



Nether Green Junior School

Assistant Headteacher

SENDCO and Attendance & Behaviour Lead

Recruitment Information Pack



Fulwood Road
S10 3QA
Tel: 0114 2302461
Email: www.nethergreen-jun.sheffield.sch.uk
Website: nethergreenjuniorschool.co.uk

Head Teacher: Mr W Allen
Chair of Governors: Mr S Middleton
Number on roll: 380

Recruitment Information Pack

Thank you for requesting information for the post of **Assistant Headteacher – SENDCO and Attendance & Behaviour Lead**.

On behalf of the Governors of Nether Green Junior School, thank you for requesting information for the above vacancy. We hope the information enclosed is useful to you.

As we take the role of caring for the children in our school very seriously, the recruitment process will have a focus on child protection.

Please do not hesitate to contact us if there are any other questions you have.

We have included in our information:

Welcome from the Headteacher	3
Information About Our School	4
Our Vision and Values	5
Copy of the Advertisement	6 - 7
Job Description	8 - 12
A Person Specification	13 - 14
The Appointment Process	15
Nether Green Location and Key dates	16



Welcome from the Headteacher

Dear Applicant,

Thank you for your interest in joining Nether Green Junior School. My name is Will Allen and I am the Headteacher here, and I am really pleased that you are considering us.

Nether Green is a place built around relationships. We believe children cannot learn, grow or thrive unless they feel safe, connected and genuinely valued, and that belief runs through everything we do, from how we teach to how we care for one another as a staff team. Over recent years we have built on this, developing a relational approach that shapes every interaction in our school: we know that behaviour is communication, that safety comes before learning, and that consistent, trusting relationships are the most powerful tool we have, for children and for the adults who work with them.

Our six school values, Effort & Resilience, Independence, Pride, Empathy, Teamwork and Respect, sit right at the heart of that approach, and you will find them explicitly taught and modelled by everyone here, every day. As a leader I try to be transparent, and I am always reflecting on how we, and I, can do things better. I look for the same qualities in the people who join our team.

What We're Looking For

We are looking for people who are:

- Reflective, and always looking to develop and improve
- Hardworking, and able to bring the right mindset and energy to the job every day
- Honest and open, especially when they need support
- Willing to recognise and share their own strengths, because it is by each of us using what we are good at, in our own way, that we build a genuinely strong team
- Committed to our relational approach and to living out our school values
- Caring and committed to working with children
- Willing to work collaboratively and play a full part in the wider life of the school
- Holding high expectations of every child, whatever their background or circumstances, and striving to make sure every child has the opportunity to succeed



In return, we offer a supportive environment to work in, a hardworking and friendly staff team, good professional development, and enthusiastic children with a wide range of talents and abilities.

If you would like to find out more, I would encourage you to visit the school and see us in action, or to get in touch with any questions. I hope the information in this pack gives you a real sense of what Nether Green is about, and I look forward to receiving your application.

Yours sincerely,

Will Allen

Will Allen

Headteacher



**Artsmark
Silver Award**
Awarded by Arts
Council England

Information About Our School

Nether Green Junior School is a large, popular junior school in the west of Sheffield, with a wide catchment area that stretches from Mayfield Valley into the centre of town. Most of our children join us from Nether Green Infant School and Broomhill Infant School, and the school tends to be oversubscribed.

We have approximately 380 children on roll, organised into thirteen registration groups, three classes in each year group, plus an Integrated Resource for pupils with Communication and Interaction, and Cognition and Learning needs, which has places for 16 pupils. Our mainstream teachers and our Integrated Resource staff work closely together, and children from the Resource integrate into mainstream classes for lessons such as PE, music, art and a variety of other subjects, wherever this suits their needs.

Our main building is a Victorian building housing ten classrooms, a music room, the head teacher's and administrator's offices, alongside two double mobile classrooms that provide teaching space for our Year 4 children and further group space. Community groups use the building during the evenings, including an After School Club providing extended care for children before and after the school day.



Our library sits within our main hall, right at the centre of the school, reflecting how much importance we place on reading and on developing a genuine love of books. The main hall is also where we come together as a whole school, including our weekly celebration assembly, where we recognise the achievements of everyone in our school community, and it has a permanent stage that reflects how highly we value the performing arts. We are also fortunate to have a purpose built sports hall on site, separate from our main hall, which really supports our strong focus on sport, and a separate dining hall where children have their lunch.

