



**Specialist teacher
Netherhall St James C of E (VC)
Infant & Nursery**

Applicant Welcome Pack



*“Success For All”
Learning Together in God’s Love*



Letter from the Head 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 pupils. Additionally, it needs to be the right place for you to develop professionally and to be happy in the next stage of your career.

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 pupils. 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 pupils 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.

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 pupils and that Netherhall is the right place for this to happen. We have the highest expectations of all our pupils in every area of school life. Our school is a caring, nurturing and ordered community with an atmosphere of calm and purposeful learning. Pupils 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 pupils; we invest heavily in the continuing professional development of all our staff to improve the pupil 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 pupils and support from home. These coupled with a love for learning and a passionate belief that all can achieve are crucial so that every pupil can be the best that they can be.

We look forward to welcoming you into our school community.

K. McGrath

Mrs K McGrath
Head of School

Our Vision

The vision of the Campus is one where everybody will aim to achieve the highest standards and where the Campus will maximise everyone's potential.

“Success For All”

We will:

- provide relevant learning experiences that will enable pupils to acquire the essential knowledge, understanding and intellectual, physical and creative skills to equip them for later life.
- leave pupils at the end of their formal and full-time education with an appetite for acquiring further knowledge, skills and awareness throughout their lives.
- create high expectations of work and behaviour so that each pupil achieves their maximum potential.
- create a caring community whose basis is tolerance, understanding and concern for other people.
- create an inclusive and supportive environment which helps pupils become informed, confident, independent, involved and responsible citizens.
- encourage attitudes that enable pupils to be responsible members of both the school and local community and grow into well-adjusted adults and useful members of society
- recognise our responsibility to provide a safe environment in which all pupils feel included and valued, and in which there is celebration of all personal achievements and acceptance of diversity.
- broaden pupils' horizons and increase their awareness of the world.



About the Campus



Among Kirklees schools, only Netherhall Learning Campus offers children and young adults with a continuous journey from Early Years entry through Key Stages 1 to 4 and beyond to Diploma, AS and A level studies, via the Studio School.

A continuous journey

Pupils may join any of the schools at any time. Regardless of the stage at which they start to attend, all pupils 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 pupils, 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.



Information

Thank you for taking the time to read this pack where you will find information about the post and the 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: Specialist teacher
Closing Date: 16th March 2026
Interviews: w/c 23rd March 2026

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

For a tour of the school, please contact infants@nlconline.org.uk or call 01484 226601

Joining Netherhall Learning Campus

- Netherhall Learning Campus 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.
- **Cycle to work scheme**

Job Description

Specialist Teacher MPS/UPS & up to SEN 2 (dependent on completion of additional Specialist Teacher qualification)

Job purpose

This post is sited in the ARP within Netherhall Infant School which provides support for pupils with complex communication and interaction needs and their families. This role is required to work as part of a team including teachers and support staff to support the learning and welfare of all targeted pupils. As a key professional for the specialist provision for communication and interaction needs the post holder will develop and lead strategies which will impact upon the learning

The postholder will be line managed by the Teacher in Charge of the specialist provision at Netherhall Primary ARP. This role will involve organising, delivering and evaluating learning for children with complex needs across the communication and interaction strand alongside the existing Specialist Teacher. The post also involves working in partnership with parents/carers and families in order to build confidence and trust.

You will be an integral part of a package of support that will be led by the ARP Teacher in charge and SENCO and includes our existing Specialist Teacher, HLTAs and ETAs to support the learning and welfare of all targeted pupils. The post holder will provide vision and direction to develop and lead strategies which will impact upon the learning and inclusion of children with complex needs.

This role will involve organising, delivering and evaluating learning for children with complex needs within Netherhall St James Infant and Nursery school. The post also involves working in partnership with parents/carers and families in order to build confidence and trust.

This role will involve close liaison with the Local Authority strand lead for complex needs.

Professional Responsibilities:

To carry out the professional duties of a teacher outlined in the most recent Teacher's Pay and Conditions document, including **Teachers Professional Standards**.

Additionally, you may be required to work with Mainstream Schools to assist transition in partnership with the school and parents and offer advice and support with regard to pupils with Special Educational Needs.

Pupil Progress

1. Contribute to reviews of identified pupils and support with the achievement of the outcomes identified in the EHCP.
2. Monitor, report and evaluate the effectiveness of the support provided by Teachers and Support Staff in school.
3. Take pastoral responsibility for named pupils within the ARP
4. Responsibility for sharing progress with the main school, parents/carers, and agencies, through rigorous reporting, meetings and contributing the wider pupil progress cycles.

5. Set and evaluate individual targets (academic and personal/social) including IEPs, MSPs, APDRs and review and report on progress for all designated pupils.

General teaching responsibilities

1. To plan, deliver and review specific teaching programmes for individuals and the group of pupils.
2. To contribute towards curriculum development and differentiation within the assessment unit and within main school.
3. To contribute to the planning, delivery, and review of the overall curriculum.
4. To support in maintaining good order and discipline.
5. To support pupils and staff in school to facilitate inclusion.
6. To prepare reports as necessary for assessing, planning, monitoring, reviewing and evaluating pupils' progress.
7. To attend meetings as required by the main school, wider agencies and Local Authority.
8. To support of pupils and their parents/carers in enabling pupils to make the most of the educational opportunities offered by the assessment unit and main school.
9. To establish and maintain effective and high-quality relationships with parents/carers and other professionals
10. To liaise with other agencies when appropriate e.g., Social Care, Health Agencies, Voluntary and Community Sector Organisations.
11. To organise and attend, annual and interim reviews for pupils with an EHCP.

