



Lighthouse  
School Leads  
*Inspiring Bright Futures*

# Lighthouse School Leads

*Inspiring Bright Futures*

## Recruitment Pack

Assistant Principal

2024 - 2025 Academic Year



**It is my pleasure to welcome you to our wonderful school.**

I am proud and privileged to lead such a unique and innovative school. This is a school where students' special interests, social and communication skills, abilities, academic and life skills are mapped and further developed so destinations can be identified and targeted for each individual.

We deliver a broad, ambitious and balanced curriculum that enables all our students to make excellent progress and gain nationally accredited qualifications in Key Stage 4 and Key Stage 5.

Developing meaningful friendships and relationships is a life skill that is taught and developed in all aspects of school life, but is a particular focus in the Wellbeing and Speech and Language curriculum/sessions. We also take great joy in celebrating those "Wow" moments for our students when the impossible becomes the possible!

A key part of curriculum delivery is 'building aspirations' and employability awareness. We believe that the future is limitless, and optimism is key to our approach. We do this by exposing our students to a number of different employment sectors and experiences throughout their curriculum.

We also believe every day is a new opportunity and the chance to write a different story and this is fundamental to our compassionate approach to working with our students.

At Lighthouse School the staff body, senior leaders and trustees are devoted to making the difference for our students so they can reach their next steps and thrive in society.

We are a neuro-diverse staff team with a range of disabilities, diversities, strengths and weaknesses. We believe our staff should be role models to support our students to create their own pathway to success.

I would like to thank you for taking the time to be interested in working in our amazing school, and encourage you to take time to find out whether we are the right fit for your skills and experiences.

**Emma Sullivan, Principal**





# OUR SCHOOL VALUES



## RESPECT

Embracing uniqueness, equality, and ensuring all contributions are valued.



'Upon joining this school, I've gained many friends for life and gained myself the motivation to be more ambitious in life and frankly braver in my future endeavours. I simply thank those who worked closest to me at my time there'.

## COMPASSION

Showing empathy and understanding of others' needs.

## AMBITION

Taking risks, having adventures and aspiring to achieve great things.



## HAPPINESS

Taking joy from developing and succeeding together.



## INNOVATION

Striving for creative solutions, challenging perceptions, and inspiring positive change.

'Our child has grown in confidence since starting at Lighthouse and loves coming to school. The school not only supports our child but us as a family.'

## OPTIMISM

Realising our limitless destinations, now and in the future.

## VERSITILITY

Exemplifying individualised and adaptive teaching and learning.

## DEVOTION

Being dedicated to our people, our jobs, and our school community.



|                       |                     |                       |   |
|-----------------------|---------------------|-----------------------|---|
| <b>Job title:</b>     | Assistant Principal | <b>Salary grade:</b>  | L6 – L11<br>FTE salary: £56,316 - £63,815 |
| <b>Contract type:</b> | Permanent           | <b>Hours of work:</b> | Full time                                 |

**Responsible to: The Principal**

**Job purpose:**

As a dedicated member of the senior leadership team you will play a pivotal role in strategic and operational management of the school, working alongside the rest of the senior leadership team and the middle leader.

Within the senior leadership team, you will strategically lead and manage your assigned portfolio of responsibilities to continually monitor and improve the quality of educational provision, whilst always holding high quality education and students’ best interests in your sights.

You will support and lead staff to ensure high quality delivery that enables students to meet or exceed their intended outcomes, and manage resources to provide the best value for money.

Alongside the senior leadership team, and in alignment with the school’s vision and values, you will lead on creative development, supporting the formulation and implementation of ambitious school plans, policies and procedures, and communicate these to the whole school team.

