

The **GALLERY TRUST**

A community of special schools



Northern House
Academy

**Engagement and Provision Lead
Northern House Academy
Candidate Information Pack
Sept 2026**



Northern House Academy is a special school for primary age children who have been identified as having Social, Emotional and Mental Health difficulties. We currently have 91 children on roll and all our pupils have an Education, Health and Care Plan (EHCP).

We are passionate about children at Northern House having their abilities recognised and celebrated, whilst receiving an excellent education. The whole staff team is committed to very high standards both professionally and in relation to every aspect of our pupils' education.

The school is currently seeking an inspirational and dynamic Engagement and Provision Lead to join our team and contribute to our commitment to delivering exceptional outcomes for every pupil.

Northern House Academy is proud to be part of The Gallery Trust, a community of specialist schools dedicated to improving outcomes for children and young people with SEND across Oxfordshire. Together, we believe that exceptional relationships drive engagement and achievement, innovation drives learning, and specialist expertise enables every child to thrive both in school and beyond. Through collaboration across our schools, we share expertise, develop outstanding practice and create opportunities that positively change the lives of the children and families we serve.

On behalf of the school, thank you again for your interest and we look forward to hearing from you.

Jacob Jeffries
Co-Headteacher

Bex Holmes
Co-Headteacher



Engagement and Provision Lead

Grade 10

Actual Annual Salary: £32,694 to £34,881

(FTE Salary: £38,221.00 to £40,778)

37 hours per week, 38 weeks per year

Location of role: Northern House Academy

Starting 1st September 2026

Northern House Academy is seeking a dedicated and enthusiastic Engagement and Provision Lead to join our Extended Leadership Team. Reporting to, and working alongside, the Assistant Headteachers (Pastoral and SEND), the successful candidate will play a key role in leading identified aspects of the academy's engagement and pastoral provision.

Working collaboratively with Gallery Leads, teaching staff, families and external professionals, you will coordinate bespoke pupil pathways, oversee targeted interventions, support admissions and transitions, and lead identified operational systems that promote pupil engagement, behaviour, attendance and wellbeing. You will provide guidance and support to colleagues, ensuring restorative and relational approaches are implemented consistently across the academy.

As part of the Extended Leadership Team, you will contribute to the implementation of whole-school priorities, supporting the delivery of the Raising Achievement Plan and translating strategic priorities into effective day-to-day practice. Through the effective use of behaviour, attendance and engagement data, you will identify emerging needs, evaluate the impact of provision and contribute to continuous school improvement.

The role is underpinned by our core values of happiness, high expectations, nurture, consistency, understanding and positivity.

Who this role suits

The Engagement and Provision Lead role is ideal for someone who:

- Has experience leading or coordinating pastoral, therapeutic or engagement provision within an educational setting.
- Is confident supporting colleagues to deliver consistent, high-quality pastoral practice.
- Has experience working with children and young people with SEMH.
- Is skilled in building positive relationships with pupils, families and external professionals.
- Is organised, proactive and confident managing multiple priorities and operational systems.

- Is able to use behaviour, attendance and engagement information to identify need and evaluate impact.
- Is committed to restorative, relational and trauma-informed practice.
- Is adaptable, resilient and motivated by improving outcomes for children and young people.
- Values reflective practice and is committed to continuous professional development.

What success looks like in this role

At Northern House Academy, success is defined through being values-led and through relationships, consistency and impact. In this role, you will:

- Lead identified aspects of engagement and pastoral provision with consistency and professionalism.
- Support colleagues to deliver high-quality, relational and restorative practice.
- Ensure pupils receive timely, responsive support that enables them to engage positively with learning.
- Coordinate effective interventions and bespoke pathways that remove barriers to learning.
- Develop positive, trusting relationships with pupils, families and external professionals.
- Use behaviour, attendance and engagement data to monitor impact and inform next steps.
- Contribute to a consistent and joined-up approach across the academy.
- Champion high expectations, nurture and inclusion in all aspects of your work.
- Engage in reflective practice and supervision to continually develop your leadership and practice.
- Contribute to positive outcomes for pupils, including improved engagement, attendance, wellbeing and readiness to learn.

In return for your energy and enthusiasm, we offer the opportunity to work within a successful, growing and secure public sector organisation, supported by a well-resourced and highly committed team.

Our benefits package includes access to high-quality continuing professional development (CPD), membership of the Local Government Pension Scheme, regular reflective supervision on a one to one and group basis.

This post is subject to satisfactory references which will be requested prior to interview, an Enhanced DBS check, health check, evidence of qualifications and verification of the right to work in the UK.

