

The **GALLERY TRUST**

A community of special schools



Class Teacher
Candidate Information Pack
Mabel Prichard School
January 2026



Mabel Prichard Class teacher

Welcome

We are looking for a dedicated and committed teacher to join our strong and welcoming team at Mabel Prichard School. You will join us on our next stage of our journey to improve outcomes for some of the most vulnerable young people of Oxfordshire. We are looking for a passionate, high-quality Teacher to work with our wonderful students with severe learning difficulties and profound and multiple learning difficulties. You will be a creative teacher who has high expectations for all.

Our school was recently rated Good in all areas and Outstanding in Personal Development by OFSTED (Feb 2024), reflecting our commitment to preparing learners for adulthood and nurturing every child's potential. As we continue to grow, we are seeking someone who shares our drive to deliver the very best for our learners.

We will offer the successful candidate:

- A supportive team, with a well planned induction.
- Strong support from The Gallery Trust
- Excellent CPD opportunities within school, across the Trust, and externally
- A supportive team of dedicated professionals committed to evidence-based practice
- The chance to work with fantastic Learners and their families
- An externally facing team committed to working in partnership with a range of professionals
- A leadership team committed to the well being of the whole staff team with a commitment to deliver meaningful well being actions in liaison with the team.
- A bespoke curriculum, with termly planning support and the use of high quality resources to facilitate teaching and learning.
- A digital strategy which gives you the tools you need for the job.

We welcome informal conversations and visits to our school.

Contact Alison Martin, or visit www.mabelprichard.org for more information.

Mabel Prichard School (Oxford, OX4) is committed to safeguarding and promoting the welfare of children. All post holders are subject to vetting and an enhanced DBS check.

Mabel Prichard School is a community special school for children and young people with complex needs from the ages of 2 to 19. We currently have 119 pupils on roll and are in a period of expansion.

At Mabel Prichard School, we believe in enabling every student to realise their full potential through motivating and preparing to succeed, so learners can have a happy, fulfilling childhood and a meaningful, positive adulthood. Our curriculum is accessible and aspirational and offers a broad range of opportunities to all learners in order to give them the best preparation for their futures. We have the very highest of aspirations for our pupils.

Mabel Prichard School is built across two sites, each providing a learning environment and therapeutic space to meet the needs of our learners. The team consists of teaching staff, health professionals, pastoral support workers, speech therapists, physios and occupational therapists.

Thank you for your interest in Mabel Prichard School. This is an exciting time to join our team and we look forward to receiving your application.

Alison Martin
Headteacher

Classroom Teacher

Salary: MPS/ UPR + SEN1 Allowance

Contract type: Full Time, permanent

Reporting to: Headteacher

Start date: April 2026

Mabel Prichard School wishes to appoint a new class teacher.

The successful applicant will join a talented and hardworking staff team which includes a community learning team, teaching assistants and teachers and support staff. You will be committed to pursuing the best outcomes for learners with SEND.

At Mabel Prichard our vision is to Motivate, Prepare, Succeed. The successful candidate would be expected to uphold this vision to ensure all learners are prepared for a successful adulthood in whatever form this will take for each individual.

Duties and responsibilities include:

- Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned Learners, making accurate and productive use of assessment
- Adapt teaching to respond to the strengths and needs of Learners
- Set high expectations which inspire, motivate and challenge Learners
- Promote good progress and outcomes by Learners
- Demonstrate good subject and curriculum knowledge
- Participate in arrangements for preparing Learners for external accreditation (including ASDAN and Functional Skills Tests)

Mabel Prichard School teaches in three distinct Pathways designed around the needs of our diverse cohort. Our curriculum is built around ten inclusive pathways. Teachers are expected to plan and teach well-structured lessons in accordance with our Inclusive Frameworks, ensuring well sequenced learning that allows our learners to succeed.

At Mabel Prichard School every Learner has an EHCP. All planning should be reflective of not only our curriculum but the provision and outcomes included in Learners EHCPs.

Classroom teaching at Mabel Prichard School is not done in isolation, but in partnerships with a range of services including social care and health. Teachers are expected to engage with these services to remove any barriers to learning and support learners to achieve their full potential.

As a school we offer a total communication environment that every teacher is expected to deliver to all learners.

Mabel Prichard School offers a high adult to learner ratio. All teachers are expected to act as leaders within the school and lead their classes cohort of Teaching Assistants

Benefits of working at Mabel Prichard School, 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

Application Process

To apply for this post, please email an application form to SBM@mabelprichard.org or by post FOA Alison Martin, Headteacher, Mabel Prichard School, Cuddesdon Way, Oxford OX4 6SB. If you would like to visit please phone Alison on 01865777878.

Deadline for applications: Monday 12th January 2026

Interviews: Thursday January 22nd 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

A community of special schools

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, 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.

JOB DESCRIPTION

Job Title: Classroom Teacher
Salary / Grade: MPS / UPR + SEN 1 Allowance
Responsible to: Phase Leader / Senior Leadership Team
Review of Role: Annually at Appraisal meeting

Main Purpose of the Job:

To be responsible for the overall planning, teaching and running of the class, ensuring the good behaviour and welfare of the pupils. As a Teacher, you should make the education for your pupils their first concern. We welcome teachers who are committed to achieving the highest possible standard of work and conduct. You should act with honesty and integrity; have strong subject knowledge, keep your knowledge and skills as a teacher up-to-date and be reflective; forge positive professional relationships and work with parents in the best interest of your pupils.

Applicable Contract Terms and Duties:

To be performed in accordance with the provisions of the Schools Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the post holder's title and salary grade. The post is otherwise subject to the Conditions of Service of School Teachers in England and Wales (the "Burgundy Book"). This job description is to be read in conjunction with the National Professional Standards for Teachers as appropriate to the relevant level.

