

**Applicant Welcome Pack**

**Assistant Headteacher (SEND)**

**High School**





**“Success for All”**

**OUR VISION**

**At Netherhall Learning Campus our standards and priorities are driven by having the highest of expectations that deliver for all student regardless of their context or starting point. This is underpinned by an unwavering commitment to our vision of ‘Success for All’**

**Our expectations allow all students to engage within a positive learning environment which in turn has created a Campus that allows all students to make progress. We believe that prioritising good attendance, good behaviour, strong engagement and having high expectations that all children and young adults are able to overcome barriers and become active learners that will go on to benefit society.**

**The foundations of the Campus’ strength are built on our strong traditions of personalised pastoral care that ensures the climate for learning is calm, well-ordered and secure. We value every student equally and aim to provide a safe and supportive environment. We are aware students have different needs and as a Campus we are committed to ensuring that every student has the opportunity to succeed. This is achieved by providing a broad, balanced and innovative curriculum that offers an excellent mix of inside the classroom and outside the classroom opportunities to learn. We will also offer a range of interventions when needed so that no student is left behind.**

**The calm, ordered and secure environment allows the Campus to offer a wide range of enrichment activities which students are actively encourage to participate in.**

**We want our students and parents/carers to feel valued members of the Campus community, we can only achieve this by working together. We value the input from parents to help the Campus with its work. We aim to engage parents as much as possible through regular reporting, parent’s evenings and regular parental contact. We can only succeed if we are united in our efforts.**

**We aim to encourage creativity, enterprise, teamwork, personal responsibility and leadership skills in all students. We want all students to develop a “can do” attitude that will prepare them for adult life and employment. Our aim is that every student who leaves the Campus at 16 or 18 has a place at college, university, an apprenticeship or a job.**

**Michael Kent**

**Principal**

**About the Campus**

Netherhall Learning Campus consists of four schools, covering the full age and ability range from 3 – 19 years, each with its own distinctive ethos; each with its own individual identity and each catering to the specific needs of its students. Whilst the four schools are linked by a common philosophy and by common expectations, each school has its distinct and own characteristics that offer all students a continuous journey from Early Years entry through Key Stages 1 to 4 and beyond to Key Stage 5 via the Studio School. We are made up of a diverse community, yet we are all Netherhall.

**A continuous journey**

Pupils may join any of the schools at any time. Regardless of the stage at which they start to attend, all students will experience the unique benefit of an education that has been planned by specialist teachers for all stages of a child’s learning journey.

**A common standard and expectation of dress, behaviour and standards of presentation:**

* All students, regardless of age, are expected to observe common rules of courtesy, respect, honesty and reliability.
* Uniform is the same across the Campus.
* From the start of their school career, all pupils are expected to arrive on time and with the correct equipment.
* Work is always to be presented to the best of the pupils’ ability and books are to be respected and kept in good condition.

**A recognition of the importance of parents and carers as partners in the learning journey of our children. A dedicated community team works across the campus to:**

* Work with parents to help support their children.
* Encourage greater parent and carer participation in school.
* Support adults who may have had a career break, back into learning and into the workplaces.

**High quality teaching**

* Teachers across the campus meet regularly to share ideas and good practice.
* They share their expertise and help identify and meet the needs of pupils with special aptitude in their subject area.

**Innovative curriculum development**

* The curriculum is jointly planned by specialist teachers across the Campus to prevent unnecessary repetition and stalling of progress at change of school.
* Creativity and opportunities for artistic and musical development are actively promoted and encouraged.



