

The **GALLERY** TRUST



A community of special schools



Teacher

Artemis Academy

Candidate Information Pack



Welcome!

Thank you for your interest in the Teacher role at Artemis Academy.

Artemis Academy is a new therapeutic special school in Faringdon, Oxfordshire, for children and young people with Social, Emotional and Mental Health (SEMH) needs and Autistic Spectrum Condition (ASC). Our purpose-built, state-of-the-art school is currently under development and is due to open in January 2027.

Ahead of the opening, we have begun working with our first cohort of students, supporting them within the community and building the relationships, routines and trust that will underpin their success when they transition into the new school building. As we move into our permanent home, we will welcome additional students and continue our planned growth, reaching approximately 100 pupils by our fourth year.

Many of our students will have experienced Adverse Childhood Experiences (ACEs) and significant trauma, and all will have Education, Health and Care Plans (EHCPs). Our approach is holistic, trauma-informed and relationship-centred. We are committed to creating a nurturing and inclusive environment where emotional literacy, wellbeing and belonging are at the heart of everything we do.

A defining feature of Artemis Academy is our multidisciplinary model. Education, therapy and family support are integrated to ensure that every child receives the coordinated support they need to thrive. Our Team Around the Student includes teachers, teaching partners, learning partners, family support partners and therapeutic professionals, all working together to provide consistency, strong relationships and a shared understanding of each young person's needs.

Students are taught in small classes of up to eight and follow a curriculum that places emotional and social development alongside academic achievement. Learning experiences are carefully designed to develop emotional regulation, resilience, communication skills and positive relationships, enabling students to succeed both in school and beyond.

As a school for pupils aged 7–18, Artemis Academy brings together both primary and secondary phases within one therapeutic community. We recognise the value of expertise from across the age range and welcome applications from both primary and secondary qualified teachers. In particular, we value practitioners who are skilled in building strong relationships, adapting learning to individual needs, and creating nurturing, inclusive environments where children and young people can thrive academically, socially and emotionally.

This is a rare opportunity to join a new school at the beginning of its journey and to help shape a culture, curriculum and community that will transform outcomes for children and young people across Oxfordshire.

Thank you again for your interest. I look forward to receiving your application.

Laura Dennis
Head Teacher



Teacher
Main Pay Scale or Upper Pay Scale + 1 SEN Allowance

Full time permanent role, starting January 2027

Location of role: Faringdon, Oxfordshire

This is an exciting opportunity to join Artemis Academy as one of our founding teachers and play a central role in establishing a new therapeutic special school. As one of the first teachers appointed, you will help shape the culture, curriculum and practice of the school, working within a multidisciplinary team to create an exceptional learning experience for our students.

You will be responsible for leading two small classes of pupils, designing and delivering highly personalised learning experiences that meet both educational and therapeutic needs. Alongside teaching, you will play a key role in building strong relationships with students and families, supporting emotional regulation and wellbeing, and creating the conditions in which children and young people can thrive.

The role requires a reflective, adaptable and relational practitioner who can respond creatively to individual needs while maintaining high expectations for learning, development and personal growth.

In the long term, Artemis Academy will operate with 14 classes, each with a maximum of eight students, enabling a highly personalised and relational approach to education. Classes are organised into paired provisions, with each pair of classes supported by a consistent staff team comprising:

- 1 Teacher
- 2 Teaching Partners
- 3 Learning Partners

As a Teacher at Artemis, you will have overall responsibility for two classes and up to 16 students. You will lead on curriculum design, assessment, learning provision and educational outcomes across both classes, while working closely with Teaching Partners and Learning Partners to ensure that every student receives personalised support.

Rather than working in isolation with a single class, you will lead a wider classroom team across two learning environments, ensuring consistency of practice, high-quality teaching and a shared understanding of each student's needs. This model allows teachers to focus on what matters most: developing meaningful relationships, designing engaging learning experiences and working collaboratively with colleagues to achieve the best possible outcomes for students.

You will work closely with the wider multidisciplinary team, including Family Support Partners and therapeutic professionals, to ensure that educational, emotional and therapeutic support is fully integrated around each child.

Artemis Academy is built on a reflective, relational culture. Teachers work closely with Teaching Partners, Learning Partners, Family Support Partners and the Therapeutic Team to ensure that educational, emotional and therapeutic support is fully integrated. Teachers are expected to model relational practice, contribute to the development of others and play an active role in shaping the school's culture and provision.

We recognise that working with children who have experienced trauma can be both rewarding and emotionally demanding. All staff are expected to bring their authentic selves to the workplace, contributing to a culture of openness, trust and professional curiosity, while maintaining clear professional boundaries and a strong sense of professional responsibility. Reflective practice is central to our approach, and all employees take part in regular reflective supervision. This provides a structured space to consider day-to-day experiences, explore the impact of the work personally and professionally, and continue developing practice within a supportive team.

All staff share responsibility for safeguarding and must demonstrate vigilance, professional curiosity and a commitment to acting on concerns in line with statutory guidance.

