



The **GALLERY** TRUST



A community of special schools



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## **Welcome**

Thank you for your interest in the post of Inclusion and Wellbeing Team Manager at Iffley Academy.

Iffley Academy is a very successful academy, and has grown in recent years with a current number on roll of 180 students. The Academy has a long and proud history, with a school on the current site in Iffley since the 1960s. Judged as Outstanding in 2015, 2019 and 2024, the Academy meets the needs of students with a range of SEND, including Cognition and Learning Needs, Autistic Spectrum Disorder and Social, Emotional and Mental Health Needs. Our learning community is based on respectful relationships with students, created through understanding of their special educational needs, commitment to restorative approaches, and by providing outstanding teaching and pastoral care. This is a warm and caring community, dedicated to equipping students with the skills and knowledge they need to live independent lives within their chosen communities.

We seek an exceptional individual, who can contribute a range of skills and qualities to our supportive and energetic Extended Leadership Team. The individual will effectively provide operational leadership of the pastoral support team and promote student wellbeing and inclusion through excellent relationship building, concise decision making which supports risk reduction within the 'on call' support structure and creative and proactive interventions.

Iffley 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 Iffley Academy. If you would like to visit us to find out more about this exceptional opportunity and inform your application, you will be most welcome. Our staff and students will be delighted to meet you!

*Yvette Fay*  
*Headteacher*

The Gallery Trust is a Multi Academy Trust which is dedicated to improving outcomes for SEND learners in Oxfordshire. The aim of the Trust is to provide outstanding education and support for young people with special needs and disabilities, enabled through:

- Commitment to special education – striving to provide the best specialist learning experience for all students
- Opportunities for all to learn – ensuring that students and staff have access to learning pathways which enhance their lives
- Genuine respect and value – creating relationships which promote trust, confidence and respect within environments which are safe and secure

**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.**

The schools in the Trust are:

- Bardwell School, Bicester
- Bloxham Grove Academy, Bloxham
- Artemis Academy, Faringdon (opening January 2027)
- Iffley Academy, Oxford
- Mabel Prichard School, Oxford
- Northern House Academy, Oxford
- Orion Academy, Oxford
- Springfield School, Witney

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. All member academies have the opportunity to share SEND expertise and to work with peers who share common aims and goals.

The Trust is committed to investment in learning, developing system leadership, working in partnership and through a shared vision, enabling all students to reach their full potential.

**Inclusion and Wellbeing Team Manager**  
**Grade 11: £40,476- £43,693 pro rate per annum**  
**Actual annual salary: £31,571 - £34, 080**  
**37 hours a week, 39 weeks a year (Term Time plus INSET days)**  
**To start as soon as possible**

Are you highly skilled in building positive relationships with young people, to support them to thrive? Do you have strong interpersonal skills and an ability to build trust with young people? Do you have a passion for supporting young people with SEND? Do you have experience of line managing and managing a team? Do you have experience of precise decision making and problem solving to ensure risk reduction?

Iffley Academy is Oxfordshire's largest special school, with 180 students on roll, catering for students in Key Stages 3,4 and 5 with a primary need of cognition and learning difficulties and associated needs: social emotional mental health difficulties and communication and interaction difficulties. We are a vibrant community which offers excellent teaching and learning and therapeutic care to our learners. The academy's behaviour and relationship policy is based on the principles of Restorative Approaches, and respectful and positive relationships are demonstrated across the student body.

We are seeking a gifted relational practitioner who can inspire and motivate staff and students, exhibit excellence in operational management, and demonstrate skills to support the strategic development of our special academy. You will be skilled in understanding and supporting students with special educational needs, and be an enthusiastic and organised individual who leads with integrity and passion. You will be a good team player and be able to contribute to our school, through excellent interpersonal and communication skills.

In return for your dedication and commitment to raising achievement, we can offer you the prospect of furthering your career in a working environment which is well resourced and committed to high standards.

Informal visits to the school are most welcome: please contact Stephanie Ward, Business Manager to arrange a visit.

## Application process

To apply for this post please complete an application form on the MyNewTerm platform - <https://mynewterm.com/trust/The-Gallery-Trust/146683>

**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.**

Closing date for applications: 9am Monday 1st June 2026

Interviews will be held Thursday 4th June 2026

Iffley Academy is committed to safeguarding and promoting the welfare of all children and expects all staff to share this commitment. The successful candidate will be subject to an Enhanced DBS check, Occupational Health check and a probationary period of 6 months. The Iffley Academy is an equal opportunities employer and we welcome applications from a range of ethnic backgrounds to represent diversity in line with our school community.