**Role Specific responsibilities:**

- Being a role model to staff, showing respect and exemplifying teachers’ standards and professionalism, teaching effective and engaging lesson and providing advice and guidance for other colleagues.
- Consistently model the values and ethos of the school, working effectively within the senior leadership team and take collective responsibility for the running of the school.
- As a versatile member of the Senior Leadership Team, you will have responsibility for specific areas of the whole school, in line with the current and changing needs of the school\*
- Within your areas of responsibility, maintaining effective systems that develop and evidence the high quality provision across the school.
- Along with the Training Team and school leadership, motivating and enabling staff to carry out their duties to the highest standards by providing access to high-quality continuing professional development.
- Overseeing and monitoring the delivery of provision within your area of responsibility, providing analysis and feedback to the Senior Leadership Team and Trustees.
- Being a visible leader, both within school and act as the school’s representative at local and regional meetings.
- Working with the leadership within school to build effective relationships with parents and the community.
- Creating opportunities for young autistic people within the school, and across the region, to thrive in all areas of adulthood.

- Supporting the organisation of the school environment to ensure it meets the curriculum needs of all students and remains safe and compassionate for all student and staff
- All members of the Senior Leadership Team will utilise- school evaluation to develop and contribute to the school development plan, and communicate the direction and objectives to their teams. Leading your team to evaluate their practice, and develop individual action plans, and performance and appraisal targets.
- Embodying the school's values, and modelling these to the students

\*Areas of responsibility will be agreed upon appointment of successful candidates in line with areas of expertise. This may include:

Special Educational Needs and Disabilities provision and outcomes, and oversight of EHCP processes

- Behaviour for learning
- Assessment processes and procedures
- Teaching and learning standards, and teacher development (ECT, PGCE, etc.)
- Continuing professional development
- Appraisal and performance management
- Quality assurance procedures
- Placements, consultations, transitions and admissions
- Creativity and innovation across the curriculum
- Safeguarding and child protection
- Timetabling and curriculum resource development
- Student and staff wellbeing
- Careers and work-experience
- Speech and Language, communication strategies, and therapeutic interventions
- Equality, diversity and inclusion across school

#### **All staff responsibility:**

- Promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.
- Promoting equality and diversity by abiding by the Equality and Diversity Policy of the school

The above responsibilities are not an exhaustive list and the post-holder will be required to undertake any other appropriate responsibilities and duties that may arise from time to time.

Any changes to this document will be made in consultation with the post-holder.



## **All staff responsibilities:**

### **Behaviour and Safety**

- Contributing to a safe, purposeful and stimulating environment for students, including supervising students as required at all times during the school day, and during extra-curricular activities, when required.
- Consistently encouraging appropriate behaviour in line with the school's Behaviour Policy.
- Ensuring all activities are undertaken within the framework of the school's risk assessments and policies (e.g. Safeguarding, Personal Care and Positive Handling, as well as Staff Code of Conduct).

### **Team Working and Collaboration**

- Establishing, encouraging and maintaining good relationships with all stakeholders (parents/carers, colleagues, partner organisations), consistently demonstrating the values of the Lighthouse School.
- Working collaboratively as part of a team and providing help and support to other team members, ensuring the aims of the school are met.
- Participating in meetings, as appropriate.
- Supporting the effective running of the school by ensuring policies and procedures are understood and followed by self, colleagues, visitors and students.

### **Professional development**

- Regularly reflecting on your own effectiveness in the role as part of the appraisal process and using feedback to refine your approaches where necessary.
- Improving personal practice through participating in training and development opportunities identified by the school and reflecting on their effectiveness.
- Participating in scheduled supervision and line management meetings.

### **Safeguarding Children and vulnerable adults**

- Lighthouse School has a statutory and moral duty to ensure that the school functions with a view to safeguarding and promoting the welfare of children and young people studying at the school. The post-holder will be required to commit to the school's Safeguarding Policy and promote a safe environment for children and young people learning within the school.
- All posts are subject to an enhanced Disclosure and Barring Service (DBS) check. Having a criminal record will not necessarily bar an individual from undertaking the role, however, this will depend on the nature of the position, the circumstances and background of any offences.
- Promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

### **Equality and diversity**

- Promoting equality and diversity by abiding by the Equality and Diversity Policy of the school.

