

The **GALLERY TRUST**

A community of special schools



PSHE Lead

Candidate Information Pack

February 2026



Welcome

Orion Academy is seeking a PSHE lead teacher for a full-time role - thank you for your interest in the role. This role will form part of team of Curriculum Leaders within the school.

Orion Academy currently offers places to 74 students, and the roll of the school will rise steadily over the next two years to cater for 108 students, aged from 10 to 18 years. Students attend from throughout the county, and transfer from our SEND feeder school, Northern House Academy, and from mainstream primary and secondary schools. The Academy moved into new, state of the art buildings in September 2021. Our facilities offer a wide range of exciting curriculum and vocational opportunities to learners, and a fantastic working environment.

All students who attend Orion Academy have an Education, Health and Care Plan, which describes their special needs and drives their educational provision.

Students are taught through a differentiated and bespoke curriculum designed to enhance their personal and social development and academic achievement. We have a strong intent to ensure our students leave with the personal characteristics to thrive in their communities. Classes are taught in stages, not necessarily age, allowing innovation and creative approaches to teaching and learning. The Academy provides support for our students with social and emotional needs through our Academy Community Learning Team, which consists of youth workers, therapeutic and pastoral workers.

Thank you for your interest in Orion Academy. This is an exciting time to join our school and we look forward to receiving your application.

Jessie Shakespeare
Co. Headteacher

Hannah Shuker
Co. Headteacher

PSHE Lead Teacher
Location: Orion Academy, Oxford
Contract Type: Full time
Salary: TMS/UPS plus SEN allowance + TLR 2

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, and if you want to work in a vibrant and dynamic Special Academy – we want to hear from you.

Students are taught through a differentiated and bespoke curriculum designed to enhance their personal development through the lens of our six characteristics: self-awareness, commitment, being resilient, team player, problem solver, showing empathy.

The curriculum delivery is through a hybrid model with younger students using a primary model and KS4 students having several specialist teachers to ensure curriculum delivery. The academy provides support for the social, emotional and mental health needs of the students through a qualified and skilled Community Learning Team. This team underpins the personal development, pastoral support and wellbeing of our students.

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 informed practice: who would relish getting involved in developing themselves as teachers of excellence. You will want to work as part of a multi-disciplinary and specialist team.

Orion is at an exciting stage of its development where we are looking to develop our curriculum and offer to be innovative and driven by the future needs of our society so that our neurodiverse community thrive in their communities and employment.

Teaching and support staff actively inform the developments of the school and collectively we identify the best ways of working through our developing professional learning community.

Our unique features include:

- Curriculum and teaching innovation and design for a future that is happening now
- Individual learning pathways which teach the way our students learn and moves away from '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 student-centred approach, which supports not only excellent teaching and learning, but also emotional and mental wellbeing of students and individual needs.

Benefits of working at Orion 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 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
- Free car parking and cycle storage
- On-site catering

Application Process

To apply for this post please submit an application form via the MyNewTerm portal.

<https://mynewterm.com/jobs/147728/EDV-2026-OA-68347>

We are committed to ensuring that everyone feels welcome, respected, and supported throughout our recruitment process. If you have a disability, are neurodivergent, or have any additional needs that may require adjustments at any stage of your application or interview, please let us know via recruitment@orionacademy.co.uk

Visits to the academy are encouraged. Please contact Jessie Shakespeare or Hannah Shuker at Orion Academy, to arrange an informal visit and conversation. We look forward to hearing from you.

The deadline for applications is **Sunday 22nd February 2026, 5:00pm**. Interviews are provisionally scheduled to take place on **Thursday 26th 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. 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 six special academies in the Trust located throughout Oxfordshire, with an additional academy opening in January 2024, and 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.

PSHE Lead Teacher Job Description

Responsible to: Co. 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 Co-Headteachers. The Co-Headteachers or other Senior Manager, if appropriate, 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.

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.

Job Purpose

To lead and ensure that the PSHE curriculum across the school is ambitious, accessible, and inspiring for all students. The PSHE Lead will ensure a responsive approach to the PSHE curriculum and teaching that can be successfully delivered by non-specialists, while modelling high-quality teaching at Key Stage 4. The PSHE lead will have a key role in demonstrating and articulating how PSHE threads through various aspects of the school curriculum, and how this contributes to achievement, assessment, wellbeing, Citizenship and accreditations. As a member of the extended leadership team, the PSHE Lead will contribute to whole-school improvement and play a key role in raising achievement across the academy. The PSHE lead will also take a role as part of the extended Safeguarding Team, as DDSL.

