

The **GALLERY TRUST**

A community of special schools



**Assistant Head Teacher -
Therapeutic Practices
Artemis Academy
Candidate Information Pack**



Welcome!

Thank you for showing an interest in the Assistant Head Teacher- Therapeutic Practices role at Artemis Academy.

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

From September 2026, we will welcome our first cohort of up to eight students. During this initial phase, prior to the opening of the building, staff will work flexibly within the community, including supporting students in a range of settings as relationships and routines are established.

This will include working in a range of environments such as community settings, family homes (where appropriate), and other Trust schools. Staff must be confident working flexibly, sometimes independently, and adapting to a developing provision during the pre-opening phase.

Many of our students will have experienced Adverse Childhood Experiences (ACEs) and significant trauma, and all will have Education, Health and Care Plans (EHCPs). The school will cater for pupils aged 7–18 and will grow to 100 students by its fourth year. Our approach is holistic and trauma-informed, with a strong commitment to creating a nurturing and inclusive environment where emotional literacy and wellbeing are central to all aspects of school life.

A key feature of Artemis Academy is its multidisciplinary approach. Staff work closely alongside a team of therapists, family practitioners and other professionals to ensure that each child's educational, emotional and therapeutic needs are understood and supported in an integrated way.

At Artemis Academy, we work through a consistent, multidisciplinary model where every adult plays a distinct but connected role in supporting each child. Our Team around the Student includes:

- **Teachers** – responsible for curriculum, learning design and overall class provision
- **Teaching Partners** – provide higher-level classroom support and contribute to planning and adaptation
- **Learning Partners** – provide consistent, relational, day-to-day support for students across the school day

- **Family Support Partners** – work beyond the classroom to support families, strengthen home–school relationships and coordinate multi-agency support
- **Therapeutic Team** – including therapists and clinicians who support emotional, social and developmental needs

These roles work together as one system around the child, ensuring consistency, strong relationships, and a shared understanding across school, home and the wider network of support.

Students will be taught in small classes of up to eight, following a curriculum that places emotional and social development at its core. Learning experiences will be designed to support emotional regulation, build trusting relationships and develop lifelong skills.

This is an exciting opportunity to be part of establishing Oxfordshire's newest special school community. Thank you again for your interest, I look forward to receiving your application.

Laura Dennis
Head Teacher



Assistant Head Teacher- Therapeutic Practices

Full time permanent

Actual Annual salary £63,070.00 to £69,596.00

(QTS obtained - Teacher Pay & Conditions)

(QTS not obtained - Green Book Pay and Conditions)

Start date: September 2026 or as soon as possible

Location of role: Oxfordshire (September 2026-January 2027) Faringdon, Artemis Academy SN7 8AH (January 2027 onwards)

The Gallery Trust, a special Multi-Academy Trust, is seeking to appoint an exceptional Assistant Head Teacher- Therapeutic Practices to join us in a key strategic role. This is a significant post, with responsibility for shaping therapeutic provision and culture at our newest school, Artemis Academy. From September 2026 to January 2027, the role will be based at one of the Trust's schools, working with children, families and staff to help establish this model in practice ahead of the school's opening. We are seeking the right person to take on this pivotal leadership role and are keen to hear from candidates with a diverse range of professional backgrounds. We recognise that the expertise required for this position may come from a variety of disciplines and experiences, and therefore Qualified Teacher Status (QTS) is not a requirement. Our priority is finding someone with the knowledge, leadership skills, and commitment needed to help shape and develop Artemis as it grows.

Artemis Academy will be a therapeutic day school for children with Social, Emotional and Mental Health (SEMH) needs and Autistic Spectrum Condition (ASC). Many of our students will have experienced Adverse Childhood Experiences (ACEs) and significant trauma, and all will have Education, Health and Care Plans (EHCPs). The school will serve pupils aged 7–18 and grow to 100 students by its fourth year. It will deliver a holistic, psychodynamic, trauma-informed model, providing a nurturing and inclusive environment where emotional literacy and wellbeing are central to all aspects of provision.

The Assistant Headteacher – Therapeutic Practices will provide strategic and operational leadership for the therapeutic, relational and inclusive culture of Artemis Academy. As a member of the Senior Leadership Team, the postholder will ensure that therapeutic principles are embedded across all aspects of school life, enabling children and young people with complex social, emotional and mental health needs to thrive, engage in learning and achieve positive outcomes.

A central responsibility of the role will be the creation, development and leadership of the Families and Therapies Team. During the pre-opening phase, the postholder will design the structure, vision and operating model for this service, establishing integrated approaches that bring together therapeutic intervention, family support, safeguarding, inclusion and multi-agency working. They will recruit, develop and lead a high-performing multidisciplinary team, ensuring that children, families and staff have access to coherent, responsive and impactful support.

The role will lead the development, implementation and evaluation of a high-quality therapeutic model that integrates education, therapy and family support within a coherent, trauma-informed and child-centred framework. Working collaboratively with staff, families, trustees, governors and external partners, the postholder will strengthen inclusive practice, promote wellbeing and ensure that the needs of pupils remain at the heart of decision-making.