Who This Role Suits

This role is ideal for a teacher who:

- Is passionate about helping children and young people overcome barriers to learning and achieve meaningful success.
- Can design and deliver engaging, personalised learning experiences that meet a wide range of needs.
- Values relationships as the foundation for learning and understands the importance of emotional safety and belonging.
- Is confident leading a classroom team and working collaboratively with other professionals.
- Can balance flexibility and creativity with clear routines, expectations and boundaries.
- Is resilient, reflective and motivated by working with students with SEMH needs, ASC and complex life experiences.
- Has an interest in trauma-informed, relational and therapeutic approaches to education.
- Is committed to continuous professional development and reflective practice.

What Success Looks Like in This Role

At Artemis Academy, success is defined through relationships, consistency and impact. In this role, you will:

- Deliver high-quality teaching that enables every student to make meaningful progress from their individual starting points.
- Build strong, trusting relationships that support emotional regulation, engagement and wellbeing.
- Create a calm, predictable and emotionally safe learning environment where students feel secure and valued.
- Lead a classroom team that works collaboratively and consistently to meet students' needs.
- Design learning experiences that develop academic achievement alongside emotional, social and life skills.
- Work effectively with families, therapists and colleagues to provide integrated support around each child.
- Engage fully in reflective practice and supervision, using these opportunities to continually develop your practice.
- Demonstrate professionalism, strong safeguarding awareness and a commitment to maintaining appropriate boundaries.
- Contribute positively to the development of the wider school community and culture.

In return, we offer the opportunity to help establish a pioneering therapeutic special school, working alongside a highly committed and skilled multidisciplinary team. You will benefit from high-quality professional development, regular reflective supervision, membership of the Teachers' Pension Scheme and the opportunity to make a lasting difference to the lives of children and young people.

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 Artemis 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 the Teachers Pension Scheme
- Contribution towards glasses and eye tests for DSE use
- Salary sacrifice schemes, including 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 using the link below
<https://mynewterm.com/jobs/128239915/EDV-2026-AA-24490>

Application deadline: **Friday 20th September**

Interviews will be held: **Tuesday 6th October***

***If you are successfully shortlisted, an observation of your teaching will take place in your current setting on the 25th, 28th or 29th September prior to the formal interview process on Tuesday 6th October.**

If you would like to enquire about the post please make contact with Laura Dennis at:
l.dennis@thegallerytrust.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 Head Teacher. If you have previously worked in a school, your referees must include your most recent 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, 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.

Teacher

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 Head Teacher. The Head Teacher 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.

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.

Teaching and Learning

- Lead the planning, delivery and evaluation of highly personalised learning programmes that meet the individual needs, interests and developmental stages of students.
- Ensure all students have access to a broad, ambitious and engaging curriculum that supports both academic achievement and personal development.
- Assess, monitor and evaluate student progress, adapting provision and interventions as required.
- Create learning experiences that promote engagement, independence, communication, resilience and confidence.
- Ensure learning is adapted appropriately to meet the needs identified within students' EHCPs.
- Promote high expectations and a culture of achievement for all students.

Leadership of Provision

- Lead the staff team across two classes, providing direction, guidance and support to Teaching Partners and Learning Partners.
- Ensure consistency of relational practice, routines and expectations across both classes.
- Model excellent classroom practice and contribute to the professional development of colleagues.
- Work collaboratively with the wider multidisciplinary team to ensure a joined-up approach to supporting students.
- Contribute to the ongoing development of the Academy, including activities linked to the Raising Achievement Plan (RAP).

- Facilitate regular reflective supervision sessions for Teaching Partners and Learning Partners, supporting staff wellbeing, professional development and the consistent implementation of trauma-informed and relational practice across the provision.

Relationships and Wellbeing

- Build and sustain strong, trusting relationships with students, promoting a sense of safety, belonging and readiness to learn.
- Support students' emotional regulation and wellbeing through trauma-informed and relational approaches.
- Demonstrate strong emotional self-awareness, responding thoughtfully and consistently to students' needs.
- Create and maintain calm, predictable and emotionally safe learning environments.
- Promote the development of students' social, emotional and communication skills throughout the school day.

Family and Professional Partnerships

- Act as the lead professional for identified students, maintaining regular communication with families and carers.
- Build positive partnerships with parents, carers and external agencies to support student progress and wellbeing.
- Work closely with therapists, family support colleagues and other professionals to ensure integrated support around each child.
- Contribute to reviews, reports, meetings and documentation relating to students' education and wellbeing.

Safeguarding and Student Support

- Maintain responsibility for the safety, wellbeing and educational progress of students within your provision.
- Prepare, review and oversee key documentation including EHCP targets, Risk Assessments and Positive Handling Plans.
- Ensure safeguarding concerns are identified, recorded and acted upon in line with statutory guidance and school procedures.
- Use Team Teach approaches appropriately and contribute to a culture of safe and effective practice.

Standards and Quality Assurance

- Lead high-quality teaching and learning in line with the Academy's vision, values and therapeutic model.
- Maintain accurate assessment information, records and reports.
- Engage fully in reflective supervision and professional dialogue.
- Demonstrate professionalism at all times, including high standards of attendance, punctuality and conduct.

