



Bardwell School
Together We Thrive

The **GALLERY TRUST**

A community of special schools



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**Assistant Head Teacher Candidate
Information Pack June 2026**



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Thank you for your interest in the position of Assistant Headteacher at Bardwell School.

Bardwell is a vibrant and ambitious special school where relationships, inclusion and high expectations are at the heart of everything we do. We are proud of our skilled and dedicated staff team, our strong partnerships with families and our commitment to ensuring every student is supported to thrive, develop independence and prepare for their next steps.

Our recent Ofsted inspection recognised Bardwell as Strong in all areas, noting that *"leaders have very effective partnerships with wider agencies"* and that *"pupils are very well prepared for their next stage of education and adulthood."* These strengths reflect our commitment to working collaboratively with families and professionals to achieve the very best outcomes for every student.

This is an exciting opportunity to join our senior leadership team. We are looking for an inspirational leader who shares our values, is passionate about inclusive education and is committed to achieving the very best outcomes for our students.

I hope this information pack gives you a sense of our school community and the opportunities this role offers. We look forward to receiving your application.

Mrs Jo McGill
Headteacher

Assistant Head Teacher
Bardwell School, Bicester
Full Time, Permanent
Leadership Scale L7 – L10
Start Date: TBC

Bardwell School is seeking to appoint an inspirational and dynamic Assistant Headteacher who will support the Deputy Head Teacher and Head Teacher in leading Bardwell School. The Assistant Head Teacher will report to the Head Teacher.

The successful candidate will bring their leadership experience, operational and strategic abilities and knowledge of SEND to the role. They will also be a skilled practitioner, modelling and understanding excellent classroom practice. They will have the ability to engage students with a complex range of special educational needs and have a clear commitment to improving student outcomes.

This role also provides the opportunity to contribute to the Gallery Trust as it expands and to work with colleagues across the MAT.

This role will include:

- • Leading Personal Development across the school.
- Leading provision and outcomes for Children We Care For.
- Acting as Educational Visits Coordinator (EVC).
- Leading a core curriculum subject.
- Supporting curriculum and pedagogy development.
- Supporting Quality of Education.
- Supporting and chairing EHCP reviews.
- Deputising for the Deputy Headteacher.
- Representing Bardwell School within the community and developing partnerships.
- Contributing to school improvement planning and strategic leadership.

Following successful application, the job description and wider responsibilities for this role will be finalised based on the strengths and experience of the post holder.

The successful candidate will:

- Have experience of leadership within a school
- A strong understanding of restorative approaches in schools
- Have experience of Safeguarding procedures within a school
- Have up to date knowledge of the SEND Code of Practice and principles around EHC Plan processes
- Be an outstanding teacher, who is able coach and mentor new staff
- Have the vision and skills to support the school's journey of continuous improvement
- Be passionate about improving outcomes for students and to ensure all students reach their potential
- Be dedicated to the inclusion of students with SEND in education and society as a whole
- Align with Bardwell school values, vision and ethos



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Benefits of working at Bardwell School include:

Professional development opportunities

- Regular training and access to a range of internal and external professional development opportunities, tailored to your learning needs, your job role and your career aspirations.
- Opportunities for career progression, secondments and transfers within The Gallery Trust, the largest special school Academy Trust in Oxfordshire.
- Opportunities for collaborative working across the schools in The Trust, offering the chance to liaise with experienced colleagues, building knowledge and professional networks

Financial

- Competitive salaries based on School Teacher Pay and Conditions Document and the NJC Green Book
- Access to attractive pension plans (TPS and LGPS), linked to salary life assurance
- Contribution towards glasses and eye tests for DSE use
- Salary sacrifice schemes, including childcare vouchers

Wellbeing

- 24/7 access to a free Employee Assistance Programme to provide confidential advice and guidance
- Membership to My Healthy Advantage wellbeing app
- 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
- Complimentary tea and coffee
- Regular staff surveys and gathering of staff views to gain feedback on wellbeing and to drive improvements
- The opportunity to join colleagues for social events
- Family friendly policies, which promote your wellbeing
- Weekly opportunity to purchase from the Post 16 lunch bar
- Tuck shop – run by Post 16 provision

Facilities

- Free car parking and cycle storage



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Bardwell School is one of seven special academies within The Gallery Trust. The Trust is dedicated to improving outcomes for SEND learners in Oxfordshire, striving to provide the best possible special education for all students. As the largest special school Trust in Oxfordshire, we value powerful collaboration and knowledge sharing but fully celebrate the distinct ethos and individuality of our family of schools, located throughout the county of Oxfordshire.

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.

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, with 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.



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Bardwell School is a welcoming and inclusive community special school for children and young people aged 2–19 years. We have high aspirations for every student and believe that all young people can learn, achieve and thrive.

Our broad and personalised curriculum places communication, independence and preparation for adulthood at its heart. Learning is meaningful and engaging, helping students develop the skills, confidence and resilience they need for life beyond school. Through community visits, work experience, enrichment activities and leadership opportunities, students are encouraged to explore their interests, develop their talents and become active members of their community.

Strong relationships are at the centre of everything we do. We work closely with families and a skilled multi-disciplinary team, including nursing, therapy and health professionals, to ensure students receive the support they need to flourish.

Alongside our educational provision, we offer hydrotherapy and deliver Branch-Out, our highly valued Short Breaks service, which provides a range of after-school, youth and holiday activities for children, young people and their families.

As part of The Gallery Trust, Bardwell School is committed to providing exceptional opportunities and outcomes for every student, enabling them to thrive, make meaningful contributions and achieve their own aspirations.





JOB DESCRIPTION

Assistant Head Teacher - Personal Development

Reports to: Headteacher

Job purpose

To advise and support the Headteacher and Deputy Headteacher in providing vision, strategic direction, professional leadership and management to ensure high quality education for all students. The post holder will also lead and support the implementation of strategy and will have some teaching commitment.

Introduction

This job description should be read in conjunction with the current School Teachers' Pay and Conditions document for those on the leadership spine 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 and Deputy Headteacher. The Headteacher, Deputy Headteacher, 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.

This job description will be reviewed at least annually and any changes will be subject to consultation. The school'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 as Work policy and the Dignity at Work policy

Teaching and Learning

- Support the development of curriculum, pedagogy and teaching and learning
- Support the management of quality of education
- Ensure all students within the school receive an exciting, effective and appropriate education as outlined in their Educational and Health Care Plan and in accordance with the school's curriculum framework. In doing this the Headteacher/ Deputy Headteacher will have due regard to the National Curriculum, and the school's aims together with the policies of the Trustees. This will also include monitoring and developing the school's curriculum framework and recording system.
- Monitor, evaluate and report on the quality of teaching and classroom management standards conducive to excellent and imaginative delivery of the curriculum framework and recording system.
- It is expected that the role will model exceptional teaching, learning and planning when required
- Support the EHCP review cycle, chairing reviews and working with teachers to ensure outcomes are appropriate

The teaching aspect of the post will require:

- The provision of suitability differentiated work to meet the individual needs of the pupils



- The curriculum planning and review cycle is maintained in accordance with the school's planning framework and policy
- On-going assessment of pupils' work and abilities through comprehensive record keeping based on the school's agreed format
- Supporting pupil's regulation and engagement for learning, in line with the school's behavior policy and restorative ethos
- Contribution wherever appropriate, to the display, presentation and celebration of pupil's work
- Safeguarding and promoting the welfare of all pupils
- Implementing and modelling high standards of behavior management.

Leadership and management

Responsibility for the routine organisation and management of the school in line with the schools stated purpose, aims and values, management of documents, policies and development plans.

The role will include operational management of the school on a day-to-day basis. A full understanding of the school's behaviour policy and the principles of restorative justice is required.

Deputising for the Deputy Head Teacher

- Be a member of the senior leadership team and make a significant contribution to the team's effectiveness
- Support the development of the curriculum delivery and design
- Lead by example in a way that motivates all involved with the school to achieve their potential
- Responsibility for pastoral care of pupils
- Contribute to the vision, self-evaluation and strategic plans for the development of the school
- Contribute to the Raising Achievement Plan, taking responsibility for specific priorities
- Monitor and contribute to the raising of pupils' standards of achievement and attainment
- Attend and chair meetings
- Be involved in the organisation, planning and delivery of assemblies as and when necessary
- Take responsibility for one's own health, safety and welfare and the health and safety of pupils, visitors and colleagues, in accordance with the requirements and locally adopted policies; including taking responsibility for raising concerns with a manager
- Foster the development of a positive and supportive ethos for pupils and staff
- Display a high standard of professional behaviour and integrity at all times
- Represent the school at external events
- Carry out other duties as may be reasonably assigned by the Headteacher or Deputy Head Teacher

Personal Development

- Oversee and support the PSHE Lead to ensure effective delivery of the PSHE curriculum and promote students' personal, social, health, and emotional development.
- Monitor and evaluate personal development initiatives to ensure alignment with school priorities and statutory requirements.
- Lead programs that foster personal growth, including student leadership, mentoring, and extracurricular opportunities.
- Support staff in delivering high-quality personal development through guidance, training, and resources.