Key Tasks

Teaching and Learning

- Ensure all pupils receive an exciting, effective, suitably responsive and appropriate PSHE education as outlined in their EHCPs and in accordance with the academy's curriculum and accreditation framework.
- Lead the design and implementation of a coherent, sequenced PSHE curriculum that builds knowledge and skills over time and can be delivered confidently by non-specialist staff.
- Provide suitably differentiated work to meet the individual needs of students.
- Maintain and oversee the PSHE curriculum planning and review cycle in line with the school's framework and policies, taking into account the 'cross-curricular' aspects of PSHE, and how these contribute to positive outcomes.
- Model outstanding teaching of PSHE, with a particular focus on Key Stage 4 and the progression towards building skills for adulthood.
- Undertake ongoing assessment of students' work and abilities through comprehensive record keeping based on the academy's agreed format.
- Maintain positive approaches to behaviour in line with the academy's Restorative Approaches policy to ensure safe environments, understanding the development of skills from a PSHE perspective.

- Contribute, wherever appropriate, to the display, presentation, and celebration of students' work in PSHE.
 - Safeguard and promote the welfare of all students.
 - Set high expectations which inspire, motivate, and challenge students, ensuring strong progress and outcomes.
 - Promote high standards of literacy, numeracy, and scientific enquiry across the curriculum, demonstrating clear links to PSHE impact.
- (Teacher Standards, DfE)*

Wider Responsibilities Relating to Whole Academy Issues and Procedures

- Have strategic oversight for PSHE across the school, and work for the positive development of the academy, in line with the Raising Achievement Plan (RAP).
- Attend staff meetings, curriculum forums, and other relevant meetings within the stipulated 1265 directed hours.
- Take a share of supervisory duties as part of the weekly routine as necessary.
- Take appropriate responsibility for one's own health, safety, and welfare and that of pupils, visitors, and colleagues in accordance with academy policies.

Specific Responsibilities

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

Leadership of PSHE

- Focus and embed the school's PSHE curriculum, ensuring that it is coherent, robust, engaging, and suitable for both specialists and non-specialists to deliver.
- Provide high-quality resources, schemes of work, and assessment approaches that support consistency and accessibility, whilst ensuring high-quality delivery, impact and progress.
- Drive innovation in curriculum, teaching and learning within PSHE, raising the profile of the subject across the school.
- Monitor and evaluate the impact of the PSHE curriculum, making adjustments where necessary to ensure the best possible outcomes for students.
- Lead curriculum-specific CPD and deliver training to support the confidence and development of non-specialist colleagues.
- Ensure ongoing statutory compliance and best practice in PSHE (including SRE), linking closely with the DSL and the personal development and wellbeing lead.
- Be an ambassador for inclusion and wellbeing across the school

Teaching

- Teach PSHE, with a focus on delivering high-quality learning at all stages.
- Act as a form tutor, contributing to the wider pastoral support of students.

Staff Development and Support

- Provide subject-specific support and mentoring for staff delivering PSHE.
- Deliver INSET training across the academy, as appropriate.

Links with Parents, Local Authority, and the Wider Community

- Encourage full parental participation in the work, life, and development of the school, ensuring parents are fully informed of their child's progress.

- Be available to deal with parental concerns and provide support where possible, or refer to other professionals or agencies.
- Work co-operatively with the Governing Body and Trustees.
- Liaise and co-ordinate with external agencies, groups and other professionals, to positively impact upon PSHE outcomes by engaging in experiences from the world around them.

Other Responsibilities

- Support pupils on a range of offsite educational visits, including PSHE-related trips.
- Undertake tasks and duties as requested by the Co-Headteachers.

General Responsibilities

- Take responsibility for one's own health, safety, and welfare and that of pupils, visitors, and colleagues in accordance with legislation and academy policies.
- Be aware of and support difference, ensuring equal opportunities for all.
- Be aware of and comply with the school's policies and procedures.
- Carry out other duties as may be reasonably assigned by the Co-Headteachers.

**Selection Criteria
PSHE Lead Teacher**

	Essential	Desirable
Professional Qualifications	<ul style="list-style-type: none"> ● Qualified to work and teach in the UK ● Qualified Teacher Status (QTS) 	<ul style="list-style-type: none"> ● Qualifications and experience within Personal development / PSHE related
Experience	<ul style="list-style-type: none"> ● Successful teaching experience ● Experience planning for and teaching PSHE to pupils ● 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 providing differentiation of the curriculum 	<ul style="list-style-type: none"> ● Planning for and teaching pupils with SEN ● Leading a PSHE curriculum across a school ● Delivering and ensuring strong Citizenship outcomes ● Wellbeing lead within a school, with assessment knowledge in this area
Professional Knowledge & Skills	<ul style="list-style-type: none"> ● Awareness of current initiatives, issues and legislation – including upcoming developments and changes ● 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 	<ul style="list-style-type: none"> ● Knowledge of building PSHE curriculums, with a clear understanding of assessment, alongside curriculum / accreditation links ● Knowledge of integrating therapeutic and partnership support (SaLT, CAMHS...etc...) ● Skills in delivering effective and cohesive approaches across a school, using particular models of best practice (e.g. PACE)
Personal Skills and Qualities	<ul style="list-style-type: none"> ● Strong commitment to raising standards ● High expectations of self and others ● Ability to establish and maintain positive relationships, including with parents ● Ability to remain positive and enthusiastic, including when under pressure ● Ability to work flexibly and adapt according to the situation ● Highly effective communication skills ● Effective computing skills 	

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



Aims

At Orion Academy we believe our children and young people are unique individuals and as such we have designed our school curriculum with their learning and Social, Emotional and Mental Health needs at the heart of all we do.

Our nurturing approach seeks to extend our work out into the community; actively supporting, listening and engaging with our families and carers to deliver the best possible environment for our children and young people, thus enabling them to learn effectively, become active and responsible citizens who are well prepared for life after school.

We are committed to delivering this through:-

Our **nurturing approach** that will provide an environment to thrive –

- Where every child or young person is treated as an individual in a safe and nurturing environment that understands that all students can achieve but will require differentiated approaches based on their individual needs.
- With a school-wide family ethos demonstrating our values of empathy, acceptance and mutual respect, so each member of the school community feels valued and supported.

Our focus on **personal development** is designed to –

- Enable our children and young people to become more socially aware and of their responsibilities with a focus on trust and choice.
- Ensure we support our children and young people to make better decisions, coach them how to regulate frustrations, and reflect on their experiences through our restorative practices.
- Help our children and young people to make sense of the changing world and of the importance of diversity and equality of opportunity.
- Enable them to make informed choices and develop the confidence to be successful in their adult lives through our embedded personal, social and health education programme.

Our focus on **celebration and recognition of success** is designed to –

- Encourage and celebrate each student's talents, skills and attributes.
- Develop the confidence and self-belief of the individual – a culture of 'I can' or 'I can't... yet' is ingrained across our school.
- Provide opportunities for our children and young people to be successful and support them in both developing and promoting their individual resilience as well as celebrating the achievements of others.

Our **ambitious curriculum** offer that is designed to –

- Create the capacity to learn and enjoy learning by broadening our students' horizons and extending learning beyond the classroom.
- Use real-world examples and first-hand experience; develop curiosity and a desire to challenge their understanding and deepen learning.
- Prepare our children and young people for their future through our broad and balanced curriculum, providing them with knowledge, core literacy and numeracy skills and experiences as well as a range of qualification pathways.
- Embed key learning and understanding through careful and thoughtful revisiting and reinforcing, whilst increasing student independence.

Our **personalised provision** that –

- Is responsive to the needs of each student but is uncompromising in expectation. We will be relentless in our support for our children and young people to achieve beyond their expectations.
- Understands that whilst a student's needs are recognized and met, they are not confined by them; we do not define a future based on a child or young person's past and we are unapologetic in our approach in wanting our students to continue to push the boundaries of their potential.

Our commitment to **working in partnerships with our parents and carers** which demonstrates that –

- We believe our children and young people will achieve their best when families and our school work together in a partnership.
- Effective working relationships are characterized by open and honest communication in order to achieve the best possible outcomes.

Our **specialist and expert workforce** who –

- Are passionate and committed to working in special education and will know each student as an individual, recognising their unique talents, skills and interests.
- Have developed strong and positive relationships with our children and young people in order to support them effectively.
- Have expertise, specialist knowledge and an understanding of a child or young person's needs that embraces the most recent and evidence-based research will result in the best possible outcomes for students
- Are committed to working with therapeutic specialists and external agencies to enhance our provision for our students and their families.
- Support children and young people to recognise and value their own learning journey.