Our relational approach means that trauma-informed, relationship-focused strategies, such as co-regulation and restorative conversations, are embedded in daily practice across every classroom. The Nest is our dedicated space for interventions, offering children further support from a trained adult whenever they need it. We also have a separate sensory room, giving children another space suited to their individual sensory needs.

We are also developing a Forest Skills intervention, which we are working to embed fully into our curriculum, because we want to keep expanding what we offer and make sure our children build as wide a range of skills as possible.

Our ethos is built on the belief that every child matters, and that principle, alongside enjoyment and excellence, runs through our curriculum, our relationships and our day to day life as a school. We have worked hard, and continue to work hard, to make our environment rich and fun, because we want Nether Green to be a huge, happy memory for every child who passes through it. We also see ourselves as an important stepping stone for our children as they move on from infant school and prepare for secondary school and the next stage of their life, and that is why our six values, Effort & Resilience, Independence, Pride, Empathy, Teamwork and Respect, are explicitly taught and modelled every day, so that every child leaves us genuinely ready for what comes next.

To find out more about our day to day life, I would encourage you to look at our website, where our weekly newsletter shows what we have been up to. You will also find our curriculum threads of citizenship, enrichment and collaboration there, which are a big part of what we do at Nether Green Junior School.

Vision

Nether Green Junior School provides a safe, stimulating and inclusive environment for learning that enables the best possible social, academic and cultural development for our children. It is a happy, vibrant and productive workplace for children and staff alike where children take part in a rich variety of experiences that enhance and support academic learning.

We work hard to forge positive and enduring partnerships with parents/carers and the local and wider community.

Values

Our values are at the core of everything we do and have been developed with the aim of preparing our pupils to be confident, happy and compassionate citizens.

Effort & Resilience

- Have a growth mindset
- Learn from their mistakes
- Embrace challenges
- Strive to better themselves
- Take risks & try their best
- Never give up
- Show a positive attitude to learning

Independence

- Have high aspirations & expectations of themselves
- Have ownership of their school
- Think freely & be a critical thinker
- Be passionate & curious about their learning
- Use initiative & take responsibility
- Be an active learner
- Be creative

Pride

- Show pride in one another's achievements
- Have pride in their work & all aspects of learning
- Look after their school, resources & environment
- Take pride in their achievements

Empathy

- Make others feel welcome and included
- Embrace difference, diversity & other cultures
- Show kindness and care for others
- Be humble and considerate
- Take an interest in our community & wider world
- Appreciate the values we share as a society

Teamwork

- Work & play together fairly & with respect
- Listen actively, collaborate & compromise
- Respect different ideas
- Support those who need it

Respect

- Be polite & well-mannered
- Be positive, friendly and caring
- Value themselves & other people
- Have mutual respect & tolerance for all
- Respect our school & its environment



Copy of the Advertisement

Headteacher:
Mr Will Allen

Chair of Governors:
Mr Steve Middleton

Number on roll:
380 whole school

JOB TITLE: Assistant Headteacher - SENDCO and Attendance & Behaviour Lead

TEMP/PERM: Full time. Permanent

GRADE SALARY: L3-7

LOCATION: Nether Green Junior School, S10 3QA

POST ADVERTISED: Starting date 1 January 2027

Main Duties and Responsibilities

The new Assistant Headteacher will work closely with the Headteacher, Deputy Headteacher (Head of Inclusion) and the wider Senior Leadership Team to lead two vital areas of school life: our SEND and Inclusion provision, and our relational approach to Attendance and Behaviour.

As SENDCO, you will champion the very best provision for any child with Special Educational Needs at our school, supporting teachers to ensure the provision for pupils with SEN in their class is excellent, and working closely with families of children with SEMH and SEND.

As Attendance & Behaviour Lead, you will be the driving force behind our whole-school relational and Trauma Informed approach, ensuring it remains secure, embedded and consistently applied by every member of staff, and leading our strategy to secure excellent attendance for all pupils.

The school aims to develop the whole child in an environment which is caring, calm, purposeful and happy, and one which respects others and recognises individual needs. We pride ourselves on ensuring that when our children leave Nether Green Junior School they are ready to embark on the next step of their learning journey.