### **Health and safety**

- It is the responsibility of all employees to co-operate with the school's Health and Safety Policy to provide a healthy and safe place to work.

# PERSON SPECIFICATION

|   | <b>Essential</b>  | <b>Desirable</b>  |
|---|---|---|
| <b>Qualifications and Training</b>      | Qualified Teacher Status (QTS or QTLS)  | Additional or advanced qualification in teaching students with additional needs                                       |
|   | Evidence of recent professional development   | SENDCo, NPQML or NPQSL  |
| <b>Experience, knowledge and skills</b> | Proven high standards of classroom management, teaching and organisation skills   | Experience of supporting the professional development of others   |
|   | Ability to provide an exciting and creative learning environment where students' work   |   |
|   | Effective leadership at middle leader (or equivalent) level   | Experience of leading a whole school developmental area   |
|   | Strong understanding of SEND education and experience of working with ASC students  |   |
|   | Experience of managing and leading a successful staff team  | Experience of holding staff to account and performance improvement  |
|   | Proven knowledge and understanding of safeguarding  | Designated Safeguarding Lead training   |
|   | Experience of contributing to planning and/or delivery of school or department development plans and an understanding of strategic leadership | Experience of policy development and working with Trustees/Governors  |
|   | Ability to engage and communicate with parents and other professionals to promote   | Experience of supporting SEND parents and families to improve attendance  |
|   | Able to demonstrate excellent interpersonal skills and inspirational leadership   | Evidence of ensuring accountability and supporting colleagues to improve  |
|   | Ability to manage change, prioritise conflicting demands, make difficult decisions  |   |
|   | Knowledge and experience of using data and assessment to monitor and contribute to successful outcomes, including data analysis               | Evidence of using classroom observation to improve outcomes for students<br>Experience of timetabling departmental or |



|                                  |   |
|----------------------------------|---|
| <p><b>Personal qualities</b></p> | <p>Excellent interpersonal skills, diplomacy and sensitivity in dealing with families, colleagues and other professionals</p> <p>A restorative approach to behaviour for learning</p> <p>Ability to problem solve, think creatively, innovate and motivate colleagues</p> <p>Ability to give and receive feedback in a sensitive and timely manner</p> <p>Ability to be well organised, self-motivated and reliable</p> <p>Be able to ask for, and receive help and support when needed</p> <p>An enthusiasm for involvement with the wider school community</p> <p>A commitment to ongoing professional development for self and others</p> <p>A commitment to the best outcomes for young people</p> <p>Not afraid to challenge to improve outcomes</p> <p>Personally demonstrate the school's vision and values</p> <p>Excellent punctuality and reliability</p> |
| <p><b>Other</b></p>              | <p>An understanding of and commitment to Equality and Diversity</p> <p>An understanding of and commitment to Health and Safety</p> <p>A commitment to the safeguarding and welfare of all children and the ability to work within the school's policies and procedures.</p> <p>Enhanced DBS check will be required for successful candidate</p> <p>The postholder will need to possess a current driving licence, and business insurance.</p>   |

Thank you for expressing an interest in joining our school. This document provides you with background information regarding our recruitment and selection process, which we hope you will find useful:

## **Application form**

To apply for any vacant role within our school, please complete a Lighthouse School Application Form available by visiting our website and clicking on the 'Vacancy' button (fourth button under the main header, or contacting [HR@Lighthosueschool.co.uk](mailto:HR@Lighthosueschool.co.uk)). The application form must be completed in full, providing details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment history you should provide details of the reasons, for example; career break, unemployed and the dates. For teaching vacancies please submit a formal letter of application detailing your teaching and learning experience and the impact you could make in our school.

We cannot accept CVs.

Please remember to sign the application form electronically.

Under the Equality Act 2010 we are legally required to consider making any reasonable adjustment to ensure that individuals with a disability are not disadvantaged during our recruitment and selection process. Therefore please ensure you make HR aware of any accommodations you may require in advance of any interview.