Benefits of working at Northern House Academy, part of The Gallery Trust

Career Progression

- Be a key member of a friendly and supportive staff team who are dedicated to achieving the best for every one of our pupils
- Participate in high quality professional development opportunities which are tailored to your needs and to your career aspirations
- 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 LGPS pension linked to salary life assurance
- Contribution towards glasses and eye tests for DSE use
- Salary sacrifice schemes, including childcare vouchers and cycle to work

Wellbeing

- 24/7 access to a free Employee Assistance Programme to provide confidential advice and guidance
- 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
- The opportunity to join colleagues for social events
- Family friendly policies, which promote your wellbeing
- The opportunity to work in a new, purpose-built school building, which offers an exciting environment in which to teach and learn
- Free car parking and cycle storage
- Half termly reflective supervision on a one to one and group basis

Application Process

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

Application deadline: Sunday 12th July at Midday

Interviews will be held: Wednesday 15th July

If you would like to enquire about the post please make contact with the school on office@northernhouseacademy.co.uk

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 Headteacher. If you have

previously worked in a school, your referees must include your most recent Headteacher.

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 7 special academies in the Trust located throughout Oxfordshire, with a further academy scheduled to open in 2027. 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.

Engagement and Provision Lead

Job description

Introduction

This job description describes in general terms the normal duties which the post-holder 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 duties and responsibilities shown below will be under the reasonable direction of the Assistant Headteachers. The Assistant Headteachers 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 Trust's grievance procedure will be used to resolve any disagreement arising out of the job description.

Role Purpose

- To lead identified aspects of the academy's engagement and pastoral provision, ensuring a consistent, relational and restorative approach across the school.
- To coordinate bespoke pupil pathways, targeted interventions and operational systems that promote engagement, attendance, wellbeing and positive behaviour.
- To support the implementation and quality assurance of pastoral systems, ensuring provision is responsive, consistent and focused on achieving positive outcomes for pupils.
- To work collaboratively with the Senior Leadership Team, Gallery Leads, families and external professionals to deliver a joined-up approach to meeting pupils' individual needs.
- To monitor the impact of engagement and pastoral provision, using behaviour, attendance and intervention data to inform practice and contribute to continuous school improvement.

Key Tasks

- Lead and quality assure identified aspects of engagement and pastoral provision, including oversight of the designated Gallery and breakout provision, supporting Gallery Leads to deliver consistent, relational and restorative practice.
- Lead identified engagement and provision systems, including breakout provision, ensuring pupils receive timely support that promotes emotional regulation, successful reintegration and sustained engagement with learning.
- Work collaboratively and constructively with professionals and stakeholders to gain best outcomes for pupils

- Coordinate and oversee provision for pupils requiring targeted support, ensuring barriers to learning are identified and addressed through appropriate interventions and bespoke support.
- Champion restorative and relational practice across the academy, modelling effective Team Teach approaches and supporting colleagues to implement consistent behaviour support strategies.
- Have a flexible and creative attitude including the ability and confidence to lead whole class teaching, if required due to the needs of the school
- Attend and contribute to internal and external meetings, representing the school in a professional manner and taking minutes
- Observe Northern House Academy's Safeguarding Policy and other policies to ensure compliance with school and statutory procedures
- To contribute to the overall development of the academy, in particular through activities related to the Raising Achievement Plan
- To be responsible for key working specific children, supporting their education, liaising with parents/carers and being a point of contact for external professionals.
- Lead Behaviour and Attendance meetings, using behaviour, attendance and engagement data to coordinate, evaluate and review targeted interventions, reporting on impact and contributing to future planning.
- Coordinate operational pastoral provision across the academy.
- Support the Assistant Headteachers with implementation of the personal development strategy.
- Work collaboratively with the Assistant Headteachers, families, professionals and external agencies to ensure engagement strategies align with safeguarding, SEND provision, EHCP outcomes and personal development priorities.
- Provide operational leadership for pupil engagement, behaviour and attendance systems.
- Prepare, maintain and quality assure pastoral documentation and systems, including Positive Support Plans (PSPs), Risk Assessments (RAs) and Risk and Resilience (R&R) documentation, ensuring compliance and consistency across the academy.
- Coordinate post-admission processes, pupil transitions and transport arrangements to support safe, consistent and successful engagement with school.

Standards and Quality Assurance

- Work in line with safeguarding policies, procedures and statutory guidance at all times
- Maintain high standards of confidentiality, professionalism and data protection in all aspects of the role
- Ensure all records and case notes are accurate, timely and securely maintained
- Contribute to regular case reviews, reflective supervision and professional development sessions
- Work within agreed frameworks for Early Help, safeguarding thresholds and multi-agency working
- Demonstrate a commitment to reflective practice and continuous improvement
- Ensure all practice is relational and strengths-based

Specific Responsibilities

- Lead the operational oversight of the designated Gallery and breakout provision.
- Coordinate the academy's engagement and provision systems, ensuring consistent implementation across the school.
- Lead Behaviour and Attendance meetings and monitor the impact of agreed actions.
- Coordinate bespoke pupil pathways, targeted interventions and reintegration plans.
- Oversee post-admission processes, pupil transitions and transport arrangements.
- Quality assure pastoral systems and documentation, including Positive Support Plans (PSPs), Risk Assessments (RAs) and Risk and Resilience (R&R) documentation.
- Support Gallery Leads to implement consistent restorative and relational practice.
- Monitor and analyse behaviour, attendance, engagement and intervention data, reporting findings to the Senior Leadership Team.
- Contribute to the implementation of the Raising Achievement Plan and wider school improvement priorities.

General Responsibilities

- Contribute to the development and culture of Northern House Academy as a new and growing provision
- Work collaboratively as part of a multidisciplinary team within the school
- Participate in regular supervision, training and professional development
- Undertake any other reasonable duties consistent with the nature and level of the role

Selection Criteria

Engagement and Provision Lead

Essential	Desirable
Qualifications and Professional Registration	
<ul style="list-style-type: none"> ● Level 3 qualification (or equivalent) in Education, Youth Work, Social Care, Psychology, Therapeutic Practice or a related field. ● Evidence of ongoing professional development relevant to pastoral support, behaviour, or SEND ● Knowledge of relevant policies and legislation ● Commitment to undertaking further training relevant to the role 	<ul style="list-style-type: none"> ● Level 4 qualification (or above) in Education, SEND, Youth Work, Social Care, Psychology or a related discipline
Experience	
<ul style="list-style-type: none"> ● Experience of working directly with children, young people and/or families in a supportive, pastoral, educational or social care setting ● Experience leading or coordinating pastoral, behaviour or engagement provision. ● Experience of working as part of a multidisciplinary team, sharing information appropriately and contributing to coordinated support ● Experience of communicating effectively with a range of stakeholders, including families and external professionals ● Experience planning, coordinating and evaluating targeted interventions. ● Experience using relational, restorative and therapeutic approaches. ● Experience supporting colleagues to implement consistent practice. ● Experience analysing behaviour, attendance or pastoral data to inform decision-making. ● Experience working collaboratively with parents, carers and external professionals. 	<ul style="list-style-type: none"> ● Experience line managing or coaching colleagues. ● Experience leading meetings. ● Experience coordinating bespoke pathways or alternative provision. ● Experience quality assuring pastoral systems. ● Experience working within an SEMH special school.

Professional knowledge and skills	
<ul style="list-style-type: none"> ● Strong understanding of SEMH, child development, behaviour childhood experiences (ACEs) ● Strong understanding of safeguarding responsibilities. ● Excellent knowledge of relational, restorative and trauma-informed practice. ● Ability to coordinate interventions and evaluate impact. ● Ability to analyse behaviour, attendance and engagement information. ● Ability to lead operational systems and support colleagues. ● Excellent organisational and prioritisation skills. ● Excellent written and verbal communication. ● Ability to build positive relationships with pupils, families and professionals. ● Ability to make sound professional judgements. ● Competent use of ICT systems for recording, monitoring and reporting. ● Full UK driving licence, access to a vehicle for work purposes, and willingness to travel between locations 	<ul style="list-style-type: none"> ● Knowledge of EHCP processes. ● Knowledge of SEND Code of Practice. ● Understanding of school improvement processes. ● Understanding of quality assurance systems. ● Experience using behaviour and attendance management systems.
Personal attributes	
<ul style="list-style-type: none"> ● Warm, empathetic and non-judgemental approach when working with children and families ● High levels of emotional resilience and the ability to remain calm and reflective in challenging situations ● Genuine commitment to improving outcomes for children and supporting families to thrive ● Able to build trust quickly with pupils, families and colleagues. ● Excellent interpersonal skills. ● Adaptable and able to manage 	<ul style="list-style-type: none"> ● Confidence in coaching colleagues. ● Ability to lead change positively. ● Passion for developing others. ● Commitment to contributing to the wider life of the academy.

<p>competing priorities.</p> <ul style="list-style-type: none">● Reflective practitioner committed to continuous improvement.● Professional integrity and accountability.● Committed to safeguarding and inclusion.	
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Please ensure that your application demonstrates clearly how you meet the above criteria.