- Participate actively in staff meetings, training, supervision and professional development opportunities.
- Support the implementation of Academy policies and procedures.
- Undertake supervisory duties and wider professional responsibilities as required.

General Responsibilities

- Work collaboratively as part of a multidisciplinary team and contribute positively to the wider life of the Academy.
- Engage fully with the Academy's reflective and relational culture.
- Participate in regular reflective supervision and ongoing professional learning.
- Demonstrate flexibility, resilience and a commitment to meeting the needs of students with complex presentations.
- Promote equality, diversity and inclusion in all aspects of practice.
- Take responsibility for the health, safety and welfare of students, colleagues and visitors.
- Undertake any other duties reasonably assigned by the Head Teacher.

Selection Criteria Teacher

Essential	Desirable
Qualifications and Professional Registration	
• Qualified Teacher Status (QTS). • Degree-level qualification or equivalent. • Evidence of ongoing professional development relevant to teaching and learning. • Eligibility to work in the UK. • Enhanced DBS clearance and satisfactory safeguarding checks. • Willingness to undertake further training relevant to the role (e.g. trauma-informed practice, Team-Teach, safeguarding, reflective supervision training)	• Additional qualifications in SEND, Inclusion, SEMH, Autism, Mental Health, Trauma-Informed Practice, Nurture, Attachment or related fields. • National Professional Qualification (NPQ) or other leadership qualification. • Qualification in coaching, mentoring, supervision or reflective practice. • Postgraduate qualification in education, SEND or a related discipline.
Experience	
• Experience of teaching children or young people and planning, delivering and assessing engaging learning. • Experience of adapting teaching and curriculum approaches to meet differing needs, starting points and abilities. • Experience of working successfully with children or young people with additional needs, including SEMH and/or autism. • Experience of building positive, trusting relationships with children and young people and supporting engagement in learning. • Experience of responding calmly and effectively to behaviour that communicates distress, dysregulation or unmet need. • Experience of working collaboratively with families, colleagues and other professionals to improve outcomes for children and young people. • Sound experience and understanding of safeguarding and promoting the welfare	• Experience of working in a special school, alternative provision or therapeutic educational setting. • Experience of working with children and young people who have experienced trauma, adversity or disrupted educational experiences. • Experience of working as part of a multidisciplinary team, including alongside therapists and external professionals. • Experience of contributing to EHCP reviews, person-centred planning, individual support plans or positive behaviour support plans. • Experience of leading, mentoring, coaching or developing colleagues. • Experience of contributing to curriculum development, school improvement or the establishment of new provision.

of children and young people.	
Professional knowledge and skills	
• Strong understanding of effective teaching, learning and assessment and the ability to provide ambitious, personalised learning experiences. • Understanding of SEMH and autism and how these may influence learning, communication, relationships and engagement. • Understanding of trauma-informed, therapeutic and relational approaches to education. • Ability to establish safe, trusting and appropriately boundaried relationships with children and young people. • Ability to create calm, structured and inclusive learning environments which support regulation, engagement and achievement. • Strong communication and interpersonal skills, including the ability to adapt communication to individual needs and work effectively with families and professionals. • Ability to lead classroom practice effectively, including directing and developing the work of other adults. • Ability to reflect critically on practice, respond positively to feedback and continually develop professional knowledge and skills. • Strong organisational skills and the ability to manage competing priorities, maintain accurate records and meet professional responsibilities. • Secure understanding of safeguarding responsibilities and professional boundaries.	• Detailed knowledge of SEND legislation, EHCP processes and person-centred planning. • Knowledge of attachment theory, adverse childhood experiences (ACEs) and neurodiversity-affirming practice. • Understanding of reflective supervision and its role in professional practice and staff wellbeing. • Knowledge or experience of Team Teach or equivalent approaches to de-escalation and positive handling. • Ability to facilitate reflective conversations, coaching or professional development for colleagues.
Personal attributes	

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| <ul style="list-style-type: none"> • Warm, approachable and committed to building authentic, trusting relationships with children, families and colleagues. • Demonstrates empathy, compassion and professional curiosity when seeking to understand behaviour and individual need. • Calm, emotionally resilient and able to remain thoughtful and consistent when children are distressed or dysregulated. • Reflective, open to feedback and willing to engage honestly in reflective supervision and professional dialogue. • Adaptable and comfortable working within an evolving environment, contributing positively to the establishment and development of a new school. • Collaborative and committed to working as part of a multidisciplinary team. • Demonstrates integrity, sound professional judgement, reliability and accountability. • Ambitious for children and young people and committed to improving outcomes for those who may have experienced significant barriers to education. • Committed to safeguarding, equality, diversity, inclusion and neurodiversity-affirming practice. • Motivated by the opportunity to help shape the culture, curriculum and practice of Artemis Academy as a founding teacher. • Full UK driving licence, access to a vehicle for work purposes and willingness to travel between locations. | <ul style="list-style-type: none"> • Confident in facilitating reflective conversations and supporting the development of colleagues. • Creative and resourceful in overcoming barriers to learning, attendance and engagement. |
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Please ensure that your application demonstrates clearly how you meet the above criteria.