |
| Executive leadership programmes  |           | <b>x</b>  |
| <b>Experience</b>  |           |           |
| Successful leadership and management at a senior level in education  | <b>x</b>  |           |
| Experience of having led, at senior level, significant changes or improvements with a proven record of improving educational outcomes. | <b>x</b>  |           |
| Leading whole-school improvement.  | <b>x</b>  |           |
| Leading safeguarding.  | <b>x</b>  |           |
| Developing high-performing teams.  | <b>x</b>  |           |
| Managing budgets and resources.  | <b>x</b>  |           |
| Working effectively with governors/trustees.   | <b>x</b>  |           |
| Experience of leading change.  | <b>x</b>  |           |
| Executive or system leadership experience.   | <b>x</b>  |           |
| Leadership within a Multi Academy Trust.   | <b>x</b>  |           |
| Experience in specialist or inclusive education.   | <b>x</b>  |           |
| Leading schools through inspection.  | <b>x</b>  |           |
| Cross-phase leadership experience.   | <b>x</b>  |           |
| <b>Knowledge</b>   |           |           |
| SEND legislation and inclusive practice.   | <b>x</b>  |           |
| Monitoring, evaluating and improving the quality of education  | <b>x</b>  |           |
| School improvement methodologies.  | <b>x</b>  |           |
| Safeguarding.  | <b>x</b>  |           |
| Leadership of quality of education.  | <b>x</b>  |           |
| Workforce development.   | <b>x</b>  |           |
| Financial and organisational management.   | <b>x</b>  |           |
| <b>Skills</b>  |           |           |
| Strategic leadership.  | <b>x</b>  |           |
| Inspirational communication.   | <b>x</b>  |           |
| Track record of establish positive working relationships   | <b>x</b>  |           |
| Coaching and mentoring.  | <b>x</b>  |           |
| Data-informed decision making.   | <b>x</b>  |           |
| Financial management.  | <b>x</b>  |           |
| Problem solving.   | <b>x</b>  |           |
| Negotiation and influence.   | <b>x</b>  |           |
| Organisational leadership.   | <b>x</b>  |           |
| Change management.   | <b>x</b>  |           |

## About The Gallery Trust

The Gallery Trust is a Special Multi Academy Trust which is dedicated to improving outcomes for SEND learners in Oxfordshire. We exist to ensure that every child and young person feels safe, valued, and supported to achieve their potential. Across all our schools and services, we combine high expectations with deep care, specialist expertise, and strong relationships to create environments where pupils can thrive academically, socially, and Emotionally.

The Gallery Trust has a strong local and national reputation for specialist SEND provision.

Currently, the Trust is made up of:

- Seven schools spanning all aspects of SEND
- One free school in pre-opening phase (Artemis Academy)
- A Trust-wide Outreach Service
- Short Breaks (clubs and holiday provision)

Together, we support:

- Over 780 students across primary, secondary, and sixth-form provision
- 450+ staff across teachers, therapists, support staff, leaders, and central services colleagues

### Our Values

At The Gallery Trust, our values - Belong, Believe, Embrace, Achieve - shape who we are and how we work. They guide our decisions, our relationships, and our ambition for every child, every family, and every colleague.

- **Belong**

We aim to create communities where every individual feels safe, known, and genuinely valued. Belonging is the foundation of our work and is reflected in calm, nurturing environments where pupils and adults feel connected, respected, and confident to be themselves. We believe that when children and young people, families, and staff truly feel they belong, they are empowered to engage, grow, and flourish.

- **Believe**

We believe in the potential of every child and every adult. Our belief drives high expectations, inclusive practice, and a relentless commitment to equity and opportunity. We believe in specialist expertise, in evidence-informed practice, and in the power of strong relationships to remove barriers to learning and developing. Above all, we believe that with the right support, encouragement, and ambition, every learner and colleague can succeed.

- **Embrace**

We embrace difference, complexity, and individuality. Embrace means recognising each child, family, and colleague for who they are, valuing diverse experiences, perspectives, and ways of being. We embrace collaboration with families, communities, and partners, knowing that the best outcomes are achieved when we work together. We also embrace learning, reflection, and change, continually refining our practice to meet the evolving needs of the children and young people we serve, and those we work alongside.

- **Achieve**

We are committed to enabling meaningful achievement for all our pupils and colleagues. Achievement at The Gallery Trust is broad, ambitious, and personal. It encompasses academic learning, wellbeing, independence, confidence, and preparation for adulthood. Through high-quality teaching, tailored provision, and continuous improvement, we ensure every pupil makes progress and experiences a rich, engaging education that focuses on what truly matters.

## **Benefits of working at The Gallery Trust**

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

### **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
- Free eye tests and a contribution towards glasses for DSE use
- Salary sacrifice schemes, including cycle to work
- Free onsite parking
- Cycle to work Scheme

### **Wellbeing**

- 24/7 access to a free Employee Assistance Programme to provide confidential advice and guidance including private external counselling free of charge
- 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
- Regular staff surveys to gain feedback on wellbeing and to drive improvements