



# Recruitment Information

# Assistant SENDCo

June 2026



**Shakespeare**  
Primary School and Nursery



# Excellence in the heart of Leeds...

*'You have not lost sight of the absolute necessity to put pupils at the heart of all you do'*

*'Middle leaders are ambitious, well trained and effective'*

*'Staff morale is high'*

*'You have out in place a stimulating and interesting curriculum'*

*'The strong relationships you and your staff have with parents are a real strength of the school'*

*'Pupils enjoy coming to school and they are rarely absent'*

*'Pupils get on well together. The atmosphere in lessons and around the school is marked by politeness, kindness and mutual understanding.'*

**Mark Evans, HMI Ofsted**

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*'An overriding strength of this school is the drive to ensure that all pupils are given the best possible opportunities academically, socially and emotionally. The school is led by an inspiring Head Teacher and Senior Leadership Team. Together they have developed a strong staff team who show passion, dedication and a genuine care and respect for their pupils. The new building is outstanding. It is spacious and welcoming, there are numerous areas for interventions and support, classrooms are bright and designed so that learning and behaviour are visible at all times. The learning environment is engaging and promotes health and wellbeing. This has helped the pupils to develop a sense of pride in their school'.*

**Sheryll Carter – Healthy Schools Assessor**

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*'I am writing to personally congratulate you and the whole school community on the outcome of your recent Ofsted inspection. To retain your 'Good' judgement despite the incredibly busy and challenging year is a really fantastic achievement. The needs of the children are clearly at the very heart of everything that happens at Shakespeare Primary and I have no doubt that the next stop for you is 'Outstanding'*

**Director of Children's Services, Leeds City Council**



## Required for September 2026, TLR 2a

The Head Teacher and Governors are seeking to appoint an enthusiastic, skilled and highly motivated teacher to join our team as an **Assistant SENDCo**. This is an exciting opportunity for an excellent classroom practitioner with a passion for inclusive education to support the strategic development of SEND across our school.

### We can offer the successful candidate:

- a thriving and successful school with the well-being of staff and pupils at the forefront of all decision-making processes
- a thorough induction process and welcome package
- shared planning with year group colleagues
- a new building with fantastic facilities, complete with extensive free parking and strong commuter links
- individually tailored career development and training opportunities
- children who have a thirst for learning and a desire to do well which is reflected in the support we see from parents

### The successful candidate will be a highly motivated individual who:

- is an excellent classroom practitioner
- approaches their work with enthusiasm, resilience and creativity
- is able to demonstrate a commitment to safeguarding and promoting the welfare of pupils and their families
- enjoys the challenge of delivering the highest levels of success for children
- has a passion for inclusion and high expectations for all pupils, alongside a commitment to securing positive outcomes for children with additional and complex needs
- is able to work as part of a team and engage with parents to support children's learning opportunities

### Shakespeare Primary School is a place where children, staff and families thrive.

Established in the heart of the city we have the privilege of serving a culturally rich, diverse community that reflects the dynamic nature of modern Leeds. We pride ourselves on delivering high standards of learning and supporting the aspirations of our whole community.

Both the 'high staff team morale' (Ofsted) and our oversubscribed pupil waiting lists reflect the care, passion and drive our school runs on. As a larger school we have the flexibility of opportunity that enables staff to flourish and advance onto the further stages of their career.

Shakespeare is a thriving school that needs people with energy, vision, commitment and good humour to ensure it continues to be so. If you have these qualities, Shakespeare could be just the place for you. Please see the attached letter from the Head Teacher for further details of the role.

Visits to school are welcomed on **Thursday 4<sup>th</sup> June at 4pm**. Please contact our school office on **0113 535 1000** or email [recruitment@shakespeareleeds.org.uk](mailto:recruitment@shakespeareleeds.org.uk) to arrange a visit.

If you are unable to visit due to your location, but are interested in finding out more, please contact our school office to arrange a telephone conversation with our Head Teacher.

**The closing date for applications is Thursday 11<sup>th</sup> June at 12pm.**

**The selection process will take place during week commencing 15<sup>th</sup> June 2026.**

*Details on how to apply are enclosed later in this document*





## Dear Applicant,

Thank you for the interest you have shown in the post of Assistant SENDCo at Shakespeare Primary School and Nursery. We are seeking to appoint a highly motivated and skilled teacher who is passionate about inclusive practice and wants to play a key role within our specialist provision and wider SEND team.