As Assistant Headteacher, the postholder will contribute to the strategic leadership, continuous improvement and future development of Artemis Academy and The Gallery Trust. They will champion innovation, professional learning and evidence-informed practice, helping to create a safe, nurturing and ambitious environment in which children, families and staff can flourish.

The postholder will provide day-to-day leadership for the Families and Therapies Team and for therapeutic practice across Artemis Academy, ensuring consistency, quality and impact. They will lead reflective practice and professional supervision, support the development of staff expertise, oversee therapeutic and family support provision, and contribute to the ongoing evaluation and refinement of services.

We are seeking an ambitious, innovative and collaborative leader who is passionate about improving outcomes for children and young people with SEND and complex needs. The successful candidate will bring strong relational, organisational and communication skills, experience of leading multidisciplinary teams, a thorough understanding of educational contexts, and the flexibility and creativity required to develop genuinely integrated approaches to education, therapy and family partnership. They will be motivated by the opportunity to establish a sector-leading Families and Therapies Service and influence therapeutic practice beyond a single setting.

In return, we offer the opportunity to work within a successful, growing and secure public sector organisation, supported by a well-resourced and highly committed team.

Our benefits package includes access to high-quality continuing professional development (CPD) and membership of the Local Government Pension Scheme (LGPS).

This post is subject to the Department for Education's Safer Recruitment processes, including satisfactory references (requested prior to interview), an Enhanced DBS check, Occupational Health clearance, verification of qualifications and confirmation of the right to work in the UK.

Benefits of working at The Gallery Trust

Career Progression

- Be a senior leader of a brand new 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- in line with NHS banding
- 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 complete an application via MyNewTerm using the link below <https://mynewterm.com/jobs/128239915/EDV-2026-AA-44574>

Application deadline: **Sunday 5th July 5pm**

Interviews will be held: **Thursday 9th July**

If you would like to enquire about the post please make contact with Laura Dennis (Head Teacher) 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

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 7 special academies in the Trust located throughout Oxfordshire, with a further academy (Artemis 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.

Assistant Head Teacher- Therapeutic Practices Job Description

Responsible to: Head Teacher

Introduction

This job description outlines the main duties and responsibilities of the post. It is not intended to be an exhaustive list and may be reviewed and amended over time in line with the needs of the Trust, without changing the overall level of responsibility of the role.

The post holder will report to the Headteacher of Artemis Academy, who will have day-to-day oversight of the role, workload and performance within the school.

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 from the job description.

Role Purpose

Strategic Leadership and School Development

- Lead the development and implementation of a whole-school therapeutic approach.
- Contribute to the strategic leadership, culture and continuous improvement of Artemis Academy as a member of the Senior Leadership Team.
- Ensure therapeutic perspectives inform school policies, systems, decision-making and practice.
- Lead the ongoing development of therapeutic provision, ensuring services are evidence-informed, sustainable and responsive to pupil needs.
- Contribute to curriculum development and wider school improvement initiatives.

Leadership

- Establish, lead and develop an integrated therapies and families team.
- Oversee the quality, effectiveness and impact of therapeutic and family support services.
- Promote effective collaboration between education, therapy and family support professionals.
- Champion relational, trauma-informed and inclusive approaches across the school community.
- Support the development of safe, structured and responsive environments for pupils and families.
- Hold delegated responsibility for the running of the school in the absence of the Head Teacher.

Quality Assurance, Evaluation and Improvement

- Develop systems to monitor, evaluate and improve the quality and impact of therapeutic provision.
- Establish outcome measures and evaluation frameworks that demonstrate effectiveness and inform service development.
- Maintain robust quality assurance processes and high standards of professional practice.
- Ensure accurate, secure and compliant record-keeping across therapeutic and family support services.
- Provide reports and assurance to senior leaders and the Local Academy Board regarding the effectiveness and impact of provision.

Workforce Development and Professional Learning

- Line manage, support and develop members of the education, therapies and families team.
- Foster a culture of reflective practice, professional learning and continuous improvement.
- Identify workforce development needs and contribute to the design and delivery of high-quality professional development.
- Support staff to develop confidence and expertise in relational and trauma-informed approaches.

Partnerships, Safeguarding and System Leadership

- Build and maintain effective relationships with families, carers, external professionals and partner agencies.
- Work collaboratively with local authorities, health services and other stakeholders to secure the best outcomes for pupils and families.
- Represent the school and Trust within professional networks, partnerships and sector forums.
- Act as a Designated Safeguarding Lead (DSL), ensuring compliance with statutory safeguarding responsibilities and Trust policies.
- Promote a strong safeguarding culture, placing the welfare of children and young people at the centre of all practice and decision-making.
- Lead the identification, management and monitoring of safeguarding concerns, ensuring timely and effective intervention.
- Ensure staff receive appropriate safeguarding training, guidance and support.