## **JOB DESCRIPTION**

### **Inclusion and Wellbeing Team Manager**

**Responsible to:** Inclusion and Wellbeing Team Leader

#### **Introduction:**

This job description should be read in conjunction with the current Support Staff Pay and Conditions document and the provisions 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 Headteacher. The Headteacher, or other Senior Leader if appropriate, will be mindful of his/her 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 academy's grievance procedure will be used to resolve any disagreement arising out of the job description. Other relevant policies may be the County Council's Stress at Work policy and the Dignity at Work policy.

#### **Job Purpose:**

To contribute to the successful running of the academy by ensuring the effective operational management of the pastoral support team; using behaviour data to inform positive change; ensuring key information about students is collected and shared via the school's use of PHPs and Risk Assessments; having responsibility for overseeing targeted and outcome driven interventions; using clear communication, timetabling and effective organisation of the pastoral support team to ensure positive student outcome; effective line management of the pastoral support team; leading by example and experience to promote and further embed dynamic 'on call' support which is led by core principles of risk reduction and relational practice.

Pivotal to the role is working restoratively, supporting students' emotional regulation and readiness for learning and thinking dynamically to ensure operational effectiveness whilst focusing on health and safety, risk reduction and ensuring the students pastoral needs are met effectively.

To postholder will provide operational management of the Inclusion and Wellbeing Team.

### **Management responsibilities:**

- Performance manages both Therapeutic Support Workers and Pastoral Support workers
- Attend training as required
- Identify and develop necessary team training
- Manage and take responsibility for the effective day-to-day organisation of the Inclusion and Wellbeing Team: arranging timetables which consider dynamic contexts and the SEN of students, targeted interventions and on call support
- Manage the Inclusion and Wellbeing Teams' operational meetings. Ensuring embedded systems and structures are effective in improving student outcomes.
- Consistently model highly effective 'on call' support which is based in a experienced understanding and use of restorative approaches, risk reduction and relationship building
- Work in conjunction with class staff, to offer advice on beneficial approaches and strategies to support student pastoral need
- Manage the implementation and updating of paperwork required to support the needs of individuals or cohorts of students e.g Positive Handling Plans, Risk Assessments etc. to support clear communication and risk reduction.
- Take a lead role in supporting the educational and social development of students who:
  - Need support to emotionally regulate
  - Need support develop resilience and confidence
  - Need support to develop understand of social situations
  - Need support to reduce risks
- Provide pastoral advice and guidance for members of the Inclusion and Wellbeing Team to enable the team to work effectively and with a clear student focus, which is based on relevant experience.
- Attend and lead, when appropriate, staff meetings, INSETs and any other relevant meetings.
- Ensure behaviour data is guiding interventions and support systems.

### **Links with parents and the wider community**

- Build strong, trusting relationships with families to support student engagement with school.
- Act as a point of contact for families regarding their child's wellbeing, learning and inclusion.
- Provide advice, guidance and support to families where appropriate.
- Delegate responsibility to the Inclusion and Wellbeing Team to support parents / key-work students where needed

### **Whole School Responsibilities:**

- To be a key part of the Inclusion and Wellbeing Team.
- To be a member of the Extended Leadership Team (ELT)
- Promote the ethos and values of The Iffley Academy and The Gallery Trust.
- Work for the positive development of Iffley Academy, in line with the Raising Achievement Plan and the academy's aspiration to maintain external accreditation e.g. the Restorative Justice Quality Mark and the National Autistic Society's Autism accreditation.
- Safeguard and promote the welfare of all students
- Model good discipline in line with the academy's restorative practices behaviour policy and champion the academy's behaviour policy and restorative ethos
- Take appropriate responsibility for one's own health, safety and welfare and the health and safety of students, visitors and colleagues in accordance with the requirements and locally adopted policies; including taking responsibility for raising concerns with a manager.
- Take a share of supervisory duties