Should you have any desire to work flexibly, we also ask that you let us know in order that we can factor this in.

## **Personal Statement**

This is very important as it provides you with the opportunity to explain why you are applying, why you are the best person for the vacant role, and why you are a good fit for our school. Please use the job description and person specification as your guide and provide examples, where possible, to demonstrate how you match the criteria for the role.

## **Self-disclosure**

For safer recruitment purposes we ask all applicants to complete our Self-disclosure form and send it with your application form to HR. Alternatively, you can print and sign the form and hand it to HR in a sealed envelope if you are selected for interview.

## **Pre-employment checks**

For those candidates shortlisted, we will request references in advance of any interview, therefore we ask that you specify on the application form if you do not permit us to apply for your references prior to interview. For school-based employment we will write to the Headteacher of your school/previous school. References addressed 'To whom it may concern will not be accepted.' Referees may be contacted for verification purposes or to discuss any anomalies or discrepancies.

You must also provide original copies of your qualifications and photographic identity documents at interview to enable us to complete safer recruitment checks. Your documents will be photocopied and retained on file should you be offered the role, or confidentially shredded 6 months after interview.

Employment with the school is conditional upon:

- An **Enhanced DBS check** – we will apply for one of these to include a **Child and Adult barred list check**. Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) there are a number of roles where we must take account of any unspent or unprotected convictions. The amendments to the Exceptions Order 1975 (2013) provides protection for certain spent convictions and cautions and are not subject to disclosure to employers. We encourage you to read the guidance through the links contained in our Employment of Ex-offenders Policy available on the vacancy section of our website.
- **Prohibition from Teaching check** – any offer of employment is subject to the school making a mandatory check to ensure a teacher is not prohibited from teaching by the NCTL (or the GTC).
- **A minimum of two satisfactory references.**
- **Identity checks including right to work in the UK. You must provide 3 documents to cover the following:**
  - p Photographic Identification, e.g. passport or driving licence.
  - p Proof of right to work in the UK, e.g. current UK passport, UK Visa or UK Birth Certificate – under the Asylum and Immigration Act 1996 it is a criminal offence to employ anyone who does not have the legal right to live or work in the United Kingdom.
  - p Proof of current address, e.g. a current driving licence or bank statement / utility bill dated within three months or council tax statement dated within twelve months. authority from that country. If you have worked or lived overseas for 12 months or more during the last 10 years you will also be required to provide a letter of good conduct from the police of that country. If you cannot provide this, please contact the HR department (by emailing: HR@lighthouseschool.co.uk) who will be able to advise you on other documents.

### **Interview**

If shortlisted you will receive an invitation to an interview via email.

There will be with a least one member of the Senior Leadership Team, and a member of the HR Department. We will discuss the role in more detail, give you a tour of the school, carry out an interview to assess your experience and skill set as well as your overall suitability to work with children/young people.

You may also be required to undertake further tasks dependent on the role applied for.

### **Data processing**

Please refer to the school Privacy Notice also available on the vacancy section of process, the successful candidate will be offered the role conditional upon the outcome of above the vetting checks.

We look forward to receiving your application.



Lighthouse School Leeds was the fulfilment of a long-held dream. In September 2012, five families with children on the autistic spectrum set up the free school to create a learning environment where autistic young people could thrive, and where their needs were fully understood and met.

Today, that vision is a reality. Specialist teachers, teaching assistants and tutors now deliver a curriculum to ninety-plus students, within Arthington House, Cookridge, Leeds. Originally a Victorian hospital, it was extensively renovated after sitting derelict for many years and is now a state-of-the-art facility designed specifically for our students.