Standard section for all jobs

1. To participate in Continuing Professional Development (CPD) and Performance Management as negotiated with the Headteacher.
2. To carry out any other duties, appropriate to the level reasonably expected of a teacher paid on 1/2 SEN points, relating to the efficient organisation of the service.
3. The Teacher's duties must at all times be carried out in compliance with the Council's Equality & Diversity Policy and other policies designed to protect employees or service users from harassment.
4. Take reasonable care of the Health and Safety of self, other persons, and resources whilst at work.
5. Co-operate with management of the Service as far as is necessary to enable the responsibilities placed upon the Service under the Health and Safety at Work Act to be performed, e.g., operate safe working practices.
6. It is the duty of the Teacher not to act in a prejudicial or discriminatory manner towards service users or employees, including those who may be for example from minority ethnic communities, women, disabled or older people, lesbians, or gay men. The teacher should also counteract such practice or behaviour by challenging or reporting it.
7. Be responsible for carrying out the appropriate duties set out in the Teachers' Pay and Conditions Document as directed by the Headteacher.
8. Carry out your duties with due regard to current and future Council policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through Council communications.
9. As part of your wider duties and responsibilities you are required to promote and actively support the Council's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse, and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It is not just about the very old and the very young, it is about everyone who may be vulnerable.

Person Specification

POST TITLE: Specialist teacher

	ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
1.	RELEVANT EXPERIENCE	1.1	Recent experience of teaching KS1 pupils with complex needs.	Application / Selection Process	A
		1.2	Experience and knowledge of managing and supporting pupils with complex needs.	Application / Selection Process	A
		1.3	Experience of delivering provision and personalised learning programmes/interventions for pupils with SEND.	Application / Selection Process	A
		1.4	Excellent classroom practitioner with the ability to motivate and inspire pupils and meet individual needs.	Application / Selection Process	A
		1.5	Experience of leading and supporting staff in the writing of My Support Plans and EHCPs.	Application / Selection Process	A
		1.6	Experience of assessing pupils with complex needs	Application / Selection Process	A
		1.7	Experience of working in partnership with parent(s)/ carer(s) and colleagues in other agencies and provisions	Application / Selection Process	A
		1.8	Experience of monitoring and evaluating the effectiveness of teaching and learning, including personalised learning programmes.	Application/ Selection Process	A
2.	EDUCATION AND TRAINING ATTAINMENTS	2.1	Qualified Teacher Status.	Application / Selection Process	A
		2.2	Recent and relevant CPD	Application / Selection Process	A
		2.3	Commitment to continued professional development	Application / Selection Process	A
3.	GENERAL AND SPECIAL KNOWLEDGE	3.1	Extensive knowledge and understanding of complex needs and effective strategies and approaches to support children with complex needs	Application / Selection Process	A
		3.2	Ability to promote inclusion and meet the additional needs of all pupils.	Application / Selection Process	A
		3.3	Ability to support annual and interim reviews for pupils.	Application / Selection Process	A
		3.4	A well-developed understanding of the principles and practices associated with excellence within Primary education.	Application / Selection Process	A
		3.5	Commitment and ability to raise standards for all pupils	Application / Selection Process	A
		3.6	A well-developed current knowledge of the Primary curriculum.	Application / Selection Process	A
		3.7	A working knowledge of the assessment procedures including the recording, reporting and analysis of children's progress and development.	Application / Selection Process	A
		3.8	A good working knowledge of ICT and its use across the curriculum.	Application / Selection Process	A

4.	SKILLS AND ABILITIES	4.1	Ability to lead and support staff development.	Application / Selection Process	A
		4.2	Ability to work in a solution-focused, flexible manner.	Application / Selection Process	A
		4.3	Ability to develop a positive team spirit, communicate effectively, delegate and negotiate, when necessary, with sensitivity.	Application / Selection Process	A
		4.4	Willingness to lead aspects of INSET/CPD.	Application / Selection Process	A
		4.5	Ability to remain calm and supportive at all times.	Application / Selection Process	A
		4.6	Effective communication skills with a variety of stakeholders.	Application / Selection Process	A
		4.8	Ability to participate in policy and school improvement decisions in partnership with the Senior Leadership Team.	Application / Selection Process	A
		4.9	Ability to review and evaluate the effectiveness of the assessment unit.	Application / Selection Process	A
		4.10	The ability to analyse and interpret data.	Application / Selection Process	A
		5.	ANY ADDITIONAL FACTORS	5.1	Ability to adapt and be flexible to the needs of the school and assessment unit provision sector.
5.2	Positive approach to the management of change.			Application / Selection Process	A

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters A, B and C in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the A's on day one to be able to do the job, you need to have all the B's to do the job, but they could be learnt during the induction, and if you have C criteria this would be an additional bonus.

We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this. Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview