

The **GALLERY** TRUST



A community of special schools

**Teacher
Candidate Information Pack
Iffley Academy
September 2026**

Thank you for your interest in joining Iffley Academy.

As Headteacher, I feel incredibly proud to lead such a warm, ambitious and inclusive school. Iffley is a very special place, where relationships are at the heart of everything we do and where every student is known, valued and supported to achieve their very best.

Our students have a wide range of special educational needs, and we are committed to providing an education that recognises their individual strengths, interests and aspirations. We know that great teaching can make a life-changing difference, and we are looking for a teacher who shares our belief that every young person can learn, develop and succeed when they are given the right opportunities and support.

Working at Iffley is about much more than delivering lessons. Our teachers build strong and trusting relationships with students, work closely with colleagues and families, and create classrooms where young people feel safe, confident and ready to learn. We value creativity, flexibility and curiosity, and we encourage our staff to find ways of making learning meaningful, engaging and accessible.

Just as importantly, we want Iffley Academy to be a place where staff feel valued and enjoy coming to work. You will be joining a skilled, caring and supportive team who are passionate about our students and generous in sharing their expertise with one another. Whether you already have experience of working in specialist education or are considering making the move from a mainstream setting, we will support you to develop your knowledge, confidence and practice.

This is an exciting time to join Iffley Academy, and I am looking forward to working with colleagues who want to contribute to the next chapter of our school while protecting the warmth, relationships and high expectations that make Iffley such a special community.

I hope this recruitment pack gives you a sense of who we are and what we value. Most importantly, I would warmly encourage you to come and visit us. Meeting our students and staff and experiencing the school for yourself is the best way to understand what makes Iffley Academy such a rewarding place to work.

Thank you again for considering joining us. I look forward to receiving your application.

Liz Stierner
Headteacher
Iffley Academy

Teacher Iffley Academy, Oxford

Full Time Permanent Contract

Salary: UNQ pay scale

Start date: Current notice period (or with immediate start)

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 and Outstanding Special Academy – we want to hear from you.

The Iffley Academy is Oxfordshire's largest Special School, and caters for pupils aged 11-18 with a diverse range of SEN, including Moderate Cognition and Learning Needs, Autistic Spectrum Disorder and Social, Emotional and Mental Health needs. We have high expectations of our students, and are dedicated to removing the barriers to learning so students can achieve their full potential.

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 multi-disciplinary and specialist team.

In return for your determination to make a difference to the lives of our learners, we can offer you the opportunity to work in new state of the art buildings and become part of our inclusive and supportive community.

Our unique features include:

- A curriculum model which is designed around a cyclical thematic approach, rather than a subject led offer
- Individual learning pathways which teach the way our SEN 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
- The teaching of functional skills for life and vocational options and the chance to support students in achieving accreditation which prepares them for the workplace.
- 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.

Application Process

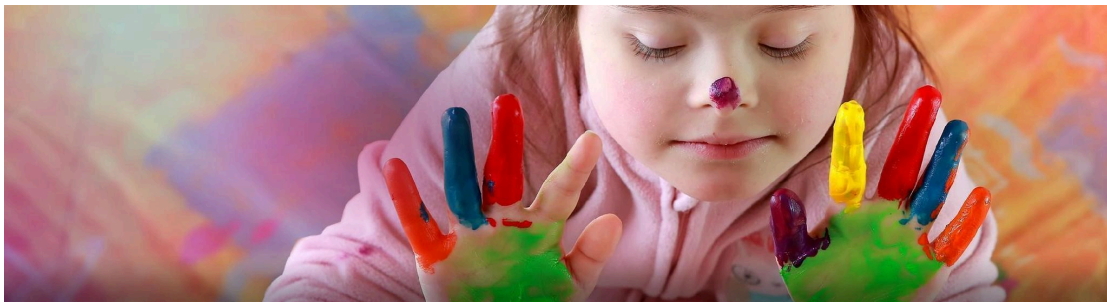
To apply for this post, please complete a Gallery Trust Teacher application form via MyNewTerm.

Closing date for applications: **9am Friday 28th of September 2026**

Interview date: **Week beginning the 5th of October**

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 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 January 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.



Iffley Academy is a community special academy for children and young people up to the age of 18 with complex special educational needs and disabilities. All of our students are individuals and we pride ourselves on taking a personalised approach.

Students have Education, Health and Care Plans with a range of needs but primarily we work with students with Moderate Cognition and Learning Difficulties, Autistic Spectrum Disorder and/or Social, Emotional and Mental Health difficulties,

The Academy was judged to be Outstanding at its most recent Ofsted inspection in July 2024, designated as a teaching school in 2018 and is part of an aspirational Multi Academy Trust – The Gallery Trust, a community of special schools, dedicated to providing outstanding education and support for young people with special needs and disabilities, enabled through: Commitment to special education; Opportunities for all to learn; Genuine respect and value. Students work in class groups where teachers differentiate learning for all students ensuring lessons are inclusive for all.

The school has developed a comprehensive and broad curriculum, which can be found on the school's website. This curriculum, which is underpinned by detailed assessment processes, guides the learning for all students. The school has excellent links with community partners including Oxford University Gardens Libraries and Museums. Further details of this partnership can be seen here

<https://www.glam.ox.ac.uk/iffley-academy-partnership>

We understand that students are able to give their best when their needs are met, when they feel safe and when they understand their relationships with others. When a student starts at our academy every effort is made to ensure that they maximise their progress, enjoy coming to school, make new friends and feel safe. They become part of our community but most importantly their family also becomes part of our community.

Job Description

Teacher

Responsible to: Head Teacher

Introduction:

The job description should be read in conjunction with the current School Teachers' Pay and Conditions document and the provision of that document will apply to the post holder.

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Head Teacher. The Head Teacher, or other Senior Manager if appropriate, 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

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 Governing Body and Trustees
- Liaising and co-ordinating with external agencies and other professionals

Selection Criteria Teacher

Professional Qualifications

- Qualified teacher status
- Relevant Professional qualification

Experience

- Successful teaching experience
- Planning for and teaching pupils with SEN
- Effective involvement in school improvement planning and monitoring
- Evidence of strategies developed for target setting and monitoring performance in order to raise pupil achievement
- Experience of interactive teaching methods
- Evidence of differentiation of the curriculum

Professional knowledge and skills

- Awareness of current initiatives, issues and legislation
- Experience of using ICT effectively
- Knowledge and experience of developing a purposeful learning environment and using a range of strategies to promote good behaviour
- Respect for pupils' social, cultural, linguistic, religious and ethnic backgrounds with an understanding of how these may affect their learning
- Understanding the role of teaching assistants in maximising pupils' learning
- 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

Your application should clearly demonstrate how well you meet the above key criteria.