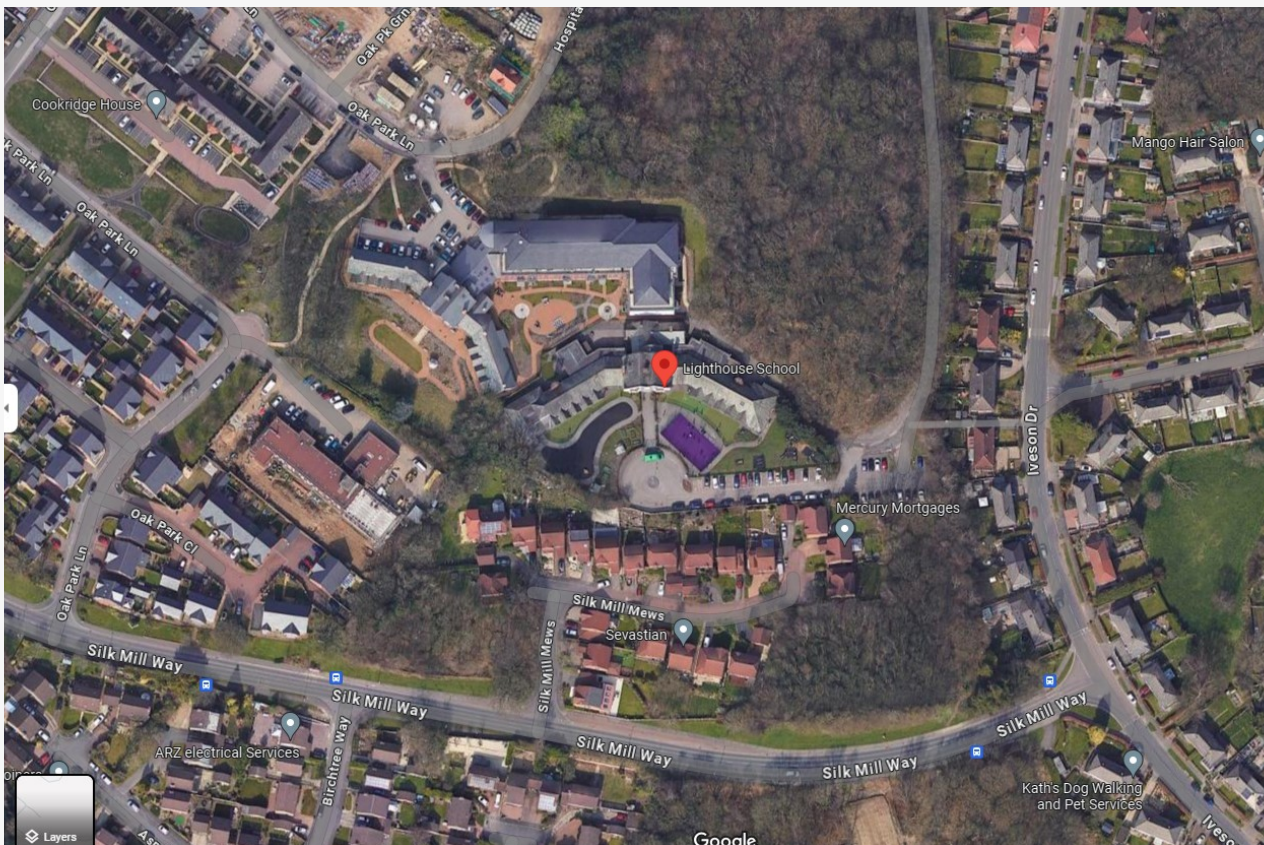
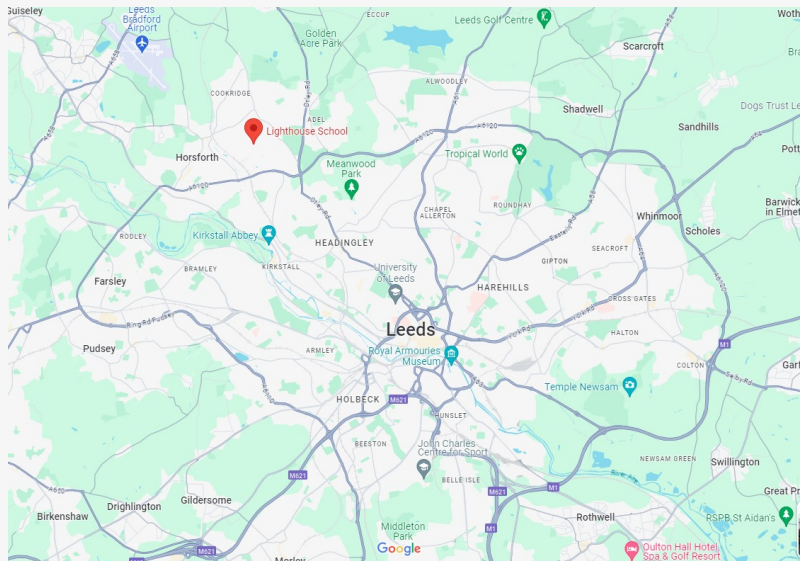
Our journey so far has been amazing and we are immensely proud of what our students have achieved. We are a 'Good' school with aspirations to be 'Outstanding' in the near future.

