



RISEDALE

SCHOOL

A family of learners

RECRUITMENT PACK



March 2026

Dear Applicant,

SUBJECT: Recruitment Pack – Assistant Headteacher (Personal Development)

We are delighted that you are interested in this important role at Risedale School.

Risedale is a fairly small community school with a fantastic, tight-knit staff, a wonderful group of young people with diverse strengths and needs, and a clear but determined agenda to make sure that pupils leave prepared for a bright future. We are proud of our connections with the military and seek to capitalise on this and our other community partnerships. We are at an exciting point in our journey; the school has entered a phase of change with improvements in progress and the opportunity for those who serve our community to make a real difference.

Our aspiration is that every pupil and staff member is supported to be the **BEST** version of themselves. Members of our Risedale family will feel a strong sense of belonging and accomplishment as a direct result of attending our school. They will accumulate knowledge, cultural capital and social skills, such as empathy and kindness, enabling them to thrive in society and enjoy healthy **RELATIONSHIPS**. All our pupils will make good progress from their starting points. At whatever stage of their education Risedale pupils leave us, they will be well-equipped to take the next steps on their journey to becoming a **RESPONSIBLE, RESPECTFUL** and **RESILIENT** citizen who can embrace change and learn from mistakes. We hope that, with your skills, experience, and ambition, you will be a part of achieving this.



What We Can Offer You:

- A chance to play a crucial role in shaping and executing the strategy of an already improving school: 'The new headteacher has raised standards and expectations. The school has high expectations of what pupils will achieve....There is an air of optimism about the future.' (Ofsted report December 2024)
- The opportunity to work with great pupils: 'Pupils build positive relationships with staff at the school.' (Ofsted 2024)
- Excellent professional development (including the Teach First 'Leading Together' programme, work with the Leeds Learning Partnership and the RISE A & B Hubs programme).
- A school that has clear ambition expressed in its strategic plan and which is fully supported by its Governing Board.
- A warm and supportive Senior Leadership Team and Headteacher who will support you to be your best whilst challenging you to excel.

If you decide that you are ready to make a difference, and you are the right person for this key role in our school, we would encourage you to arrange a visit by contacting Angelique Armstrong, Headteacher's PA, at armstrong.a@risedale.org.uk. We appreciate that applying for a senior post such as this is a time-consuming process and would like to do whatever we can to help; please look at our website and do not hesitate to get in touch should you require more information. Applications should be via the Risedale Job Application Form, utilising the 'Supporting Evidence and Further Information' sections to detail how your knowledge, skills and experience meet the requirements of the person specification, what you can bring to our school, and why you wish to be the





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RISEDALE SCHOOL

Headteacher: Mrs L Greenwood - BA (Dunelm), NPQH
Hipswell, Catterick Garrison, North Yorkshire. DL9 4BD
Tel: 01748 833501 | Email: enquiries@risedale.org.uk
www.risedale.org.uk | [@RisedaleSchool](https://www.instagram.com/RisedaleSchool) [@RisedaleFamily](https://www.facebook.com/RisedaleFamily)

Assistant Headteacher (Personal Development) at Risedale. Please do not send a CV or apply through a recruitment agency.

Return your application either via email to jobs@risedale.org.uk or alternatively post your application to Mrs L Greenwood, Headteacher, Risedale School, Hipswell, Catterick Garrison, DL9 4BD. Please ensure your application arrives no later than **23:59 Sunday, 19th April 2026**, and mark your envelope 'Assistant Headteacher' in the top left-hand corner.

I hope you will accept my thanks in advance for your interest in the post and the work you will put into applying, and I look forward to hearing from you. Best wishes and good luck!

Yours sincerely,

Lucy Greenwood
Headteacher





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JOB INFORMATION

JOB TITLE	Assistant Headteacher (Personal Development)
SALARY / GRADE	Leadership Pay Scale 10-13: £64,691 - £69,596
CONTRACT TYPE / TERM	Established / Permanent (1.0 FTE)
JOB TO START	September 2026
CLOSING DATE	23:59, Sunday 19th April 2026
INTERVIEWS	29th/30th April 2026 (TBC)

Are you a talented and thoughtful leader seeking a new challenge?