[**Netherhall St James C of E (VC)
Infant and Nursery School**](https://www.nlconline.org.uk/rawthorpe-st-james-infant-nursery-school/)

Rawthorpe Lane, Rawthorpe
Huddersfield HD5 9NT**01484 226601**infants@nlconline.org.uk[View map](https://www.google.com/maps/place/Rawthorpe%2BInfant%2B%26%2BNursery%2BSchool/%4053.6534413%2C-1.7598639%2C17z/data%3D%214m8%211m2%212m1%211sNetherhall%2BJunior%2Bhuddersfield%213m4%211s0x0%3A0xeda9f085162f46c7%218m2%213d53.6528775%214d-1.7574115)



[**Netherhall Learning
Campus Junior School**](https://www.nlconline.org.uk/rawthorpe-junior-school/)

Rawthorpe Lane, Rawthorpe
Huddersfield HD5 9NT**01484 300080**juniors@nlconline.org.uk
[View map](https://www.google.com/maps/place/Netherhall%2BJunior%2BSchool/%4053.6518707%2C-1.7638121%2C17z/data%3D%214m8%211m2%212m1%211sNetherhall%2BJunior%2Bhuddersfield%213m4%211s0x0%3A0xa0d8658f4d73b27f%218m2%213d53.6517111%214d-1.7621664)



[**Netherhall
High School**](https://www.nlconline.org.uk/netherhall-learning-campus-high-school/)

Netherhall Avenue
Huddersfield HD5 9PG
**01484 382140**info@nlconline.org.uk
[View map](https://www.google.com/maps/place/Netherhall%2BLearning%2BCampus/%4053.654663%2C-1.7605866%2C17z/data%3D%213m1%214b1%214m5%213m4%211s0x487bdea09bc6fc21%3A0x61f20c320477bac7%218m2%213d53.654663%214d-1.7583979)



[**The Creative & Media
Studio School**](https://www.studio-school.org.uk/creative-and-media-studio-school)

Netherhall Avenue
Huddersfield HD5 9PG**01484 382140**cmss@nlconline.org.uk
[View map](https://www.google.com/maps/place/The%2BCreative%2B%26%2BMedia%2BStudio%2BSchool/%4053.6549308%2C-1.7575813%2C17z/data%3D%213m1%214b1%214m5%213m4%211s0x487bdc1ef4cbc0ad%3A0x7c4d7a913775f6b5%218m2%213d53.6549308%214d-1.756234)



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**Letter from the Heads of School**

Dear Applicant,

Welcome and many thanks for your interest in the vacancy at our school. This information pack will provide you with an outline of the role for which you are considering applying and I would encourage you to undertake further research into our school and its community to make sure this is a role in which you can make a significant, positive impact on the lives of our students. Additionally, it needs to be the right place for you to develop professionally and to be happy in the next stage of your career.



Our ethos of ‘*Success for All’*, caring for each other and achieving excellence, underpin everything that happens in our school. I believe education should have a positive impact on all students and that Netherhall is the right place for this to happen. We have the highest expectations of all our students in every area of school life. Our school is a caring, nurturing and ordered community with an atmosphere of calm and purposeful learning. Students are treated as individuals and we recognise and celebrate different abilities, aptitudes and interests and believe that everyone can develop through dedication and hard work. We aim to create an enjoyment for learning and a resilience that is essential for achieving excellence. We work hard to ensure every young person is happy, safe and successful – a credit to themselves, their family and Netherhall. We aim high.

A culture of excellent teaching and learning is at the heart of everything at Netherhall Learning Campus and it isn’t just for students; we invest heavily in the continuing professional development of all our staff to improve the student experience. Success is not down to one thing but needs some key ingredients: strong classroom practice, an appropriate and personalised curriculum, rigorous tracking and monitoring of progress, commitment and positive behaviour for learning from students and support from home. These coupled with a love for learning and a passionate belief that all can achieve are crucial so that every student can be the best that they can be.

We look forward to welcoming you into our school community.

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| K McGrath  |  | C:\Users\ainleyj\AppData\Local\Packages\Microsoft.Windows.Photos_8wekyb3d8bbwe\TempState\ShareServiceTempFolder\HJ signature.jpeg |
| Kirsty McGrath | Zoe Lowe | Heather Johnson |
| Head of I&N School | Head of Junior School | Head of High School |

***“Success For All”***

**Information**

Thank you and welcome for taking the time to read this pack.