We provide a flexible learning environment, which reflects the bespoke needs of each and every one of our students. Ofsted (2023) recognised that the school has a calm but purposeful atmosphere, provides a highly ambitious curriculum, is well resourced, and leaders are tenacious when pursuing support for students. The harmonious school community is founded on respect and tolerance.

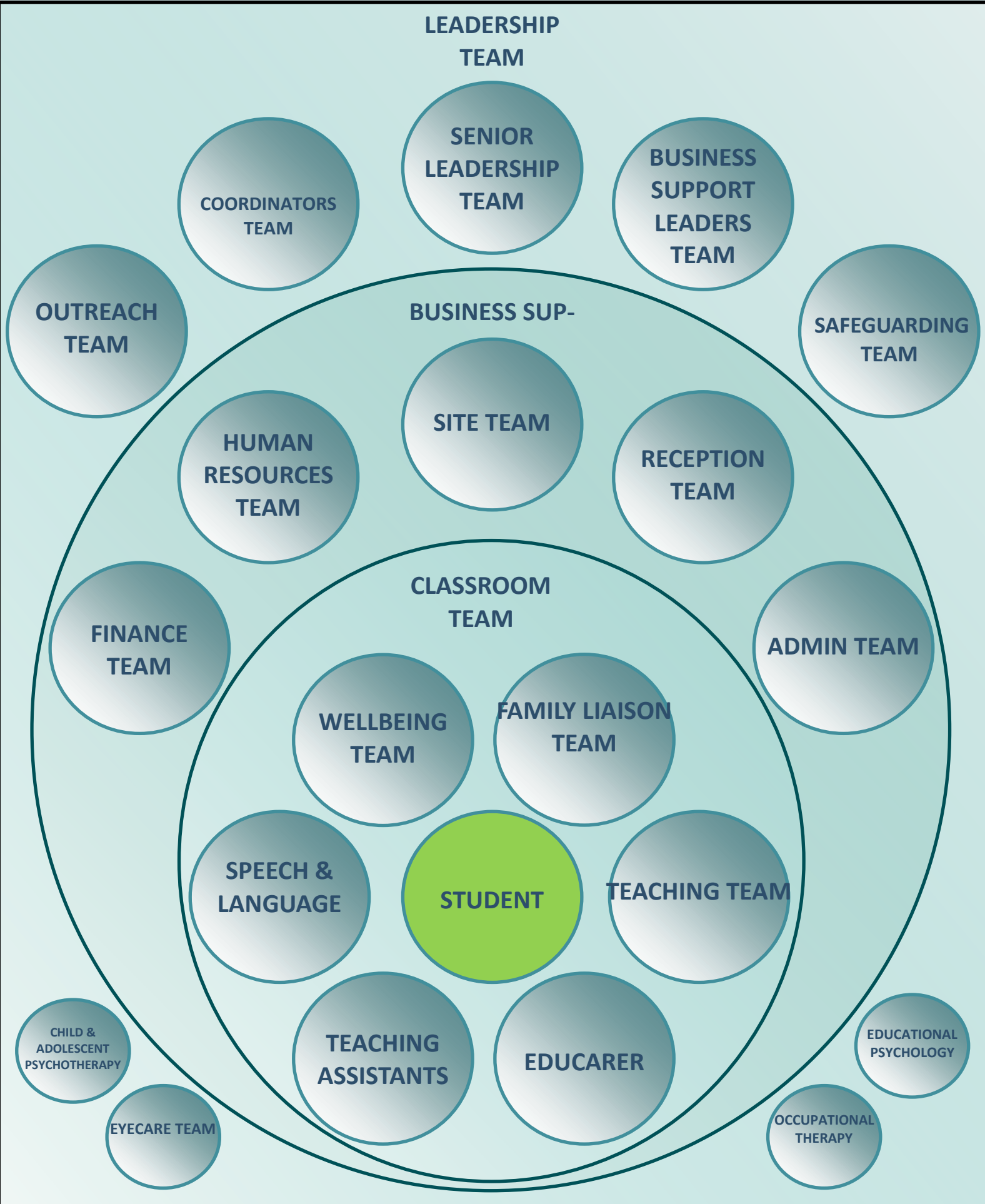
We ensure that our staff are well trained and are developed to be effective in their roles. They say their workload is manageable, and early career teachers are well supported.