We are looking for an Assistant Headteacher who will:

- a. be a visible and accessible leader, promoting the school and working with parents, carers and the wider community
- b. share their SEND knowledge and continue to draw on research to improve and further develop our provision across school whilst working within the framework of the SEN Code of Practice
- c. lead, manage and organise others and the provision for our most vulnerable children
- d. be the driving force behind our relational, Trauma Informed approach to behaviour, leading training and coaching so that all staff apply it with confidence and consistency
- e. use attendance and behaviour data skilfully to identify patterns early and lead swift, effective action to secure excellent attendance and behaviour across school
- f. be solution-focused and have the strategic vision to secure the best outcomes for the school in a changing education environment
- g. work with the senior leadership team to lead an outward-looking school which values collaboration and seeks opportunities to work with other schools
- h. develop leadership throughout Nether Green Junior School, driving the professional development of all our staff members while maintaining our happy, productive school.

We are looking for someone with genuine experience and expertise in leading relational and Trauma Informed practice, who can balance this with the demands of the SENDCO role to ensure SEND provision is consistent and of a high standard across the school, giving every child the best possible experience and preparing them fully for the next stage of their education.

While this is a substantial leadership role, the successful candidate will retain a teaching commitment of between half a day and a full day each week. We believe strongly in our leaders modelling excellent teaching and relational practice directly with children, and we want this to remain a genuine, valued part of the role. It will also give you an opportunity to teach in different year groups and classes across the school.

We are looking for someone who is flexible and enthusiastic and has the ability to become an asset to our school, and, just as importantly, someone who will fit in with the school's ethos, contribute to the school's development continuing to ensure our development and improvement is maintained, and become involved in the life of the school.

Opportunity to View the School

Applicants are welcome to visit the school at one of the following times:

- Thursday 24 September, 9am or 4pm
- Thursday 1 October, 9am or 4pm

Please ring to let us know if you wish to attend.

Application Details

The school is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. Enhanced DBS check required for all posts.

Application forms and further details are available from the school office.

Please email **recruitment@nethergreen-jun.sheffield.sch.uk** or Tel: 0114 2302461.

- Closing Date: Wednesday 7 October, 9.00am
- Completed forms should be returned to the school via email (see above) or hard copy.
- Interview: week commencing 12 October 2026
- Applications should be returned to Mr W Allen (Headteacher) at the school address (Fulwood Road, Sheffield S10 3QA) or via email to **recruitment@nethergreen-jun.sheffield.sch.uk**



NGJS Assistant Headteacher – SENDCO and Attendance & Behaviour Lead

Job Description

Post: Assistant Headteacher (Leadership Scale L3-L7)

Responsible to: Headteacher

Teaching commitment: Between half a day and a full day each week, used to model excellent teaching and relational practice for other staff to learn from. This is a valued and deliberate part of the role, not an add-on to it.

Purpose of Job:

To play a major role under the direction of the Headteacher:

- in formulating the aims and objectives of the school particular to SEND, Inclusion, Attendance and Behaviour
- in establishing the policies through which the aims and objectives shall be achieved and manage staff and resources accordingly
- in monitoring and evaluating progress towards school targets and leading on action to drive continuous school improvement through leading, managing, developing and maintaining high quality inclusion provision which enables quality teaching, excellent learning outcomes and success for all pupils, including those identified as SEND
- in leading the school's relational, Trauma Informed approach to behaviour, acting as the driving force in ensuring this remains secure and consistent practice among all staff, and in leading whole-school strategies to promote excellent attendance
- maintaining records for those pupils identified as SEND
- maintaining the school's SEND register
- liaising effectively with outside agencies and external providers, to ensure that provision and support is provided to help meet the needs of all pupils
- monitoring and evaluating the quality of teaching and learning for pupils with SEND
- monitoring and evaluating attendance and behaviour data, identifying patterns and leading action to anticipate, prevent and improve poor attendance and behaviour across the school
- supporting teachers to ensure that SEND processes and systems are followed accurately and completed in a timely fashion
- taking on the responsibilities of the Headteacher as agreed and appropriate in their absence (or the absence of the Deputy Headteacher)
- carrying out the professional duties of a teacher as required, working within the framework of the SEN Code of Practice

Key Responsibilities

1. Core Purpose and Accountability

- 1.1 To play a major role under the direction of the Headteacher in formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement.
- 1.2 Undertake the professional duties of the Assistant Headteacher reasonably delegated to you by the Headteacher.
- 1.3 In partnership with the Headteacher, Deputy Headteacher and the Senior Leadership Team, provide professional leadership and management of Inclusion, sustaining, evaluating and improving each facet of our inclusion offer to ensure that standards of provision for SEND learners are worthy of emulation across our 7-11yrs age range.
- 1.4 In partnership with the Headteacher, Deputy Headteacher (Lead SENDCO and Head of Inclusion) and the Senior Leadership Team, provide professional leadership and management of the school's relational approach to Attendance and Behaviour, acting as the driving force in ensuring Trauma Informed, relational practice remains secure and is applied consistently by all staff. (NEW)
- 1.5 To provide professional leadership and management of School Improvement Plan priorities as directed by the Headteacher.