Netherhall Learning Campus High School is a place where every student is valued and success is a shared goal. As the head of this vibrant learning community, it would be my pleasure to introduce you to a school that is dedicated to fostering a nurturing environment where students not only achieve academically but also grow as individuals.

Our vision is clear: **Success for All.**

We believe every student has the potential to excel and we are committed to providing the tools, opportunities, and support needed to turn that potential into reality.

Our key values of **ready, respectful, and resilient** are the pillars that support our vision. They are not just words; they are the standards by which we live and learn every day.

Being **'Ready'** means our students come prepared to engage with their education, equipped with the curiosity and the drive to learn.

**'Respectful**' reflects our commitment to creating a community where everyone is valued and differences are celebrated.

**'Resilient'** describes our shared determination to overcome challenges and view setbacks as opportunities to learn and grow.

At our school, students don't just learn; they thrive, gaining the knowledge, skills, and characteristics essential for reaching their full potential. We are dedicated to preparing our students for the next stage of education and the workplace, ensuring they leave us not just with qualifications, but with the confidence and capability to navigate the future.

We are very proud of our school and the dedicated team that we have who work tirelessly hard to provide the best opportunities for the young people in our care. We would welcome every opportunity to celebrate the success of this with you.

We look forward to welcoming you in person to Netherhall Learning Campus High School, where your journey towards success could begin today. Together, we will strive to make your experience here one that is filled with learning, growth, and success.

If you would like further information, or to visit, prior to completing your application Please contact our school office and our team will be more than happy to support you with this request.

**Mrs Heather Johnson,**

**Head of School**



If you would like to be considered for the post, please complete the application form in full, alongside a letter of application, no more than two sides, outlining your relevant experience to date and the contribution you feel you could make to our school.

Please be assured that we take the time to read and consider all applications we receive. However, it is not possible to give feedback to candidates who have not been shortlisted.

We are committed to safeguarding and promoting the welfare of children and young people we expect all our staff to share our commitment. Further information regarding our safeguarding approaches can be found on our website. The successful applicant to this post will be subject to an enhanced DBS check and other pre-employment checks before the appointment is confirmed. **Please note CVs will not be accepted.**

Position: Assistant Headteacher

Contract: Permanent

Salary: L13-17

Start date: September 2025

Closing Date: Monday 28th April 2025 at 12pm

Interviews: w/c 5th May 2025

Completed application forms should be returned to: admin@nlconline.org.uk

For a tour of the school, please contact admin@nlconline.org.uk

**Joining Netherhall Learning Campus**

* Netherhall Learning Campus High School is committed to developing all staff within their roles and creating opportunities for further career progression
* **Pension** – Every employee has access to the Teachers’ Pension Scheme or West Yorkshire Pension Fund.
* **Emotional Wellbeing Support** via Employee Healthcare Service including Care First a free confidential counselling service.
* **Wellbeing Benefits** include annual flu vaccination, staff gym and exercise classes
* **Cycle to work scheme**
* **Corporate gym membership –** as a Kirklees employee you are entitled to the corporate rate at all Kirklees Active Leisure gyms
* **Vivup -** discounts across hundreds of the UK’s high-street and online retailers
* **Totum Pro –** NUS card for professionals

**Job Description**

**Line Management responsibilities:**

* Line management of the Complex Learning Difficulties integrated resource provision.
* Line management of the SEND team.