## Our School

We are a three form entry school with a large nursery based in the heart of Leeds, full of enthusiastic and engaged children. As a thriving and successful school, we are dedicated to delivering high standards of teaching and learning across the curriculum and in all aspects of school life. Our last OFSTED judged us to be a very good school with some significant outstanding elements. Our 'Curriculum of Excellence from the Heart of Leeds' is a knowledge-based curriculum designed to provide our children with the knowledge, skills and cultural capital that will equip them for the next stage of their learning journey.

Our school building and facilities further enhance our curriculum and learning experiences, including a dance studio, cookery room, floodlit multi-sports pitch, wildlife areas, multiple playgrounds and break-out learning spaces. It truly is an exciting time to be joining the Shakespeare team.

I recommend that you look at our website, [www.shakespeareleeds.org.uk](http://www.shakespeareleeds.org.uk), to get a true and up to date reflection of life at our school.

## The Role

The post is an ideal opportunity for an aspiring middle leader or experienced teacher who is looking to further develop their career within SEND and inclusion. The role requires someone who understands that high-quality teaching and learning makes the biggest difference to children with additional and complex needs. The successful candidate will be supported by the Assistant Head Teacher for SEND and will play a key role in the development of our specialist provision and inclusive practice across the school.

The role offers the opportunity to further develop experience in specialist provision, curriculum development and SEND processes including annual reviews. We would welcome applications from teachers who are passionate about inclusion, have high expectations for all pupils and are committed to securing positive outcomes for children with SEND.

Shakespeare is a thriving school that needs people with energy, vision, commitment and good humour to ensure it continues to be so. If you are an ambitious teacher who has these qualities, Shakespeare could be just the place for you.

Thank you.

Yours sincerely,

**Julian Gorton**  
Head Teacher





## Job description for

# Class Teacher

**Job Title:** Class Teacher  
**Grade:** MPS/UPS  
**Accountable to:** Head Teacher  
**Accountable for:** Teaching and Learning

## Purpose of the Job

Teachers make the teaching and learning of their class and groups their first concern and are accountable for achieving the highest possible standards in work and conduct.

## In Relation to the Statutory Requirements


The Job Description should be read alongside the range of professional duties of Teachers as set out in Part 10 of the Teachers' Pay and Conditions Document, Professional Duties. The post holder will be expected to undertake duties in line with the teacher standards and where relevant post threshold professional standards for qualified teachers and follow the School's Teaching and Learning Policy.

## Areas of Responsibility and Key Tasks

### Planning, Teaching and Class Management, to:

Teach allocated children by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed
- setting tasks which challenge children and ensure high levels of interest
- setting appropriate and demanding expectations
- setting clear targets, building on prior attainment
- identifying and meeting the needs of SEN or very able children
- provide clear structures for lessons maintaining pace, motivation and challenge
- make effective use of assessment and ensure coverage of programmes of study
- ensure effective teaching and best use of available time
- monitor and intervene to ensure sound learning and discipline
- providing a high quality and well organised learning environment, based on a good understanding of how children learn
- use a variety of teaching methods to:
  - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
  - ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
  - iii. select appropriate learning resources and develop study skills through library, I.C.T. and other sources;

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- ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
  - evaluate their own teaching critically to improve effectiveness;
  - establish a clear framework for classroom behaviour and conduct, in line with the school's policy, in order to anticipate and manage children's behaviour constructively and promote self-control and independence

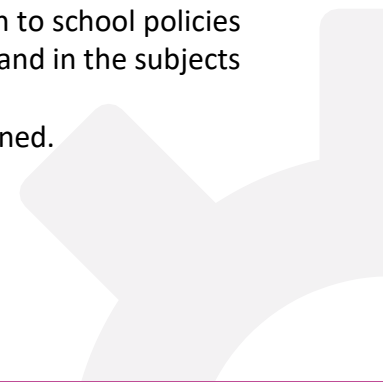
### **Additional Standards for Nursery and Early Years**

- take account of children's needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;
- encourage children to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively;
- use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning;
- manage parents and other adults in the classroom.