2. Teachers

It is expected that the teacher standards are met.

- 2.1 Carry out the duties of a school teacher as set out in the Pay and Conditions Document 2016 (as amended), fulfilling the accountabilities expected of class teachers at Nether Green Junior School, and share the corporate responsibility for the well-being, education and discipline of all children.
- 2.2 Maintain a regular teaching commitment of between half a day and a full day each week, using this time to model excellent teaching and relational practice that other staff can learn from. This is a core and valued part of the role, not an add-on to it.
- 2.3 Facilitate inclusive, ambitious provision that enables all pupils, particularly those on the SEND register, to achieve high standards from their individual starting points, developing areas of provision that impact positively on learning and teaching across the school.
- 2.4 Take an active role in the School Self Evaluation process, and actively undertake continuous professional development by keeping abreast of the latest developments and thinking, coaching and mentoring, and self-evaluation and peer review.
- 2.5 Be an ambassador for our commitment to promoting inclusion, ensuring all reasonable adjustments are established and sustained.

3. Performance Management

- 3.1 To undertake annual Performance Management, setting and agreeing targets linked to School Improvement Plan priorities with the Headteacher.
- 3.2 Responsibility for line managing a group of staff as designated by the Headteacher.

4. Key Areas

4.1. Positively impact on educational progress of all pupils across the school, particularly those living with SEND.

- Support the Headteacher in: ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all; demonstrating the vision and values of the school in everyday work and practice; motivating and working with others to create a shared culture and positive climate.
- Assist the Headteacher in the ongoing and annual review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of school provision.
- Create or contribute to costed development plans which contribute positively to the achievement of the School Improvement Plan, actively involving staff in its design and execution.
- Develop and implement policies and practices which reflect the school's commitment to high achievement for all and are consistent with national and local strategies and policies.
- Promote high expectations for both attainment and progress for all children, particularly those living with SEND.
- Work with the Headteacher to establish short, medium and long term plans for the development and resourcing of Inclusion.
- Monitor and evaluate the progress made towards achieving the objectives set out in the School Improvement Plan, responding to outcomes accordingly.
- Work with outside agencies and stakeholders to inform future action.



4.2. Developing Others and Securing Accountability

- Work with the Headteacher to raise the quality of teaching, learning and pupils' achievement, setting high expectations and evaluating the effectiveness of learning outcomes, including for children living with SEND, through coaching, mentoring, modelling and shared planning.
- Provide regular, honest feedback that recognises good practice and supports colleagues' progress against their professional and performance management objectives, with a tangible positive impact on pupils' learning.
- Plan, organise and deliver staff meetings and training, where necessary bringing in outside speakers, keeping staff up to date with the latest developments in primary education and in relational and inclusive practice.
- Agree, monitor and evaluate pupil progress targets and engage all staff in the consistent implementation of schemes of work and curriculum plans, making a measurable contribution to whole-school targets.
- Plan, delegate and evaluate work carried out by teams and individuals, and create and maintain effective relationships with all stakeholders.
- Assist with the recruitment and selection of teaching and support staff.



4.3. Resource Management

- Work with the Headteacher and Business Manager to provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation.
- Work with the Headteacher and Business Manager to ensure the school, the people and the resources within it are organised and managed to provide an efficient, effective and safe learning environment.
- Support the Senior Leadership Team in overseeing and evaluating the budget allocation to ensure the budget is spent in line with subject/area learning priorities and best value principles.
- Secure and allocate resources to support effective learning and teaching.

4.4. Developing Self and Working with Others

- Work with the Headteacher to build a professional learning community which enables others to achieve, and support staff in achieving high standards of teaching and learning through effective continuing professional development.
- Be committed to your own professional development, regularly reviewing your own practice and setting personal targets.
- Implement successful performance management processes with self and staff as directed by the Headteacher, treating people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Build a collaborative learning culture within the school, and actively engage with other schools in Sheffield and other school partnerships to build effective learning communities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams, and develop and maintain a culture of high expectations for self and others.
- As appropriate and under the leadership of the Headteacher, undertake activities related to professional, personnel/HR issues.