We are situated on the edge of woodland in the heart of Cookridge in North Leeds, just a 20-minute drive from Leeds City Centre on one side (with access to the M1 and M62) and on the edge of countryside on the other with the market town of Otley also just a 20-minute drive away. The spa town of Harrogate is also approximately 40-minutes drive, as is Ilkley. The school is close to local bus routes (19, 19A, 6) and the train (Horsforth Station).

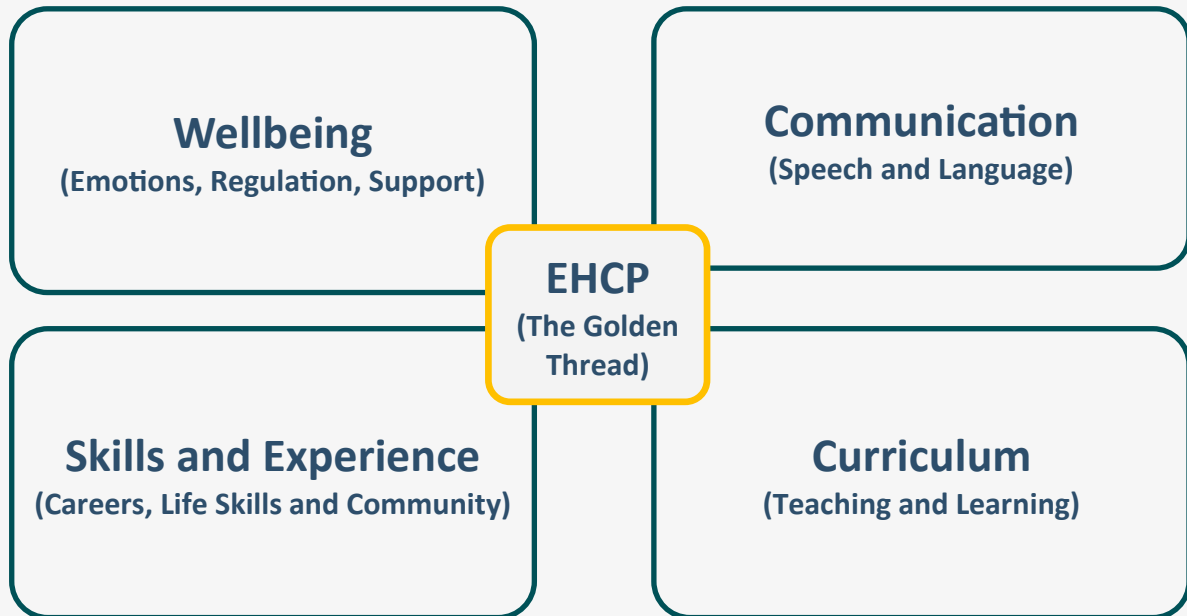






We want the students at Lighthouse to be well cared for and well educated, and we have a large team of staff working together to support all areas of the students' lives whilst at school.

