



## **Job Application Pack for Assistant Headteacher/SENCo**

Full Time – Permanent – September 2026

### **Welcome letter from the Headteacher**

Thank you for your interest in joining us as an Assistant Headteacher/SENCo and leadership of our Targeted Mainstream Provision (TMP). This is an exciting opportunity to join our hard-working, creative and supportive team at an important stage in Grove Road's journey.

Grove Road is a diverse community primary school with around 300 pupils on roll and over 30 languages spoken. We are proud of our inclusive ethos and are committed to ensuring that every child feels safe, valued and able to achieve their full potential.

In this role, you will lead SEND strategically across the school and further develop our Targeted Mainstream Provision, ensuring that pupils with additional needs are well supported to succeed within mainstream classrooms. As a member of the senior leadership team, you will contribute to whole-school improvement and support colleagues to deliver high-quality adaptive teaching.

We are looking for a leader who demonstrates integrity, emotional intelligence and a strong commitment to inclusion — someone who can build positive relationships with staff, pupils, families and external partners, and who is confident in driving improvement. This role is ideal for a current SENCo who is looking to step up to a senior leadership position.

The role involves some teaching but does not have a class responsibility.

If you are ambitious and motivated to make a meaningful difference to vulnerable learners, this could be the role for you. Please read the application pack carefully before completing your application.

Yours sincerely

Richard Walker  
Headteacher

**Harrogate  
North Yorkshire  
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Headteacher: Mr R. Walker**

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## School Overview

**P** **assionate** Think big, dig deep, aim high  
(we have ambition to achieve our goals) 

**R** **esilient** We show 'grit' and  
a determination to succeed 

**I** **ntrepid** We are brave and bold;  
we dare to seek challenge 

**D** **ependable** We seek out opportunities  
to prove ourselves to be honest,  
trustworthy and responsible 

**E** **mpathetic** As a team, we support each other  
– working together and looking after each  
other with kindness and understanding 

Team GR living and learning together with **PRIDE**

### Our Values

Together, these PRIDE values help our children to grow into confident, capable and compassionate individuals who are well prepared for the next stage of their education — and for life beyond school.

At Grove Road, we are not just preparing children for tests or targets; we are preparing them for the world.

***Proud of our School, Ready for the World.***



## **Our Pupils**

Our pupils are enthusiastic and energetic learners who contribute confidently to classroom discussion and bring real vitality to school life. They enjoy sharing ideas and engaging with others, but many are still developing the resilience needed to sustain focus when learning becomes challenging or to see mistakes as a natural and valuable part of the learning process. We are committed to building a calm, orderly and inclusive environment, underpinned by clear routines and high expectations, where all pupils feel secure and able to thrive. A successful SENCo will be motivated to develop pupils' resilience, emotional regulation and learning behaviours, ensuring that enthusiasm is channelled into sustained engagement, positive attitudes to challenge and a culture where every child can succeed.

## **Our Staff**

Our staff are a committed, hardworking and resilient team who have supported one another through a period of repeated leadership change. Despite uncertainty and shifting priorities, they have remained focused on pupils' wellbeing and safeguarding, maintaining stability for children day to day. We are seeking a SENCo who values this professionalism and provides clear direction, consistency and trust, enabling staff to work with confidence and renewed purpose.

## **The Future**

This appointment marks the beginning of a new and more stable chapter for the school, built on consistent leadership, clear structures and predictable routines. I am excited to work alongside a new leadership team to shape an aspirational vision that is ambitious for pupils, staff and families, and rooted in high expectations for all. This is an opportunity to co-create a strong, purposeful culture, embed what works well, and build sustainable systems that deliver the very best outcomes for our community. We are seeking a leader who is motivated by long-term impact, collaboration and the chance to help define the future direction of the school.



## How to Apply

Your application should be supported by a covering letter of no longer than **two sides of A4** detailing your experience of teaching and learning, your pedagogy, the impact your appointment will make in terms of raising standards at our school and why you are an ideal candidate.

A visit to the school is strongly encouraged. All visits will be 1 to 1 with the Headteacher so you can have an understanding of the school context and ask any questions you may have. Visits can be arranged for week beginning March 23<sup>rd</sup>, week beginning April 6<sup>th</sup> or on Monday 30<sup>th</sup> March.

Please email [business.manager@groveroad.n-yorks.sch.uk](mailto:business.manager@groveroad.n-yorks.sch.uk) or call on 01423 506060 to request a visit.

You should return your application form together with covering letter, **by 5pm on 14<sup>th</sup> April 2026** to Rebecca Procter, at the following email address:

[business.manager@groveroad.n-yorks.sch.uk](mailto:business.manager@groveroad.n-yorks.sch.uk)

**Please note that only applications on the application form provided will be accepted.**

Please complete the relevant application form providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment, please state the reasons why (e.g. gap year, career break, unemployed etc).

Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post.

We require details of **two referees**, one of which must be your current or most recent employer. Please provide their names, **email addresses** and daytime contact numbers. (See 'References' on the important Information page of this Pack).

Please sign the declaration on the final page of the application form. If you are submitting your application electronically, you will be required to sign this page if invited for interview.

CVs are not accepted as part of the application process. Please ensure you fully complete the relevant application form. If you have a disability that prevents you from completing the application form, please contact the school to discuss.

## When will I hear if I have been shortlisted?

Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted. Shortlisting will take place on **15<sup>th</sup> April 2026**.

Every candidate will be contacted to confirm if you have reached the shortlist. Due to the volume of applicants, we are unable to give feedback on your application.

The selection day will be on **Friday 24<sup>th</sup> April**.



## Important Information

### **References**

If you are shortlisted, we will take up references before the interview date. One of your referees **must** be your current or most recent employer. Two satisfactory references must be received before we can confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or references that are addressed 'to whom it may concern' will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

### **Selection Process**

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children. The school is committed to safeguarding and promoting the wellbeing of all children and expects all staff and volunteers to share this commitment. Therefore, interviews will include questions about safeguarding children.

Under the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

### **Validation of Qualifications and Identity**

All shortlisted candidates will be asked to bring original certificates of relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies for the successful candidate will be retained on their personnel file. The copies for unsuccessful candidates will be treated in accordance with our Data Protection Policy for Recruitment Candidates and disposed of appropriately.

### **Right to Work in the UK**

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

### **Disclosure & Barring Service**

Employment at this school is subject to an enhanced check with the Disclosure & Barring Service. Checks will also be made against the Department for Education Prohibition List.

### **Induction and Continuous Professional Development**

Grove Road CP school is committed to developing its staff. Staff are inducted into our school community to enable new colleagues to become familiar with the culture of our school and its policies, expectations and procedures.



## Job Description

<b>Job Title:</b>	<b>Assistant Headteacher/SENCO</b>	<b>Reports To:</b>	<b>Headteacher</b>
<b>Scale Point</b>	<b>L1-5</b>	<b>Hours of Work</b>	<b>Full Time</b>
<p><b>Core Purpose:</b> To provide strategic leadership of SEND &amp; Inclusion. Contribute to a strong safeguarding culture as a Deputy Designated Safeguarding Lead (DDSL), ensuring high-quality provision and improved outcomes for all pupils within identified priority groups. Be the lead teacher for the TMP (Targeted Mainstream Provision)</p> <p>As a valued member of our Senior Leadership Team, you will champion an inclusive, nurturing environment where every student can thrive. Your primary focus will be guiding our SEND and Inclusion strategies, ensuring that all pupils, especially those with additional needs or vulnerabilities, receive the tailored support they deserve. In this collaborative role, you will partner with the Headteacher, staff, families, and external agencies to weave wellbeing, safeguarding, and pastoral care into the everyday fabric of our school.</p>			
<p><b>Main Duties and Responsibilities:</b></p> <ul style="list-style-type: none"><li>• Shape the strategic direction and day-to-day success of our SEND and Inclusion policy. You will coordinate targeted support for individual pupils and priority groups (including SEND, EAL, PP, GDS, and LAC).</li><li>• Serve as a guiding voice for mental health and wellbeing across the school community and lead positive initiatives around student attendance and pastoral support.</li><li>• As the Deputy Designated Safeguarding Lead, ensure a safe and nurturing environment for all, providing strategic oversight and offering professional advice and support.</li><li>• Lead the TMP ensuring that the children receive a high quality curriculum.</li><li>• Lead the SEN support staff team.</li></ul> <p><b>Consultation:</b></p> <ul style="list-style-type: none"><li>• In carrying out these duties, to consult, where is appropriate, with the Headteacher, the authority, governing body, the staff in school, parents and carers, pupils, and the wider community.</li></ul>			



### **Curriculum and Teaching**

- Ensure pupils with SEND and those in priority groups experience a broad, ambitious and well-sequenced curriculum that reflects the school's values and aspirations for every child.
- Work closely with subject leaders so curriculum adaptations are thoughtful, purposeful and genuinely support pupils' progress.
- Lead the graduated approach, ensuring staff embed inclusive Quality First Teaching consistently.
- Analyse assessment information to understand pupils' needs, identify gaps, inform provision and evaluate impact.
- Maintain an accurate SEND register and provision map.
- Lead and evaluate evidence-based interventions, ensuring they are responsive and impactful.
  - Provide professional and practical guidance to colleagues on effective teaching for SEND and inclusion.
- You will stay connected to the children by delivering targeted interventions, conducting diagnostic work, and modelling effective, inclusive teaching strategies to inspire staff and ensure consistency across the school.