4.5. Strengthening Community

- Work with the Headteacher to collaborate with other schools and organisations in order to share expertise and bring positive benefits to their own and other schools.
- Contribute towards our sustained reputation as a setting that actively promotes inclusion.

4.6. Leading Relational Practice, Attendance and Behaviour (NEW)

- Act as the driving force behind the school's relational and Trauma Informed approach to behaviour, ensuring it remains secure, embedded and consistently applied by all staff, as set out in the school's Positive Relationships & Behaviour Policy.
- Lead the ongoing training, coaching and modelling of relational practice (including the PACE approach, WINE language and co-regulation strategies) for all staff, so that high-quality practice is sustained school-wide.
- Work with the Headteacher, Deputy Headteacher and Senior Leadership Team to set and communicate high expectations for attendance, behaviour and attitudes to staff, pupils and parents/carers.
- Analyse attendance and behaviour data regularly, identifying patterns, including by cohort, vulnerable group and protected characteristic, to anticipate, prevent and improve poor attendance and behaviour.
- Lead a clear, strategic approach to improving attendance, including for persistently and severely absent pupils, working closely with school administrative staff, external agencies and the Local Authority as required.
- Ensure the school's response to behaviour, bullying, suspension and exclusion is proportionate, consistent and restorative, and in line with statutory guidance and school policy.
- Ensure that pupils with SEND, and those with emotional, mental health or medical needs affecting attendance or behaviour, receive appropriately adapted support, and that reasonable adjustments are made without lowering expectations.
- Oversee the recording, monitoring and review of behaviour and attendance incidents (via CPOMS), reporting patterns and impact to the Headteacher, governors and wider leadership team.
- Ensure any use of positive handling or restrictive physical intervention is a genuine last resort, properly recorded, reviewed and reported.
- Balance this leadership role with responsibilities as SENDCO, ensuring SEND provision remains consistent and of a high standard across the school.

5. Specific Duties for Assistant Headteacher

5.1. To provide professional leadership and management of the Nether Green Junior School's Inclusion Offer, to raise standards of provision and suitability of teaching and curriculum design across the school:

- To ensure that the NGJS Curriculum takes into account the requirements of the National Curriculum and each pupil's individual needs.
- To ensure continuity and progression for all students across the key stage linked to the National Curriculum.
- To be responsible for consistency of assessment and the analysis of pupil progress data with a particular focus on children living with SEND.
- As strategic leader, ensure that all components of the curriculum are developed appropriately leading to clear and sustained improvement, adapted to suit the needs of learners living with SEND.
- To ensure that pupils of all abilities are appropriately challenged and that strategies for effective teaching and promotion of inclusion are of the highest quality.
- To ensure that all pupils work in a positive, stimulating, language rich environment where work is effectively displayed and achievements rewarded.
- To manage allocated budgets and resources.
- To ensure that the highest expectations for presentation of work are evident in all areas across the school.

5.2 To ensure that curriculum design and delivery for all pupils is broad, rich, relevant and positively impacts on the quality of their education

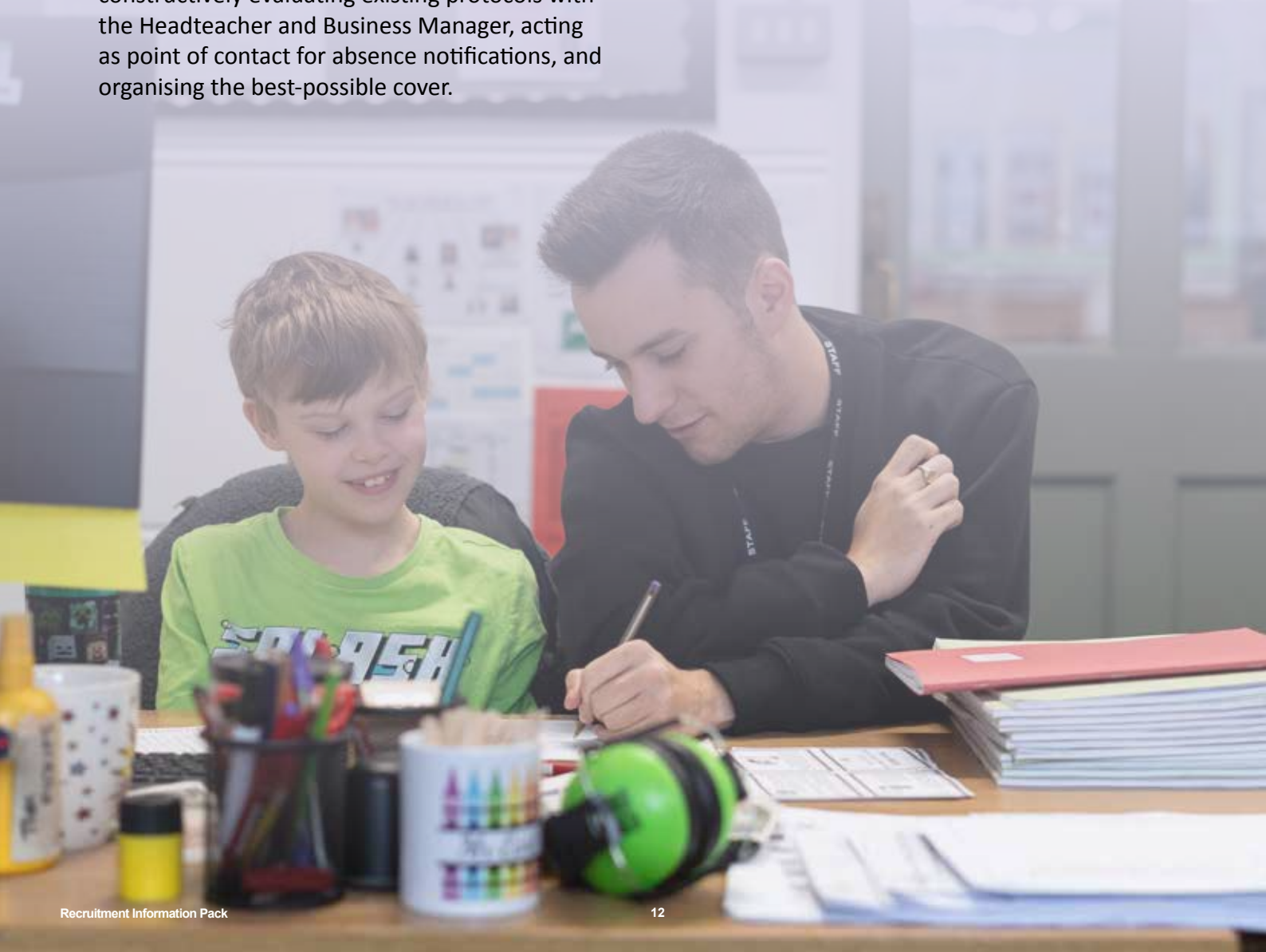
- Monitor standards and teaching in the foundation subjects, providing mentoring, coaching and support as appropriate, and work in partnership to ensure targets set around subject leadership are met.
- Ensure that curriculum design is effective in all subjects across the school.

5.3 To ensure the smooth, professional running of the school

- Ensure the smooth and professional operation of the school through the effective deployment of staff, accurate and considered timetabling, organisation of staff meetings and oversight of the school calendar.
- Take an active role in the Senior Leadership Team, contributing to high standards of provision, effective use of resources and improved outcomes for all children.
- Lead the Performance Management of staff as designated by the Headteacher.
- Identify and pursue leadership and management development opportunities, agreed and negotiated with the Headteacher.
- Work with the Headteacher and expert colleagues to establish a highly effective timetable that offers proportionate curriculum coverage, designing timetabled learning time and interventions, and ensuring the school environment is used to its maximum potential.
- Ensure that staff absence has the smallest possible impact on pupil achievement, by constructively evaluating existing protocols with the Headteacher and Business Manager, acting as point of contact for absence notifications, and organising the best-possible cover.

Not all of the above duties will need to be performed all of the time and will vary according to the needs of the school at different points. The specific focus for the Assistant Head's work programme will be negotiated and agreed at the beginning of the performance management cycle.

In addition, the post is subject to compliance with School policies, guidelines and procedures. All staff have a responsibility for providing and safeguarding the welfare of children and young persons they are responsible for or come into contact with. This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained within Parts XI and XII of the School Teachers' Pay & Conditions Document. This job description may be amended at any time following discussion between the Headteacher and member of staff.



NGJS Assistant Headteacher – SENDCO and Attendance & Behaviour Lead

Person Specification

Additions reflecting the Attendance & Behaviour Lead dimension of the role are marked (NEW) below, for ease of review.

Aspect	Requirement	Essential	Desirable
Qualification	Qualified teacher status	X	
	Holder of National Award for Special Educational Needs Coordination		X
	If the National Award for Special Educational Needs Coordination is not held, the willingness to complete the training within twenty-four months of appointment	X	
	Holder of Designated Safeguarding Leader training accreditation		X
	Holder of a National Professional Qualification for Leadership (e.g. NPQML, NPQSL, NPQH)		X
	Diploma in Trauma and Mental Health Informed Schools & Communities (TISUK equivalent), or willingness to work towards this		X
Experience	Teaching experience in EYFS, KS1 or KS2		X
	Proven track record in bringing about improvement in pupil outcomes	X	
	Evidence of different leadership and management roles in an educational context		X
	Experience of line managing a team of staff	X	
	Experience of leading inclusion and understanding a range of SEND needs	X	
	Experience of leading whole-school behaviour, attendance or pastoral practice, including embedding a relational or trauma-informed approach (NEW)	X	
	Track record of using attendance and/or behaviour data to identify patterns and take effective, timely action (NEW)	X	
	Competent in the use of technology to enhance teaching and learning and able to use computerised school systems to manage the organisation	X	
	Successful involvement with, and management of, planning and target setting	X	
	Experience of Ofsted processes		X
	Record of recent professional development	X	
	Track record in working with, and impacting on, parental engagement	X	

Aspect	Requirement	Essential	Desirable
Knowledge & understanding	Thorough knowledge and understanding of national curriculum and current developments	X	
	Knowledge of referral pathways in Sheffield		X
	Knowledge of curriculum and best practice in relation to EYFS, KS1 or KS2	X	
	Knowledge and understanding of relational, restorative and trauma-informed approaches to behaviour, and how to embed these consistently across a staff team (NEW)	X	
	Understanding of current statutory guidance relating to behaviour, attendance, suspension and exclusion (NEW)	X	
Abilities & skills	Demonstrable ability to manage change effectively		X
	Ability to use pupil data in order to set aspirational and challenging targets	X	
	Ability to communicate vision and inspire others	X	
	Ability to develop an ethos and structure for managing behaviour, which enables pupils to become independent and self-managing in the classroom	X	
	Ability to lead, train and coach staff so that relational, trauma-informed practice is applied securely and consistently across the school (NEW)	X	
	Ability to balance strategic leadership of Attendance and Behaviour with the operational demands of the SENDCO role (NEW)	X	
	Ability to work effectively as part of the school team and with Governing Board members, pupils and their families	X	
	Ability to prioritise an inclusion caseload	X	
	Excellent communication (written, oral and presentation) skills	X	
	Excellent interpersonal skills	X	
	Excellent self-awareness and ability to manage self	X	
	Willingness to learn from others and both seek and take advice	X	
Equality	Ability to integrate equality policies into action	X	
Safeguarding	Ability to develop an appropriate environment which ensures the safety of all users of Nether Green Junior School	X	
	Training to the level of DSL or DDSL		X
Other requirements	Resilience, the ability to work under pressure and to meet deadlines	X	
	A commitment to Nether Green Junior School's vision, values and ethos	X	

The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. *You are requested to submit a concise application.*

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. *Please limit your supporting statement to two sides of A4 in size 11 font.*

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the [safeguarding information](#) on the school website prior to attending the interview.

8. The Interview

Candidates will be invited to an interview process at the school during which time they will have the opportunity to meet staff and students and see the school at work.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