**Key Focus:**

To work with and support the Principal, Head Teacher and the Governors in:

* Developing the School and shaping year on year growth and development of SEND provision.
* Establishing, supporting and sharing the vision and ethos of the School
* The supervision and performance management of teaching and support staff in relation to our SEND provision.
* Working alongside other teachers in the classroom and to be flexible in terms of the future balance of class teaching and strategic leadership as the school develops
* Leading and coordinating SEND provision across the School.
* Ensuring that the quality of teaching and learning is improved so that it is consistently outstanding.
* Supporting in the development of CPD and quality assurance across the school.
* Inspiring high quality teaching and learning and high expectations through the modelling of excellent practice meeting all the varied additional needs of pupils at the school.
* Contributing towards the school’s strategic development and evaluations as a leading member of the school’s leadership team.
* Supporting the Head Teacher in maintaining and developing the good name of the School at all times, both internally and externally.
* Assisting the Senior Leadership Team in the leadership, management and organisation of NLC High School in order to ensure that every pupil achieves to their fullest potential.

The Assistant Head Teacher (SEND), under the direction of the Head Teacher will:

* Determine the strategic development of special educational needs (SEND) policy and provision in the school.
* Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability.
* Provide professional guidance to colleagues, working closely with staff, parents and other agencies.

All staff are fully expected to contribute to the shared objective of ‘Success for ALL’ and to the overall achievement of Netherhall Learning Campus High School Priorities

Our central purpose is to help our students realise their academic potential. We believe every young person has the potential to succeed and devote ourselves to improving student achievement, through an unceasing focus on learning and teaching and student support.

Our young people are challenged to achieve through high expectations within a “you can do it culture”.

We aim at all times to build aspiration, inspire and motivate our students so they have the opportunity for greater choice in life.

**Key Duties:**

Strategic development of SEND policy and provision:

* Have a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the quality of provision.
* Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND.
* Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan.
* Maintain an up-to-date knowledge of national and local initiatives which may affect the school’s policy and practice.
* Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective.

**Operation of the SEN policy and co-ordination of provision:**

* Maintain an accurate SEND register and provision map.
* Use Quality Assurance to provide guidance to colleagues on teaching pupils with SEND, and give advice where needed on the graduated approach to SEND support.
* Advise on the use of the school’s budget and other resources to meet pupils’ needs effectively, including staff deployment.
* To ensure that all available additional support for SEND students is secured and used to support student progress.
* Be aware of the provision in the local offer.
* Work with other schools, educational psychologists, health and social care professionals, and other external agencies.
* Be a key point of contact for external agencies, especially the local authority.
* Analyse assessment data for pupils with SEND.
* Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness.
* To contribute to the effective transition of students with SEN.

**Support for pupils with SEND:**

* Identify a pupil’s SEND.
* Co-ordinate provision that meets the pupil’s needs, and monitor its effectiveness.
* Secure relevant services for the pupil.
* Ensure records are maintained and kept up to date.
* Review the education, health and care plan with parents or carers and the pupil.
* Communicate regularly with parents or carers.
* Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil.
* Promote the pupil’s inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
* Work with the designated teacher for looked-after children, where a looked-after pupil has SEND.

**Other SEN duties:**

* Work with the SLT and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
* Prepare and review information the governing board is required to publish
* Share procedural information, such as the school’s SEN policy
* Promote an ethos and culture that supports the school’s SEN policy and promotes good outcomes for pupils with SEND
* Ensuring that provision for all SEND students provides stretch, challenge and enables them to fulfil their potential.
* Ensuring that all statutory obligations are met with regard to SEND pupils' provision.
* To fulfil all statutory obligations of the SEN Code of Practice, including the management of EHCP’s and other legislative documentation.
* To create/implement bespoke Curriculum Area Development plans as necessary to develop provision further.
* To be accountable for the safeguarding of students with additional needs, ensuring that we deliver on ECM outcomes.

In addition to the requirements of the teacher standards, areas of responsibility and key tasks are as follows:

**Leadership Tasks:**

* Contribute to the school improvement plan and whole-school policies.
* Quality Assure all areas of school provision, identifying areas of strengths and areas of improvement.
* Implement CPD based on identified need.
* To lead and manage all aspects of student progress and attainment relating to SEND, across different subject areas, year groups and micro-populations within the school.
* To devise, implement and monitor the effectiveness of a programme of development relating to SEND and to provide teachers, learners, parents, senior colleagues and governors (as appropriate) with detailed feedback on the progress being made.
* To be accountable for student progress and development in SEND at the School and in related aspects of their learning and development.
* Working with subject leaders and other teaching colleagues to ensure that a strategic approach is taken and that assessment of impact is robust, secure and accurately moderated.
* To assist in the development and enhancement of the teaching practice of others.
* To effectively manage and deploy teaching/support staff and physical resources within SEND.