If you have a track record of success in leading effective change in school, you are passionate about the personal development of young people, and you are committed to using a powerful and coherent personal development curriculum as a strong lever for raising achievement, this role may present your next challenge.

Ready to shape the future?

This vacancy offers a unique opportunity to join the school's leadership team at a time of significant opportunity for exciting change, and play a crucial role in shaping a great future for our pupils.

Join a warm and welcoming community school

We're searching for a driven and skilled leader who understands how an effective personal development offer can positively influence pupil outcomes, behaviour and belonging. The successful candidate will be committed to inclusive education and will know what exceptional practice in this area looks like. They should possess strong leadership knowledge and skills, tenacity, and a collaborative approach to working with staff, pupils and parents. This is an exciting opportunity for a dedicated leader wishing to bring exceptional practice to an exceptional community.

Benefit from our commitment to professional development

We offer comprehensive training and support, individualised professional development, leadership development opportunities, a collaborative and exceptionally supportive staff team, opportunities for innovation, and the chance to contribute to exciting school improvements to demonstrate your impact as a leader.

If you would like further information about the role or would like to arrange a visit to the school, please email armstrong.a@risedale.org.uk to arrange a suitable time.

Completed application forms should be emailed to jobs@risedale.org.uk or alternatively can be posted to Mrs L Greenwood, Headteacher, Risedale School, Hipswell, Catterick Garrison, North Yorkshire DL9 4BD.

PLEASE NOTE: The school will not accept referrals/CVs from supply or employment agencies for this post.

Closing date: 23:59 Sunday 19th April 2026

Interview dates: 29th/30th April 2026 (TBC)

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful applicant will therefore be required to complete an enhanced Criminal Records Disclosure. We encourage applications from all sectors of the community.



JOB DESCRIPTION

JOB TITLE:	Assistant Headteacher (Personal Development)
GRADE:	Leadership Pay Scale 10-13: £64,691 - £69,596
CONTRACT TYPE / TERM:	Established / Permanent
RESPONSIBLE TO:	Headteacher
RESPONSIBLE FOR:	PSHE Lead, Careers Coordinator, Careers Adviser, Form Tutors

Key Purpose

The Assistant Headteacher for Personal Development will provide strategic leadership to ensure that all pupils receive an exceptional, inclusive and ambitious personal development education. The post-holder will be responsible for shaping, delivering and evaluating a coherent whole-school approach to personal development that enables pupils to thrive academically, socially, culturally and morally.

Aligned with the school's vision and values, the role will ensure that personal development is embedded across the curriculum and wider school life, supporting pupils to develop character, confidence, resilience and a strong sense of belonging. The Assistant Headteacher will champion pupil voice, leadership, enrichment and careers education so that every young person is prepared for success in education, employment and as an active citizen in modern Britain.

Core Responsibilities

- To work with the Headteacher, Senior Leadership Team and Governing Board to ensure that the School's vision and values are clearly articulated, shared, understood and acted out effectively
- To lead by example and demonstrate the School's values in everyday work and practice with all stakeholders as required
- To lead on the development, management and implementation of relevant school policies
- To maintain a highly visible and professional presence within the school, overseeing the operations of the school and attending events
- To contribute to the decision-making processes of the School, supporting decisions and sharing corporate responsibility for them, regardless of personal inclination
- To be directly accountable for responsibilities relating to agreed specific roles within the School
- To ensure that the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- To play a full, active and prominent role on the Senior Leadership Team
- To ensure that the needs of all pupils are being met, particularly where there is underachievement occurring, enabling all to succeed
- To be committed to your own personal and professional development, continuous reflection, and engage actively in the performance appraisal process
- To undertake any other duty as reasonably directed by the Headteacher.