The four Cornerstones form the basis of our educational philosophy, and staff teams are based around these areas:



Staff work closely with external professionals, such as the Eyecare Team, Educational Psychologists, Child and Adolescent Psychotherapists, and Occupational Therapy on school site. We also liaise closely with other healthcare and welfare professionals, including the Schools Nursing Team, CAMHS, Social Care and Cluster Support.





We have high expectations for everyone at Lighthouse, staff and students alike. In order to ensure that our students receive the very best education, we have a full training programme for all staff.

Upon appointment at Lighthouse School, staff begin a comprehensive Induction Programme, which includes:

Principal's Welcome  
Safeguarding Training  
Health & Safety Guidance  
HR Support

Understanding Autism  
SEN & EHCP Process  
Online Training through Smartlog  
GDPR induction through Veritau

Across the year, all staff undertake yearly updates in a number of key areas. There are 5 full training days across the year, and meetings and seminars each week which keep staff up to date with new research, school policies and procedures, and student centred information. These include:

Cornerstones training:

- Speech and Language (Cornerstones)
- Wellbeing (Cornerstones)
- Curriculum (Cornerstones)
- Skills & Experience (Cornerstones)

Role specific training:

- TeamTeach (positive handling)
- First Aid
- Mental Health Awareness
- Personal Care
- Medical and Additional Special Educational Needs (including deaf awareness, dyslexia, ADHD, epilepsy, asthma, diabetes etc.)
- Reception systems and processes
- Invigilator training for examinations



Early Careers Teachers are fully supported through a comprehensive mentoring and training package with Red Kite Alliance.

More information on training can be sought from [training@lighthouseschool.co.uk](mailto:training@lighthouseschool.co.uk).

Our [staff testimonials](#) on the recruitment section of our website will give your more insight into working at Lighthouse School.

100% of staff said they enjoyed working at Lighthouse in a recent survey (March 2024). The Leadership Team recognises that working in special education can be emotionally challenging, and a wide range of support and wellbeing services are available to our staff.

These include:

- School sick pay and leave of absence entitlements.
- Access to a range of free health care services through our Employee Assistance Programme, including, mental health services and physiotherapy, menopause support, access to a GP, free flu vaccinations and free eye tests for VDU users.
- Mental health and wellbeing support. Our staff say they feel supported by the leadership and Mental Health First Aider teams.
- Active staff Wellbeing Working Party, who arrange a number of [staff perks](#) such as weekly parking raffle, staff 'Shout Outs' and awards, secret buddy scheme and more!
- Staff Neurodiversity Working Party who work with the Senior Leadership Team and HR to ensure Lighthouse is an inclusive environment for all staff.

We are committed to the equal treatment of all current and prospective employees and do not condone discrimination on the basis of age, disability, sex, sexual orientation, pregnancy and maternity, race or ethnicity, religion or belief, gender identity, or marriage and civil partnership.

We aspire to have a diverse and inclusive workplace and strongly encourage suitably qualified applicants from a wide range of backgrounds to apply to join us and positively encourage you to choose a career at our inclusive school.

We are also a DfE appointed Flexible Working Participant School and are open to offering a range of flexible working options. Please share your preferences with our HR colleagues at your earliest opportunity in order for these to be fully considered.

Should you have a disability or health condition that requires workplace adaptations in order for you to work comfortably and remain in work please visit:

<https://www.gov.uk/access-to-work/apply> as you may be eligible to funded interventions through Access to Work.





# Lighthouse School Leeds

*Inspiring Bright Futures ...*

Information correct as of May 2024