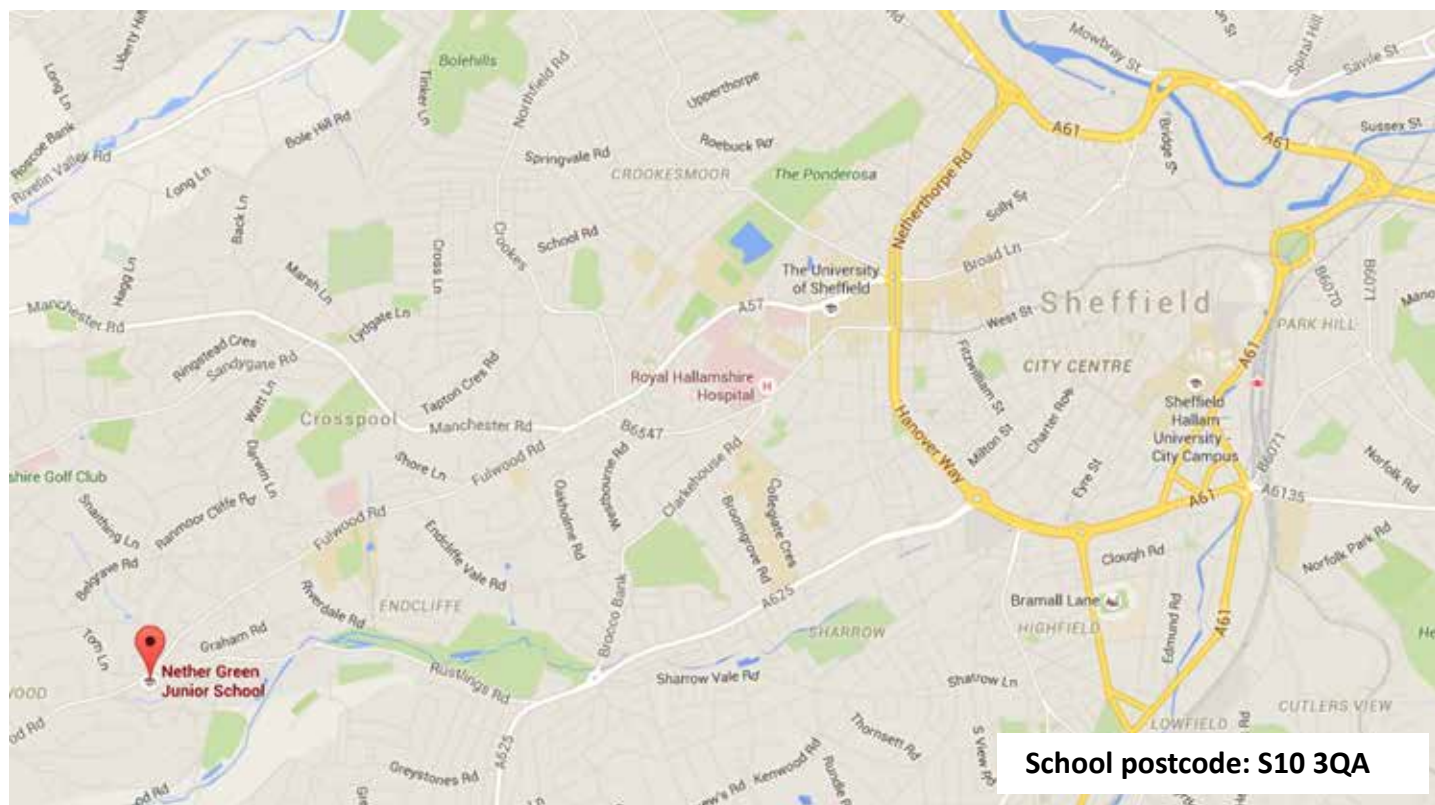
10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the school's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to recruitment@nethergreen-jun.sheffield.sch.uk by the closing date

Nether Green Junior School Location



Directions from the City Centre

From: Sheffield Train Station Sheaf Street, Sheffield S1 2BP

- Take A61, St Mary's Gate and Hanover Way to Glossop Rd/B6547
- Head south-west on Sheaf St/A61 towards Sheaf Square.
- Continue to follow A61.
- Use the right 2 lanes to turn slightly right onto St Mary's Rd/A61.
- Continue onto St Mary's Road.
- At the roundabout, take the 2nd exit onto St Mary's Gate.
- At the roundabout, take the 2nd exit onto Hanover Way.
- Continue onto Upper Hanover St.
- Follow Glossop Rd/B6547 to Fulwood Rd.
- Turn left onto Glossop Rd/B6547.
- Turn left onto Fulwood Rd/A57.
- Keep left to continue on Fulwood Rd for 1.3 miles until you reach Nether Green Junior School.

Opportunity to View the School

Applicants are welcome to visit the school at one of the following times:

- Thursday 24 September, 9.00am or 4.00pm
- Thursday 1 October, 9.00am or 4.00pm

Please ring to let us know if you wish to attend.

The school is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. Enhanced DBS check required for all posts.

Application forms and further details are available from the school office.

Please email recruitment@nethergreen-jun.sheffield.sch.uk or Tel: 0114 2302461.

- Closing Date: Wednesday 7 October, 9.00am
- Completed forms should be returned to the school via email (see above) or hard copy.
- Interview: week commencing 12 October 2026
- Applications should be returned to Mr W Allen (Headteacher) at the school address (Fulwood Road, Sheffield S10 3QA) or via email to recruitment@nethergreen-jun.sheffield.sch.uk