**Other Senior Leadership Responsibilities:**

* To lead staff by example, being highly visible and promoting a positive climate for learning throughout the School.
* Assist in the appointment of staff following ‘Safer Recruitment Procedures’.
* Assist in the preparation and review of policy documents.
* To ensure effective communication within the Campus community.
* To deputise for the Head Teacher as required.
* Leading assemblies or group activities as required.
* Take responsibility for personal professional development.

All posts and post holders also comply with the Professional Standards for Leaders and Managers.

The person appointed will be expected to work flexibly and the exact nature of the duties described above is subject to periodic review and is liable to change.

**Other**

NLC is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. An enhanced DBS check will be carried out on the successful candidate.

NLC is committed to Equal Opportunities for all.

**Person Specification**

|  |  |  |
| --- | --- | --- |
| **CRITERIA**  | ESSENTIAL OR DESIRABLE | HOW AND WHEN MEASURED \*A/I/R |
| **QUALIFICATIONS & EXPERIENCE** |
| Qualified Teacher Status (QTS)  | E | A |
| SENCO qualification | E | A |
| Experience in leading SEND provision  | E | A/I |
| Strong understanding of the challenges faced by students with SEND and strategies to support their educational achievement  | E | A/I |
| Experience as a Trauma-Informed Practitioner is desirable  | D | A |
| Excellent communication and interpersonal skills | E | A/I/R |
| Proven ability to work collaboratively with a range of stakeholders | E | A/I/R |
| **KNOWLEDGE, SKILLS AND ABILITIES** |
| Ability to continue to raise achievement at all levels particularly GCSE and continually seek to improve Value Added achievement. | E | A/I/R |
| Ability to lead a team of dedicated staff – to enthuse, motivate and encourage staff, and to lead staff through challenges with humour and patience. | E | A/I/R |
| Ability to deliver outstanding student progress using a variety of teaching and learning styles. | E | A/I/R |
| Effective interpersonal and communication skills. | E | A/I/R |
| Able to motivate and inspire students. | E | A/I/R |
| Ability to be flexible and use initiative to move strategies forward to maximise impact | E | A/I/R |
| Dedicated, caring and compassionate  | E | A/I/R |
| Ambitious for all | E | A/I/R |
| Strong organisational and leadership skills | E | A/I/R |
| Exemplary communication skills | E | A/I/R |
| Commitment to promoting the educational achievement and well-being of all students | E | A/I/R |
| Resilience and adaptability | E | A/I/R |
| Positive and collaborative | E | A/I/R |
| Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school | E | A/I/R |
| Establishing purposeful community links and effective partnerships especially with regard to SEND provision | E | A/I/R |
| Work with all students and staff without prejudice to establish and implement effective strategies for equality. | E | A/I/R |
| Have proper and professional regard for the ethos, policies, and practices of the school, and maintain high standards of attendance and punctuality | E | A/I/R |
| Understand and act within the statutory frameworks setting out professional duties and responsibilities | E | A/I/R |
| Promote an ethos and culture that supports the school’s SEND policy and  | E | A/I/R |
| promotes positive outcomes for students with SEND or identified as vulnerable by the school | E | A/I/R |
| To undertake any other duties commensurate with the level of the post, as required | E | A/I/R |
| **PERSONAL ATTRIBUTES** |  |  |
| Commitment to safeguarding and protecting the welfare of children and young people  | E | I/R |
| Commitment to equality and diversity | E | I |
| Commitment to health and safety | E | I |
| Commitment to sustaining regular attendance at work | E | I/R |