### **Behaviour and Attendance**

- Promote a positive, inclusive culture where pupils in priority groups feel safe, respected and able to learn.
- Monitor behaviour patterns for priority groups and support staff in applying consistent, fair approaches.
- Ensure reasonable adjustments are understood and implemented.
  - Lead whole-school attendance strategy, identifying barriers early and reducing persistent absence.
- Track attendance for priority groups and implement targeted support.
- Work with external agencies.
- Oversee staff deployment during playtimes and lunchtimes to ensure a calm, safe environment for all.

### **Leadership and Management**

- Provide strategic oversight of SEND and Inclusion, ensuring compliance with statutory duties and the SEND Code of Practice.
- Ensure the SEND policy is implemented effectively and reflected in the School Development Plan.
- Maintain up-to-date knowledge of national and local developments.
- Provide reports to SLT and governors on provision and outcomes for priority groups.
- Promote and model inclusive practice across the school.
- Identify CPD needs relating to SEND, Inclusion and Safeguarding.
- Provide training for teachers and support staff, including whole-school INSET.
- Lead and manage teaching assistants, ensuring strategic deployment.
- Disseminate evidence-informed practice across the school.
- Model high-quality teaching and intervention practice to staff, demonstrating strategies, coaching colleagues and supporting implementation in classrooms.
- Work collaboratively with external agencies including educational psychologists, health and social care professionals, and the local authority.
- Act as a key point of contact for external agencies and ensure timely referrals and follow-up.



### **Safeguarding**

As Deputy Designated Safeguarding Lead (DSL):

- Ensure compliance with Keeping Children Safe in Education and maintain accurate CPOMS records.
- Act as the first point of contact for safeguarding concerns.
- Ensure safeguarding information is stored securely and shared appropriately.
- Maintain up-to-date safeguarding knowledge through training and professional reading.
- Attend and contribute to CP, CIN, TAF and multi-agency meetings.
- Oversee Early Help processes, completing assessments and chairing meetings where appropriate.
- Coordinate, attend and follow up actions from multi-agency meetings.
- Act as Designated Teacher for LAC and previously LAC, ensuring strong advocacy and effective PEP processes, ensuring safeguarding and pastoral needs are met.

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. The Assistant Head - SENCO and Inclusion, will be expected to fulfil the professional responsibilities of a teacher. Ultimately, the post holder will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note this job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Assistant Head - SENCO and Inclusion, will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.



**Grove Road Community  
Primary School**

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## Person Specification

<b>Professional Qualifications</b>	
Qualified Teacher Status or other educational qualification	Essential
First degree or equivalent	Essential
NPQ SENCO	Essential
Evidence of further professional development, relevant to this post	Essential
<b>Knowledge and Understanding</b>	
Substantial primary teaching experience	Essential
Primary teaching experience across the whole age range	Desirable
Outstanding classroom practitioner	Essential
A strong commitment to inclusion, with high expectations for all learners	Essential
Experience of applying for EHCPs	Essential
Sound Knowledge of SEND Code of Practice	Essential
Highly successful experience of leading and managing whole school developments in a number of areas, regarding learning and teaching and raising standards of attainment and achievement across the school.	Essential
Able to talk about characteristics of effective Early Years, KS1 and KS2 teaching and learning strategies to raise pupil attainment and achievement.	Essential
Good understanding and use of assessment, including target setting and tracking.	Essential
A good understanding and experience of transition between key stages.	Desirable
A good understanding of EYFS	Desirable
<b>Leadership and Management</b>	
To have a vision of the overall aims and direction of the school and be able to communicate these in order to inspire and motivate others	Essential
School improvement and effectiveness strategies, including the process of the school self-evaluation process	Essential



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Processes and systems for quality assurance within all curriculum areas	Desirable
Principles and practices in relation to managing learning and teaching	Essential
Track record managing people and resources leading to positive impact on outcomes	Essential
Knowledge of the role of Governors	Desirable
Principles and practices in relation to policy and planning and meeting national targets.	Essential

Motivate and inspire pupils, staff, parents, carers, governors and the wider community	Essential
Principles and practices of implementing innovation and change programmes	Essential
Up to date knowledge and understanding of data analysis and the ability to use to set targets for improvement	Essential
The legislative and policy frameworks which govern education at national and local levels	Essential
Working at a multi-agency level and with different EY settings and schools	Desirable
Commitment to safeguarding and promoting the welfare of children.	Essential

### **Professional and Personal Qualities**

<b>Self Awareness</b> Emotional self-awareness Accurate self-assessment	Essential
<b>Social Awareness</b> Emotional intelligence Organisational awareness	Essential



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<b>Self-management</b> Emotional self-control Transparency Adaptability Achievement orientation Initiative Optimism	Essential
<b>Relationship Management</b> Developing others Inspirational Leadership Conflict Management Team work and collaboration Committed to developing parental involvement	Essential