



# The GALLERY TRUST



A community of special schools



Northern House  
Academy

## **Teacher Candidate Information Pack April 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 93 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.

Northern House Academy is a member of The Gallery Trust, an expanding Special Needs 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.

Please visit our website to find out more about Northern House 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!

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

*Ricky Stevens  
Headteacher*

*Bex Holmes  
Head of School*

**Teacher  
Northern House Academy, Oxford**

**Contract Type:** Full time, Permanent  
**Salary:** Teachers Main Scale or Upper Scale plus SEN allowance  
**Start date:** 13<sup>th</sup> April 2026 or 1<sup>st</sup> September 2026

If you are committed to enriching and improving the lives of young people with Special Educational Needs and Disabilities, if you would like to join a team which delivers an exciting and diverse curriculum which is not driven by the National Curriculum or exam outcomes, and if you want to work in a vibrant Special Academy – we want to hear from you.

Students are taught through a differentiated and bespoke curriculum designed to enhance academic and social development, with a strong emphasis on independence skills. The curriculum delivers a thematic, cyclical approach to provide a meaningful and interesting context for the development of basic skills, knowledge and understanding while providing the relevant National Curriculum requirements. Classes are grouped into stage, not age, allowing for innovative and creative approaches to teaching and learning and are taught predominantly by one class teacher, supported by additional class adults.

The Academy provides support for the social and emotional needs of students through a qualified and skilled therapeutic team, underpinned by a pastoral support team. The offer to students is enhanced by additional specialist therapies and interventions. Our focus is to recruit teachers who are keen to grasp the possibilities offered by the Academy where practice is based on SEN pedagogy and evidence: who would relish getting involved in exciting national professional development projects, and who want to work as part of a multidisciplinary and specialist team. The teaching team actively informs developments and collectively identifies the best ways to improve the school further.

**Our unique features include:**

- A curriculum model which is designed around our children
- Individual learning pathways which teach the way our students learn and moves away from the “one size fits all” approach.
- An ethos of Restorative Approaches, mutual respect, and social responsibility which creates an inclusive and nurturing community
- A flexible, innovative and student-centred approach, which supports not only excellent teaching and learning, but also the emotional and mental wellbeing of students and their individual needs.

**Some examples of our expectations include:**

- Delivering highly personalised inclusive lessons
- Completing termly assessments that include multimedia evidence of achievements
- Working closely with other professionals and families
- Being a lead professional in the class, promoting and establishing high standards in your class team
- Supporting in the delivery of our residential trip programme
- Contributing to our continual journey of school improvement

## **What we can offer you:**

At Northern House Academy we are committed and dedicated to promoting positive mental health and wellbeing, ensuring all staff maintain a healthy and realistic work life balance. As such we offer our amazing employees the following support packages:

- Three development and wellbeing days across the year. Teachers are not required to be onsite for these days and they are designed to support with, and promote, a positive work life balance
- A robust induction program for all teachers, regardless of experience. During their first year, teachers will be provided with additional time out of class to work closely with an SLT link for support and guidance. This is focused on utilising the policies, procedures and principles that underpin practice within Northern House Academy
- Protected PPA time, which can be taken offsite
- Weekly professional development meetings that finish at 4:00pm and take place twice weekly
- Numerous opportunities and career pathways available with Northern House Academy and provided by The Gallery Trust. Including access to NPQ programs, Master Education pathways, and continuous CPD.
- A committed, positive and friendly staff team with a numerous wellbeing and social events scheduled across the year
- The opportunity to work with our amazing, unique and fantastic pupils who will guarantee that no two days are the same
- The opportunity to work within a supportive and professional teaching team, who are committed to continuous professional development and collaborative school improvement
- Membership to Perk Box, a global employee benefits and rewards platform

If you share our passion for making a real difference to the lives of children and young people with additional 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.

## **Application Process**

To apply for this post, please email an application form to [applications@northernhouseacademy.co.uk](mailto:applications@northernhouseacademy.co.uk). The application form and candidate information pack can be downloaded from our website or from The Gallery Trust website [www.thegallerytrust.co.uk](http://www.thegallerytrust.co.uk). If you are unable to download the application form, please call 01865 557 004 to request one.

Please submit your application form by **midday Thursday 19<sup>th</sup> February 2026** to on MyNewTerm. Interviews will be on **Tuesday 24<sup>th</sup> February 2026**.

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

Northern House Academy is one of seven special academies within The Gallery Trust. The Trust is dedicated to improving outcomes for SEND learners in Oxfordshire, striving to provide the best possible special education for all students. As the largest special school Trust in Oxfordshire, we value powerful collaboration and knowledge sharing but fully celebrate the distinct ethos and individuality of our family of schools, located throughout the county of Oxfordshire.

### 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.

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, with 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.

## **Job Description Teacher**

**Responsible to:** Headteacher

### **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 Headteacher and Head of School. The Headteacher, Head of School, or other Senior Managers 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.

### **Teaching and learning:**

- Ensure all pupils in their care within the academy receive an exciting, effective and appropriate education as outlined in their Educational Health Care Plan (EHCP) and in accordance with the academy's curriculum framework.
- Monitor, evaluate and report on the quality of teaching and learning and classroom management standards
- The provision of suitably differentiated work to meet the individual needs of the students
- The curriculum planning and review cycle is maintained in accordance with the school's planning framework and policy
- On-going assessment of students' work and abilities through comprehensive record keeping based on the academy's agreed format
- Maintenance of good discipline in line with the academy's Restorative Approaches policy
- Contribution, wherever appropriate, to the display, presentation and celebration of students' work
- Safeguarding and promoting the welfare of all students

### **Wider responsibilities relating to whole academy issues and procedures:**

- Working for the positive development of the academy, in line with the Raising Achievement Plan
- Attending staff meetings, curriculum forums or any other relevant meetings within the stipulated 1265 directed hours
- Taking a share of supervisory duties as part of the weekly routine as necessary

- Taking appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitor and colleagues in accordance with the requirements and locally adopted policies: including taking responsibility for raising concerns with a manager

**Specific responsibilities agreed between the Head Teacher and the above teacher**

In addition to the duties outline in the School Teachers Pay and Conditions document currently in operation, or any subsequent legislation, you will be responsible for the following:

**Teaching**

Teaching across a range of curriculum areas, including the role of tutor

**Subject Leadership**

Lead on a curriculum area to be agreed annually with the Senior Leadership Team.

**Staff development and support**

Delivering INSET training throughout the academy, as appropriate

**Links with parents, Local Authority and the wider community**

- Encouraging full parental participation in the work, life and development of the school and making sure they are fully informed of their child's progress. To be available to deal with parental concerns and provide support where possible or refer to other professionals or agencies
- Working co-operatively with the Local Academy Board and Trustees
- Liaising and co-ordinating with external agencies and other professionals

**Selection Criteria**  
**Teacher, Northern House Academy**

	<b>Essential</b>	<b>Desirable</b>
<b>Professional Qualifications</b>	Qualified teacher status	
<b>Experience</b>	<p>Evidence of successful teaching experience</p> <p>Experience of planning for and teaching pupils with SEN</p> <p>Evidence of effective involvement in school improvement, planning and monitoring</p> <p>Evidence of strategies developed for target setting and monitoring performance in order to raise pupil achievement</p> <p>Experience of interactive teaching methods</p> <p>Evidence of differentiation of the curriculum</p>	
<b>Professional Knowledge &amp; Skills</b>	<p>Awareness of current initiatives, issues and legislation</p> <p>Experience of using ICT effectively</p> <p>Knowledge and experience of developing a purposeful learning environment and using a range of strategies to promote good behaviour</p> <p>Respect for pupils' social, cultural, linguistic, religious and ethnic backgrounds with an understanding of how these may affect their learning</p> <p>Understanding the role of teaching assistants in maximising pupils' learning</p> <p>Knowledge and experience of applying a framework of curriculum planning which: includes long and short term plans; requires learning objectives to be identified for classes, group and individuals; enables monitoring, assessment and recording of pupils' progress</p>	Team Teach trained

<b>Personal Skills and Qualities</b>	Ability to establish and maintain positive relationships with pupils, colleagues and parents Strong commitment to raising standards  Good organisational skills  Good communication skills  Ability to remain positive and enthusiastic, including when under pressure	
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Your application should clearly demonstrate how well you meet the above key criteria.