### **Monitoring, Assessment, Recording and Reporting to:**

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor children's class work and homework providing constructive written and oral feedback and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the child is achieving;
- Communicate and consult with parents as and when needed.
- prepare and present informative reports to parents.

### **Other Professional Requirements to:**

- have a working knowledge of teachers' professional duties and legal liabilities;
  - operate at all times within the stated policies and practices of the school;
  - establish effective working relationships and set a good example through their presentation and personal and professional conduct;
  - to give every child equal opportunity to reach their potential and meet high expectations;
  - to be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns and following school protocol/procedures;
  - work as a member of a team on whole school policies, curriculum development, behaviour management and actively promote and implement any decisions made;
  - be a lead person for a subject area or an aspect of school development when working as part of a Learning Team;
  - take responsibility for their own professional development and duties in relation to school policies and practices; keeping up to date with research and developments in pedagogy and in the subjects they teach.
  - take on any additional responsibilities which might from time to time be determined.
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Attributes	Criteria	Essential/ Desirable	Where Found
<b>Leadership</b>	• As the lead professional in the classroom show an ability to advise and support other staff	E	Letter/interview
	• Establish clear expectations and constructive working relationships in your own classroom through team working and mutual support; devolving responsibilities and delegating tasks where appropriate	E	Interview
	• Plan, allocate, support and evaluate work undertaken by other staff in the classroom	E	Interview
	• Lead professional development through example and support	D	Form/Interview
<b>Disposition and Attitude</b>	• Positive and optimistic attitude towards school improvement and inclusion	E	Letter/interview
	• Open-minded and receptive to new ideas, approaches and challenges	E	Interview
	• Place a high priority on effective team working and works easily and comfortably in a team environment	E	Interview
	• Commitment to an involvement in extra-curricular activities	D	Form/Interview
	• Evidence of sharing in and contributing to the corporate life of the school	D	Form/Interview
<b>Other Conditions</b>	• School operates a no smoking policy	E	
	• Agreement to the Governing Body undertaking a DBS disclosure	E	



Job description for

# Assistant SENDCo

**Job Title:** Assistant SENDCo  
**Scale:** TLR 2a  
**Accountable to:** The Head Teacher

## Purpose of the Job

As Assistant SENDCo, you will work closely with the Assistant Head Teacher for SEND and the wider inclusion team. The successful candidate will support pupils with SEND through high-quality teaching, evidence-led provision and collaborative work with families and external agencies. The role will involve playing a critical part in the planning and delivery of an appropriate curriculum for children with complex needs. There will also be opportunities to develop experience in a range of SEND processes and supporting inclusive provision across the school. A SEND qualification is not essential for this role and the school is committed to supporting the successful candidate in achieving relevant professional qualifications within SEND and inclusion.


## Professional Duties

The post holder, in addition to being a class teacher within the school's specialist provision, will work alongside the Assistant Head Teacher for SEND in supporting teaching, learning and inclusion across the school. They will play a full part in the life of the school community, supporting the ethos of the school and contributing to school improvement priorities relating to inclusion and SEND.

## Principle Accountabilities

- Role model exemplary inclusive classroom practice.
- Lead and manage pupil development within the school's specialist provision.
- Support the development of inclusive practice and provision for pupils with SEND across the school.
- Contribute to the development, implementation and review of provision for pupils with additional needs.
- Monitor the impact of provision, interventions and pupil outcomes for children with additional needs.
- Support statutory SEND processes.
- Work collaboratively with families, external professionals and colleagues to secure positive outcomes for pupils.



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- Work alongside the Senior Leadership Team to support the organisation and day-to-day management of staff within the specialist provision.
  - Develop the role of support staff in promoting pupils' progress within the specialist provision.
  - Model effective adaptive teaching approaches to support pupils with additional needs.
  - Contribute to school improvement priorities relating to inclusion and SEND.

### **Teaching and Learning**

- Provide an example of excellence as a leading classroom practitioner within the school's specialist provision.
- Work alongside the Senior Leadership Team to develop and deliver a broad, personalised and appropriately ambitious curriculum for pupils with complex learning needs.
- Support the development of curriculum pathways and learning experiences which promote pupil engagement, progress and independence.
- Ensure classroom practice reflects pupils' individual learning, communication and emotional needs, including provision identified within EHCPs and professional recommendations.
- Develop and maintain a stimulating, safe and inclusive learning environment within the specialist provision.
- Employ a range of adaptive teaching approaches and evidence-led strategies to meet the individual needs of pupils within the provision.
- Monitor pupil progress and achievement within the specialist provision and contribute to identifying appropriate next steps for learning.
- Support consistency of practice within the provision through effective collaboration with support staff and external professionals.