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- Track and report on outcomes of personal development initiatives, using data to drive improvements.
- Collaborate with external partners to enrich students' learning experiences.
- Promote a school-wide culture of respect, inclusivity, and lifelong learning.
- Act as Lead Teacher for Children We Care For
- Act as EVC Lead

Staff management, development and support

- Deliver training and lead staff meetings to include inset days
- Act as a team leader within the school's performance management and appraisal frameworks
- Act as a personnel link for a group of staff and taking a whole school interest in staff wellbeing and welfare



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- Participate in the recruitment and development of teaching and support staff of the school
- Contribute to good management practice by ensuring positive staff participation, effective communication and procedures
- Support activities that ensure that the ethos of the school enables staff at all levels to embrace learning, in order to improve their own skills

Links with parents, trustees, governors and the wider community

- Encourage full parental participation in the work, life and development of the school and to make sure they are fully informed of their child's progress. To be available to deal with parental concerns and to provide support where possible or refer to other professionals or agencies.
- Provide objective and clear support when required to the Trust Directors and Trustees in a way that enables it to meet its responsibilities, including attending meetings and preparing reports.
- Work in partnership with the Local Authority, external agencies and other professionals
- Liaise with other educational establishments in order to promote the continuity of learning, progression and curriculum developments.
- Develop and maintain positive links and relationships with the community, local organisations and employers.



Selection Criteria
Assistant Head Teacher, Bardwell School

	Essential	Desirable
Professional Qualifications	<ul style="list-style-type: none"> • Qualified teacher • Qualified to work and teach in the UK 	<ul style="list-style-type: none"> • Further study and qualification in L&M/education e.g NPQs , Masters • Willingness to uptake NPQ
Professional Experience	<ul style="list-style-type: none"> • Successful teaching experience • Planning for and teaching pupils with SEND. • Effective management of students with SEND • Successful development of specific curriculum area/s • Experience of operational management during the school day • Evidence of strategies developed or target setting and monitoring performance, in order to raise pupil achievement • Evidence of participation in the development of the curriculum, in particular in relation to the National Curriculum • Significant pastoral experience including middle leadership 	<ul style="list-style-type: none"> • Experience of organising and coordinating the work of external agencies and professionals • Experience of working with restorative approaches • Effective involvement in school improvement planning and monitoring • Chairing/Leading EHCP reviews experience
Professional Knowledge & Skills	<ul style="list-style-type: none"> • Knowledge of effective and appropriate teaching and learning activities for pupils with SEND • Knowledge and experience of setting, monitoring and evaluating targets at all levels • Good knowledge and understanding of the National Curriculum • Awareness of behavioural analysis tools and systems and the ability to ensure consistent implementation of the school's behaviour policy • Awareness of current initiatives, issues and legislation • 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 • Ability to take a strategic view and prepare strategic plans • Ability to communicate effectively both orally and in writing with a wide range of audiences • Excellent organisational and time management skills 	<ul style="list-style-type: none"> • Ability to lead INSET • Ability to collaborate online and use ICT to aid co constructive learning



<p>Bardwell School Together We Thrive</p>	<ul style="list-style-type: none"> • Ability to work under pressure with competing priorities and meeting deadlines • High levels of IT literacy 	
<p>Personal Skills</p>	<ul style="list-style-type: none"> • Excellent team worker • Inspirational and proactive style and leadership • 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 • Able to combine routine, day to day tasks with working strategically 	
<p>Professional Development</p>	<ul style="list-style-type: none"> • Evidence of commitment to personal professional development • A balanced programme of relevant INSET 	<ul style="list-style-type: none"> • Team Teach trained • First aid trained

Please ensure your application details how you meet the above selection criteria.