### **Key Tasks:**

- Provide effective daily operational management for the Inclusion and Wellbeing Team, in line with the Behaviour and Relationship Policy.
- Work restoratively, engage in further restorative training and be a champion of restorative practice through daily practice and interactions. Modelling best practice for members of the team and the wider community.
- Build positive relationships with students from across the school to challenge and motivate students, providing clear boundaries and promoting and reinforcing self-esteem.
- Take part in external supervision
- Support, model and encourage members of the Inclusion and Wellbeing Team to plan and deliver effective interventions based on identified student need and data, accurately recoding progress and evidencing impact.
- Implement any paperwork required to support the needs of individuals or cohorts of students e.g Positive Handling Plans, Risk Assessments etc.
- Manage the day-to-day operational structures to enable students to access alternative provision for children on individual and enhanced pathways.
- Manage the day-to-day structures for students who may require support to emotionally regulate or access learning.
- Facilitate or arrange for members of the Inclusion and Wellbeing Team to support conversations and interventions with students which support an improvement in attendance, behaviour or links to safeguarding needs, liaising with the Inclusion and Wellbeing Team Lead for strategic direction.
- Build strong, trusting relationships with families to support their engagement with school.

- Both model (through relevant experience) and be involved in the timetabling of highly effective 'on call' support which is proactive, promotes relationship building and risk reduction in conjunction with the Team Team approach.

## Selection Criteria

### Inclusion and Wellbeing Team Manager

Essential	Desirable
<b>Knowledge and qualifications</b>	
<ul style="list-style-type: none"> <li>- Level 2 qualifications or equivalent</li> <li>- Knowledge of relevant policies and legislation</li> <li>- Team Teach Level 2 accreditation</li> <li>- Knowledge of a range of IT packages including Microsoft word and Excel</li> <li>- Driving License</li> </ul>	<ul style="list-style-type: none"> <li>- Basic First Aid</li> <li>- Level 3 / 4 qualifications</li> <li>- Qualifications linked to SEN</li> <li>- Qualified Team Teach Trainer</li> <li>- Specific Restorative Approaches training/qualification</li> </ul>
<b>Experience</b>	
<ul style="list-style-type: none"> <li>- Working with children and young people in a Youth Worker, therapeutic or educational context with a focus on pastoral support and development</li> <li>- Working with children and young people with special needs</li> <li>- Experience of mentoring/coaching children and staff</li> <li>- Experience of using restorative approaches to support students to self regulate</li> <li>- Working with children and young people in 1:1 and group situations with a pastoral context</li> <li>- Experience of effectively using behaviour data to ensure impact</li> <li>- Effective communication with parents and professionals</li> <li>- Preparing and delivering intervention activities to support the pastoral development of children and young people</li> <li>- Experience of line managing staff</li> <li>- Preparation of Risk Assessments</li> <li>- Experience of Team Teach (at level 2) or similar risk reduction approaches</li> <li>- Working in a restorative manner</li> <li>- Proven experience of effective 'on call' pastoral support</li> </ul>	<ul style="list-style-type: none"> <li>- Delivering training on specific areas e.g. experience of working as a Team Teach trainer</li> <li>- Producing, delivering and evaluation strategic plans</li> </ul>
<b>Skills and Competences</b>	
<ul style="list-style-type: none"> <li>- Ability to lead a team of people ensuring they prioritise workload appropriately</li> </ul>	

<ul style="list-style-type: none"> <li>- Ability to be highly organised and communicate both structures and systems within a team</li> <li>- Ability to work restoratively and ensure all staff work in this way</li> <li>- Ability to work with autonomy and offer support and challenge to a team</li> <li>- Ability to respond flexibly to situations and to demonstrate excellent judgement, prioritising risk reduction</li> <li>- Ability to build links with key stakeholders</li> <li>- Ability to effectively demonstrate Team Teach (restrictive physical interventions) skills and understanding</li> <li>- Ability to comprehend and observe the Academy's policies and procedures</li> <li>- Ability to provide reflective spaces/opportunities allowing others to evaluate their practice</li> </ul>	
<b>Other</b>	
<ul style="list-style-type: none"> <li>- A resilient personality with the ability to work with children and young people who may demonstrate behaviour which challenges</li> <li>- Dedication to improving the lives of children and young people</li> <li>- Willingness to undertake and provide CPD and training eg Team-Teach Tutor, Restorative Approaches, First Aid</li> <li>- Willingness to undertake personal care and to devise specific care plans where appropriate</li> <li>- Commitment to safeguarding and the welfare of children and young people</li> <li>- A respectful approach to children and young people with SEN</li> <li>- Use own strengths and expertise to advise and support others</li> <li>- Excellent interpersonal and communication skills</li> <li>- A strong understanding of how to maintain resilience and wellbeing whilst working with students with SEN</li> <li>- Ability to work under pressure in dynamic situations in which effective decision making is key.</li> </ul>	