Aims and Objectives

- To uphold and work towards the school's vision and aims, supporting the school ethos and mission.
- To contribute to the development and review of school policies and then to uphold and work within the policies as agreed.
- To plan the curriculum, with colleagues, in line with school policy, to secure high quality learning for the pupils.
- To deliver the curriculum through a range of lessons designed to stimulate and motivate pupils' learning
- To report on pupils progress
- To establish effective working relationships with others
- To make efficient use of resources
- *If TLR -To lead on improving outcomes in a subject/area throughout the school, monitoring and reporting progress and identifying areas for development.*

Key Tasks:

Planning

- Ensure that each school day is planned in advance, so that all class staff understand the needs of the learners throughout the day.
- Set stretching objectives for pupils' learning which are ambitious and relevant to each pupil's individual needs
- Plan, prepare and implement appropriate teaching programmes
- To include opportunities for appropriate inclusion, taking into account individual needs and objectives.

- *If TLR holder – To identify areas for improvement from data and plan relevant interventions with SLT.*

Teaching

- Demonstrate teaching skills which lead to learners achieving well relative to their prior attainment
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment
- Be flexible, creative and adept at designing and refining approaches to teaching that are well-matched to learning objectives
- Ensure that all the pupils receive motivating, effective and relevant learning opportunities which meet their individual needs as outlined in their Statement of Educational Need/EHCP and in accordance with the school's curriculum guidance.
- To plan and teach lessons with a child centred approach to learning
- Provide a learning environment for pupils that is appropriate to their needs and facilitates high levels of achievement.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework, in line with the school's behaviour policy.
- Facilitate enriching activities outside the classroom that enhance learning opportunities.
- Report to parents about their child's work on a termly basis
- Liaise with parents; therapists; other schools; colleges and outside agencies
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

Standards and Achievement

- Provide an on-going assessment of the pupil's achievements and abilities, supporting this with robust and comprehensive record keeping, in line with the school's policy
- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

Professional Standards and Development

- Work with other professionals to meet the needs of pupils as appropriate, seeking guidance and support, delivering specialist programmes and providing effective feedback to secure the best possible provision
- Regularly reflect on own practice seeking continuous improvement

Leadership and Management

- Lead the class team, providing them with a positive role model and appropriate guidance to ensure that they support the delivery of high quality learning experiences to the pupils
- Develop class team's professional knowledge and skills through example, coaching and professional dialogue

- Have knowledge of and always follow the School's Health, Safety and Well-Being and Safeguarding policies, procedures and guidelines
- To be an active participant in a Learning and Teaching Team. This may include opportunities to lead in school improvement areas.
- *If TLR – to join the school's middle leadership team, coordinate a key stage and lead on the improvement of teaching and learning in a subject area.*

School responsibilities

- Provide training as agreed with the Headteacher that is relevant to experience, expertise and qualifications
- Take assemblies on a rota basis, as agreed
- Attend curriculum development meetings, Key Stage meetings and INSET on a regular basis
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Make a positive contribution to the wider life and ethos of the school and be an active team member
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- To monitor provision and practice for equal opportunities; race equality and related issues across the school
- Any other requirement of the Headteacher, analogous to the role of class teacher

Selection Criteria
Teacher, Mabel Prichard

	• Essential	• Desirable
Professional Qualifications	<ul style="list-style-type: none"> • Qualified teacher Status or significant unqualified experience • Qualified to work and teach in the UK 	<ul style="list-style-type: none"> • Experience of working with SEND learners.
Professional Experience	<ul style="list-style-type: none"> • Successful teaching experience • Planning for and teaching pupils with SEND. • Knowledge of the National Curriculum, and the delivery of systematic phonics • Knowledge of effective teaching and learning strategies • A good understanding of how children learn • Ability to adapt teaching to meet Learners' needs • Ability to build effective working relationships with Learners • Knowledge of guidance and requirements around safeguarding children • Knowledge of effective behaviour management strategies • 	<ul style="list-style-type: none"> • Good ICT skills, particularly using ICT to support learning
Professional Knowledge & Skills	<ul style="list-style-type: none"> • Knowledge of effective and appropriate teaching and learning activities for pupils with SEND • Good knowledge and understanding of Curriculum • Knowledge of Safeguarding and Child Protection 	<ul style="list-style-type: none"> • Good knowledge and understanding of the Code of Practice for SEND
Competence Summary	<ul style="list-style-type: none"> • Excellent classroom practitioner • Ability to lead, motivate, support and delegate • Ability to contribute effectively to teams 	<ul style="list-style-type: none"> • High levels of IT literacy

	<ul style="list-style-type: none"> Ability to communicate effectively both orally and in writing with a wide range of audiences Excellent organisational and time management skills Ability to work under pressure with competing priorities and meeting deadlines 	
Personal Skills	<ul style="list-style-type: none"> Excellent team worker Committed to providing high standards of education for all pupils Genuine respect for young people Commitment to the safeguarding and wellbeing of young people Flexible, adaptable and versatile Excellent interpersonal and communication skills Willingness to take an active role in all aspects of school life Demonstrates a high level of integrity and is a role model within the school community Respect for pupils' social, cultural, linguistic, religious and ethnic backgrounds with an understanding of how these may affect their learning A commitment to working with SEND learners A belief in the fact that all learners should be supported to succeed academically regardless of their starting point. 	
Professional Development	<ul style="list-style-type: none"> Evidence of commitment to personal professional development 	<ul style="list-style-type: none"> Team Teach trained First aid trained

Please ensure that your application demonstrates clearly how you meet the above criteria.

This job description may be amended at any time in consultation with the postholder.