### **SEND Provision and Processes**

- Support statutory SEND processes including annual reviews, EHCP documentation and referrals to external agencies.
- Contribute to the monitoring and review of provision, interventions and pupil outcomes within the specialist provision.
- Maintain accurate SEND records and documentation in line with school procedures.
- Work collaboratively with families, external professionals and colleagues to support positive outcomes for pupils, attending and contributing to professional meetings where appropriate.
- Support effective transition arrangements for pupils with SEND.
- Ensure recommendations from external professionals are reflected within provision and classroom practice.

### **Notes**

This job description should be read alongside the range of duties and responsibilities as set out in the annual School Pay and Conditions Document. The duties and responsibilities of the Key Stage Leader may vary from time to time according to the changing needs of the school. The job description will be reviewed annually in the light of changing circumstances and in consultation with the post holder and the Governing Body as part of the Governing Body's annual review of staffing structure.

# The Application Process

Please visit the vacancy section on our website, <https://www.shakespeareleeds.org.uk/about-our-school/vacancies/> where information and an application form can be downloaded.

## Application form

Please ensure that each section of the application form is completed in full giving details of your educational achievements including grades and your employment history including reasons why you left previous roles. The presentation of the information should be clear, concise and in chronological order.

Please provide details of any gaps in your employment history. If you have undertaken any voluntary or unpaid work, please provide details.

In terms of your continued professional development, please list any recent and relevant training you have attended and completed.

Should you have further information relevant to the role that you have not had the opportunity to highlight in previous sections of the application form, please use the additional information section.

The bottom of the application form should be signed, via an electronic signature if possible and dated.

## References

Please provide details of your current or last employer. If you are currently working or have worked in a school, this should be the Head Teacher. Please provide the names, professional email addresses and daytime telephone numbers of your referees.

We are unable to accept references from family or friends.

Our safer recruitment processes state that we must follow up at least one reference in advance of an interview.



## Submission of an application

Please submit your typed application form and covering letter in advance of the closing date **Thursday 11th June on at 12pm** to [recruitment@shakespeareleeds.org.uk](mailto:recruitment@shakespeareleeds.org.uk). We will confirm receipt of your application.

We regret that we are unable to accept CVs.

We regret that we are unable to accept CVs in their entirety or to support information enclosed in the application form.

If you have not been contacted within one month of the closing date, please assume that you have not been shortlisted for interview. Thank you for the interest you have shown in this role at Shakespeare Primary School and Nursery.

## Safeguarding, Child Protection and equal opportunities

Shakespeare Primary School and Nursery is committed to equality of opportunity. We positively welcome applications from all sections of the community.

We are also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The appointment will be made subject to a Disclosure and Barring Service check (formerly known as a criminal record check) and receipt of two satisfactory references, one being from the successful candidate's current or previous employer.

## Policy statement on the recruitment of ex-offenders

As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), the School complies fully with the Code of Practice and undertakes to treat all applicants for positions fairly. The School undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.

The School can only ask an individual to provide details of convictions and cautions that the School are legally entitled to know about and convictions and cautions that are not protected. Applicants must therefore disclose all spent and unspent convictions, cautions, reprimands and final warnings that are not 'protected' as defined by the Rehabilitation of Offenders Act 1974.

At interview, or in a separate discussion, the School ensures that an open and measured discussion takes place on the subject of any offences or other matter 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.

For further information on the recruitment of ex-offenders please contact us on **0113 535 1000** or via [recruitment@shakespeareleeds.org.uk](mailto:recruitment@shakespeareleeds.org.uk).





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Primary School and Nursery

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Lincoln Road, Leeds LS9 7NP | 0113 535 1000 | [office@shakespeareleeds.org.uk](mailto:office@shakespeareleeds.org.uk)

[www.shakespeareleeds.org.uk](http://www.shakespeareleeds.org.uk)