1	Teaching
1.1	Undertake an appropriate programme of teaching in accordance with the School Teachers' Pay and Conditions document.



2	Personal Development Curriculum
2.1	Strategically oversee (and plan elements of) the personal development curriculum (including PSHCE, RSHE, citizenship, character education, CEIAG and wider personal development learning), ensuring coherence, progression and impact across all year groups. This curriculum will promote the school's values, belonging, and inclusion and support pupil's spiritual, moral, social and cultural development as well as their safety.
2.2	Ensure the curriculum reflects statutory guidance, best practice and the school's context, is clearly documented and shared, and that it meets the needs of all learners.
2.3	Work with subject leaders and pastoral teams to embed personal development themes across the wider curriculum, ensuring inclusive practice for SEND, disadvantaged and EAL pupils and other vulnerable groups.
2.4	Use pupil voice, attendance, behaviour and safeguarding data to evaluate effectiveness and drive continuous improvement, with a clear focus on closing knowledge, participation and experience gaps.
2.5	Ensure provision actively promotes equality, diversity and inclusion, and removes barriers to engagement.
2.6	Support and lead staff professional development to ensure high-quality, inclusive delivery of personal development education.
3	Development & Leadership of Belonging
3.1	Lead a whole-school strategy to foster a strong sense of belonging, identity and inclusion for all students, ensuring that every child feels known, valued and represented.
3.2	Develop and embed a clear vision for belonging that permeates year-group education, pastoral systems and wider school culture, with particular attention to disadvantaged and vulnerable students.
3.3	Promote equality, diversity and anti-discrimination through planned opportunities that educate, celebrate and challenge prejudice and inequality.
3.4	Build and sustain strong community links, ensuring mutually beneficial partnerships that enhance pupils' experiences, representation and sense of social responsibility.
3.5	Lead a calendar of key events (including events that bring the community into school) that celebrate cultural, religious, local and national heritage, reflecting the diversity of the school and wider community.
3.6	Evaluate impact through pupil voice, participation data and feedback to ensure all groups, including those most vulnerable, feel safe, included and able to thrive.
3.7	Lead the Year 6-7 transition strategy programme to promote an early sense of belonging to the school.



4	Careers Education, Information, Advice & Guidance
4.1	Strategically lead the school's careers provision to ensure all students, particularly disadvantaged and vulnerable groups, are well prepared for future education, employment or training.
4.2	Continuously evaluate CEIAG provision, developing a clear action plan and ensuring effective implementation to secure strong provision and full alignment with the Gatsby Benchmarks and statutory guidance.
5	Enrichment
5.1	Ensure strong, well-planned and sustainable enrichment provision that is accessible to all pupils, to include extra-curricular clubs and visits.
5.2	Develop systems to promote, advertise and market enrichment opportunities effectively to pupils and families, with targeted encouragement for underrepresented groups.
5.3	Monitor and analyse participation and attendance data, as well as pupil voice, including by group, to identify and address barriers to engagement.
5.4	Support staff to ensure clubs and activities are well-delivered, inclusive and high quality.
5.5	Establish clear systems to ensure clubs run smoothly, including start and finish arrangements and safe exit from school.
5.6	Promote a strong culture of enrichment and extra-curricular participation as a core entitlement, not a privilege, for all students.
6	Pupil Leadership & Pupil Voice
6.1	Develop and strengthen pupil leadership so that it plays an active and meaningful role in school improvement and represents the diversity of the school community.
6.2	Establish regular, systematic and inclusive pupil voice mechanisms across all cohorts and pupil groups, ensuring representation of disadvantaged and vulnerable pupils.
6.3	Ensure a strong and visible 'you said, we did' culture that demonstrates the impact of pupil feedback, particularly where it improves inclusion and equity.
7	Developing & Influencing Others
7.1	Set high expectations of performance for self and others, acting as a positive professional role model for staff.
7.2	Provide support for colleagues in improving their practice, training, coaching and mentoring staff to ensure a positive, professional and achievement-driven ethos is maintained.
7.3	Ensure that staff understand their professional responsibilities and are held to account.



7.4	Develop and maintain strong working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils.
7.5	Manage staff with due attention to workload and wellbeing.
8	Strategic Planning
8.1	Work to translate the School's vision and values into strategic objectives that ensure school improvement, support the highest quality of educational provision and the achievement of pupils.
8.2	Take a role in the formation and implementation of the School Improvement Plan.
8.3	Ensure that long, medium and short-term improvement priorities are recorded, tracked and regularly reviewed to monitor progress.
9	Monitoring & Evaluation
9.1	Be committed to self-evaluation.
9.2	Contribute to the identification of key areas of strength and weakness in the school.
9.3	Evaluate the quality of provision through lesson observation, learning walks, work scrutiny, data analysis and gathering stakeholder voice.
9.4	Celebrate strengths and facilitate the sharing of best practice.
10	Communication & Stakeholder Engagement
10.1	Ensure that regular, timely, high-quality communication occurs within the school and also with families and other agencies so that all stakeholders feel supported.
10.2	Provide reports, data and information as required.
10.3	Promote, foster and model good relationships with parents/carers, community organisations and external agencies, which are rooted in strong partnerships to support and improve pupils' achievement.
10.4	Provide updates, reports and data to governors, attending governor meetings where necessary.
10.5	Contribute to school letters, publications, website content and communications.
11	Safeguarding



11.1	Be committed to safeguarding and promoting the welfare of children and young people, following correct procedures for safe recruitment, safe behaviour, and child protection as outlined in school policies.
11.2	Raise safeguarding concerns in a timely manner, in line with school policies.
12	Data Protection
12.1	Comply with the Council's policies and supporting documentation in relation to Information Governance, this includes Data Protection, Information Security and Confidentiality.
13	Health & Safety
13.1	Be aware of and implement health and safety responsibilities as an employee, and where appropriate, any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.
13.2	Work with colleagues and others to maintain health, safety and welfare within the working environment.
14	Equality
14.1	We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities.
14.2	Within own area of responsibility, work in accordance with the aims of the Equality Policy Statement.
15	Flexibility
15.1	North Yorkshire Council provides front-line services, which recognise the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with Council Policies and Procedures.
16	Customer Service
16.1	The Council requires a commitment to equity of access and outcomes, which will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.
16.2	The Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.
Behaviours	Link
Date of Issue	March 2026



PERSON SPECIFICATION

QUALIFICATIONS & TRAINING	ESSENTIAL ON APPOINTMENT	DESIRABLE ON APPOINTMENT
Qualified teacher status	✓	
Honours degree	✓	
Evidence of recent, relevant CPD	✓	
Relevant NPQ		✓
SKILLS & KNOWLEDGE	ESSENTIAL ON APPOINTMENT	DESIRABLE ON APPOINTMENT
Ability to identify and articulate what constitutes high-quality, impactful practice in the field of personal development	✓	
Understanding of Careers best practice and the Gatsby Benchmarks to support CEIAG across the school		✓
Knowledge of statutory regulations and guidance linked to PD		✓
Understanding of the role of data in driving school improvement	✓	
Excellent classroom practitioner	✓	
Ability to relate to and build relationships with pupils, parents/carers, and other members of the school community	✓	
High standards of written and spoken English	✓	
EXPERIENCE	ESSENTIAL ON APPOINTMENT	DESIRABLE ON APPOINTMENT
Experience across the age range (secondary)	✓	
Appropriate leadership and management experience to at least middle leader level	✓	
Experience in leading and delivering initiatives which raise standards	✓	
Experience of leading elements of a personal development programme		✓
ATTITUDES, VALUES & PERSONAL QUALITIES	ESSENTIAL ON APPOINTMENT	DESIRABLE ON APPOINTMENT
Is aligned with the school's vision and values	✓	
Passionate commitment to education	✓	
Strategic thinker	✓	
Resilient and solution-focused	✓	
Eager to contribute to the wider life of the school	✓	



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SAFEGUARDING These criteria will be tested at interview. Please note this post is also subject to a satisfactory enhanced DBS disclosure.	ESSENTIAL ON APPOINTMENT
Demonstrate a commitment to safeguarding and the welfare of children and young people	✓
Ability to form and maintain appropriate relationships and personal boundaries	✓
Emotional resilience in working with challenging behaviours	✓
Appropriate use of authority and discipline	✓

You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the areas throughout the selection process.



OUR VISION & VALUES

Our aspiration is that every pupil and staff member is supported to be the **BEST** version of themselves.

Members of our Risedale family will feel a strong sense of belonging and accomplishment as a direct result of attending our school. They will accumulate knowledge, cultural capital and social skills, such as empathy and kindness, enabling them to thrive in society and enjoy healthy **RELATIONSHIPS**. All our pupils will make good progress from their starting points.

At whatever stage of their education Risedale pupils leave us, they will be well-equipped to take the next steps on their journey to becoming a **RESPONSIBLE**, **RESPECTFUL** and **RESILIENT** citizen who can embrace change and learn from mistakes.

We are 'The Risedale Family' and together we are 'A family of learners'.

ABOUT US:

Risedale School is a coeducational community secondary school welcoming pupils aged 11 to 16. It enjoys an enviable and growing reputation in its local community. Links with the Armed Forces are strong. The school has one of the largest proportions of Service Children of any secondary school in the UK, and this military connection is an essential part of the school's distinctive character.



OUR LOCAL AREA:

Risedale School is located within the pretty village of Hipswell at the heart of Catterick Garrison, close to the historic market town of Richmond. It is set within a beautiful part of North Yorkshire, close to both Swaledale and Wensleydale. Catterick is a thriving and advancing location offering a choice of affordable and desirable housing opportunities and a unique and close community. Princes Gate Retail Park offers all major amenities, including supermarkets, cafes, shops, a leisure centre and a library. Risedale is just a 5-minute drive from the A1(M), providing easy access to Teesside, York and the Leeds conurbation. Major centres like Darlington are within easy reach for commuters, shoppers or leisure seekers, at around a 30-minute drive along the A1(M).

CHILD PROTECTION:

We are committed to safeguarding and promoting the welfare of Children and Young People and ensuring that employees are suitable persons to work with them. All applicants are requested to provide, in their application, explanations for any gaps in study and/or employment history. Applicants should include in the Previous Employment section of their application form details of any other unpaid work/experience, for example, voluntary work.

Applicants are advised that references will be requested prior to interview, where consent has been given. References should be from "suitable" referees, that is, the current or most recent employer and, where this did not involve work with children and young people, the most recent employer where the work was with children or young people. Where we consider that additional references are required, we reserve the right to request details of alternative referee(s) from the candidate.

Interviewees are required to bring to interview original documents relating to identity and qualifications.

This school will only ask an individual to provide details of convictions and cautions that it is legally entitled to know about. Where a DBS certificate can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 as amended, and where appropriate Policy Act Regulations as amended), this school can only ask an individual about convictions and cautions that are not protected.

As part of a robust safer recruitment process, the school will carry out online searches on shortlisted applicants to identify any safeguarding or suitability issues that can be explored at interview.

At the interview, or in a separate discussion, this school ensures that an open and measured discussion takes place on the subject of any offences or other matters that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

On induction, all staff will be provided with Child Protection training, appropriate to the role, including information regarding the North Yorkshire Safeguarding Children Partnership, Local Authority and School Child Protection and Safeguarding policies and practice guidance and information on expected probation, safe working practice, standards of conduct and behaviour and disciplinary, capability and whistle-blowing procedures. The [Child Protection Policy](#) can be found on our website at risedale.org.uk/information/policies.