Selection Criteria Assistant Head Teacher- Therapeutic Practices

Essential	Desirable
Qualifications	
<ul style="list-style-type: none"> ● A recognised professional qualification relevant to therapeutic practice, mental health, family support, social care, education, or child development. ● Evidence of substantial post-qualification professional development relating to trauma-informed practice, therapeutic approaches, safeguarding, SEND, SEMH, autism, attachment, child development, or leadership. ● A safeguarding qualification or willingness to undertake designated safeguarding training appropriate to the role. ● Evidence of leadership and management training, or significant experience leading teams and services. 	<ul style="list-style-type: none"> ● Postgraduate qualification (Masters level or above) in a relevant field. ● Accredited therapeutic qualification or professional registration with a recognised body (e.g. HCPC, Social Work England, BACP, UKCP, BABCP, BPS or equivalent). ● National Professional Qualification (NPQ) or equivalent leadership qualification. ● Qualified Teacher Status (QTS), although this is not essential. ● Qualification in supervision, coaching, systemic practice, family work, or reflective practice facilitation.
Experience	
<ul style="list-style-type: none"> ● Significant senior leadership experience within education, social care, therapeutic services, or related sectors. ● Experience leading multidisciplinary teams and developing whole-organisation approaches to wellbeing, inclusion, behaviour, and therapeutic practice. ● Significant experience working with children and young people with SEND, SEMH, autism and/or complex needs. ● Experience supporting children and young people affected by trauma, attachment difficulties and adverse childhood experiences (ACEs). ● Experience working collaboratively with families, external agencies, and professionals across education, health, and social care. ● Experience leading organisational change, service development, and 	<ul style="list-style-type: none"> ● Experience working psychodynamically with children, young people and families. ● Experience of working within specialist SEMH settings. ● Experience of managing therapeutic, family support, inclusion or related services. ● Experience of commissioning, evaluating, redesigning, establishing or developing services and models of practice. ● Experience of opening a new school, service or specialist provision. ● Experience of managing multidisciplinary teams.

<p>continuous quality improvement.</p> <ul style="list-style-type: none"> ● Experience engaging with and presenting to governors, trustees, and other senior stakeholders. ● Demonstrable leadership experience, including supervision, line management and staff development. 	
<p>Professional Knowledge & Skills</p>	
<ul style="list-style-type: none"> ● Strong understanding of the needs of children and young people with SEMH, ASC, SEND and other complex needs, including the barriers they may face in accessing education and support. ● Strong knowledge of SEND, SEMH, autism, trauma, attachment and child development. ● A secure understanding of therapeutic, relational and trauma-informed approaches and their application within educational settings. ● In-depth knowledge of safeguarding, risk management, governance, relevant legislation and statutory guidance, including SEND and inclusive practice. ● Excellent consultation, communication, interpersonal and organisational skills, with the ability to support, challenge and influence practice at all levels, including senior leadership. ● Experience of designing and delivering whole-staff training and CPD. ● Understanding of safeguarding, child protection and statutory responsibilities. ● Excellent communication, interpersonal and relationship-building skills. ● The ability to influence, motivate and develop others through coaching, training and professional support. ● Knowledge of reflective practice, professional supervision and workforce development. 	<ul style="list-style-type: none"> ● Knowledge of family support, early help and social care systems. ● Knowledge of current national policy developments relating to SEND, SEMH, inclusion and children's services. ● Understanding of the SEND Code of Practice and Education, Health and Care Plan (EHCP) processes. ● Experience of contributing to curriculum development from a therapeutic perspective. ● Knowledge of psychodynamic, systemic or other therapeutic models relevant to children and young people with complex needs. ● Experience of commissioning, managing or quality assuring therapeutic services. ● Understanding of organisational change and service development within education, health or social care settings. ● Knowledge of current research and evidence-informed practice relating to trauma, wellbeing and inclusion.
<p>Leadership and Personal attributes</p>	

- | | |
|--|--|
| <ul style="list-style-type: none"> ● Ability to think and act strategically, articulating a clear vision and translating it into effective practice and measurable outcomes. ● Ability to work relationally and therapeutically with children, young people and families, exercising sound judgement in complex and challenging situations. ● Proven ability to develop, implement and sustain a high-quality therapeutic culture and practice across a complex organisation. ● Proven ability to lead, motivate and develop high-performing teams, fostering accountability, collaboration and continuous improvement. ● Excellent interpersonal and influencing skills, with the ability to build effective relationships with children, families, staff, trustees, governors and external partners. ● High levels of emotional intelligence, resilience, adaptability and professional integrity. ● Commitment to inclusion, equality, diversity, belonging and high expectations for all. ● Commitment to safeguarding and promoting the welfare of children and young people. ● Alignment with the ethos and values of The Gallery Trust. ● Willingness and ability to work flexibly across Trust sites and within the community, including travel as required. | <ul style="list-style-type: none"> ● Ability to build and sustain strategic partnerships that improve outcomes for children, young people and families. ● Experience of contributing to organisational strategy at Trust, local authority or system level. |
|--|--|

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