



Lighthouse School Harrogate

Inspiring Bright Futures

Recruitment Pack





I am delighted to welcome you to Lighthouse Education Trust and thank you for your interest in joining our organisation.

As we continue to grow—most notably through the development of our new school in Harrogate alongside our established provision in Leeds—we are seeking talented, committed professionals who share our belief that every young person deserves an education that recognises their individuality, nurtures their strengths, and unlocks their potential.

Our Trust is founded on a personalised and research-informed approach to learning. We carefully map each student's special interests, communication profile, academic abilities, and life skills, enabling us to design provision that supports meaningful progress and purposeful preparation for adulthood. Our curriculum is broad, ambitious, and responsive, ensuring students achieve nationally recognised qualifications across Key Stage 4 and Key Stage 5.

Beyond academic outcomes, we place great importance on the development of social understanding, communication, and relationships. These skills are woven throughout daily school life and are further strengthened through our Wellbeing and Speech and

Language curriculum. We take immense pride in celebrating our students' achievements—those transformative “wow” moments when new possibilities emerge.

A core element of our work is fostering aspiration and broadening students' understanding of the world beyond school. We introduce learners to a diverse range of employment sectors and experiences, helping them envision futures that are rich with opportunity. Our belief that every day offers a new beginning underpins the compassionate, optimistic culture we strive to model in every interaction.

At Lighthouse Education Trust, our staff, senior leaders, and trustees are united by a shared purpose: to make a meaningful difference in the lives of the young people we serve. As a proudly neurodiverse workforce, we bring a wealth of experiences, perspectives, strengths, and challenges. This diversity enriches our practice and provides powerful role modelling for our students as they shape their own pathways.

We hope that through this recruitment pack you gain a clear sense of our values, our community, and the impact you could have as part of our team. Thank you once again for taking the time to explore a potential future with us—we are excited to learn more about what you could bring to our Trust.

Emma Sullivan—CEO of Lighthouse Education Trust





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.



JOB DESCRIPTION

JOB ROLE PROFILE			
Job title:	Deputy Head/ SENDCo	Salary grade:	L11 – 15 £66,368 - £73,105
Contract type:	Permanent	Hours of work:	Full time
Responsible to: Principal			
<p>Job purpose;</p> <p>The Deputy Head/SENDCo works alongside the Principal to lead and manage the school, ensuring every student receives a high quality, individualised education. The role includes strategic leadership, safeguarding, SEND coordination and provision, EHCP coordination, admissions, attendance, quality assurance, curriculum development and oversight, staff development and operational management.</p> <p>As part of the SENDCo responsibility, the post holder plays a strategic and operational leadership role in ensuring that pupils with Special Educational Needs and Disabilities (SEND) receive high-quality, personalised support that enables them to thrive. Working closely with the Principal and specialist teams both within the school and part of the Trust, the SENDCo will shape and deliver the school’s SEND strategy, ensuring statutory compliance while promoting inclusive, adaptive teaching across the school.</p> <p>The Deputy Head deputises for the Principal in all aspects of school life and plays a central role in shaping and delivering the School Development Plan.</p>			
<p>Key Responsibilities</p> <p>Strategic Leadership and School Development</p> <ul style="list-style-type: none"> • Work with the Principal, Trustees and Governors and leadership team to set strategic priorities and translate them into operational plans. • Lead on areas of the School Development Plan. • Provide clear, values-driven leadership that reflects the school’s ethos and long-term vision. • Build strong relationships with students, staff, parents, governors, external agencies, Local authority and the wider community. • Present accurate, coherent accounts of school performance to governors and other stakeholders. • Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision • Lead on student attendance and pastoral support utilising relevant resources in school to provide tailored support • In conjunction with the Principal, support the growth of the school through the three year plan to ensure full capacity and an efficient and effective staffing structure. 			

Safeguarding and Student Welfare

- Serve as the Deputy Designated Safeguarding Lead (DDSL), ensuring a culture of vigilance and safe practice across the school, maintaining an up-to-date knowledge of safeguarding legislation and statutory guidance.
- Work with the safeguarding team and ensure all staff understand and follow safeguarding procedures.
- Promote the welfare, safety and wellbeing of all students, working collaboratively with parents, Family Liaison and Attendance Team and external agencies.

SENDCo Responsibilities

- Lead the strategic development of SEND provision, ensuring compliance with statutory requirements and the SEND Code of Practice.
- Coordinate the development, implementation and review of high-quality EHCPs with ambitious, personalised targets.
- Ensure staff understand their responsibilities and receive appropriate guidance and training.
- Lead the graduated response to SEND, ensuring effective assessment, planning, intervention and review cycles.
- Work with teachers to ensure curriculum pathways and teaching strategies are adapted for all students.
- Oversee the deployment and impact of specialist staff to ensure purposeful and effective practice.
- Maintain strong relationships with relevant professionals and ensure recommendations are embedded in classroom practice.
- Ensure parents and carers are fully involved in SEND processes, including reviews and planning meetings.
- Lead on transition processes with Trust staff for students joining or leaving the school, ensuring continuity of provision.
- Maintain accurate records and ensure appropriate information sharing across the school.
- Lead on OFSTED and local authority inspection preparation and delivery.

Quality Assurance and School Improvement

- Support whole-school quality assurance, including monitoring teaching, learning and curriculum delivery.
- Use data analysis, observations, learning walks and work scrutiny to evaluate performance and drive improvement.
- Produce high-quality written reports and data analysis to support leadership decisions.
- Ensure the school meets OFSTED expectations and contribute to relevant sections of the School Evaluation Form (SEF).

Curriculum, Teaching and Learning

- Support the development of the school curriculum, ensuring it is destination-led, inclusive and provides rich learning experiences.
- Design and implement a timetable to ensure efficient resourcing and a vibrant curriculum offer. Work with other schools within the Trust and partner schools to effectively resource the school at each stage of its growth.
- Teach a minimal timetable, based on cohort size and demand, modelling high-quality teaching practice.
- Ensure high expectations for student progress, independence and personal development to support students to have high levels of resilience, confidence, and independence.
- Manage and Lead the school provision including SALT, therapeutic, wellbeing, work experience, PfA and skills development.
- Support a school curriculum which provides highly positive, memorable experiences and rich learning opportunities. This should have a positive impact on all students' behaviour and safety, and contribute to students' achievement, their spiritual, moral, social and cultural development, character development and their future destination.
- Promote strong engagement with parents and carers to support student outcomes.

Behaviour, Culture and Environment

- Lead and maintain a safe, calm, purposeful learning environment rooted in mutual respect.
- Promote positive behaviour, emotional regulation, and mental health, implementing consistent behaviour expectations in line with the trust policy including restorative practice.
- Act as a positive role model for students and staff, demonstrating the school's values in daily practice.

Staff Leadership and Development

- Lead, motivate and support staff to secure high standards and continuous improvement.
- Build a collaborative learning culture and promote effective professional development.
- Manage staff performance, addressing underperformance and recognising excellence.
- Line-manage designated members of staff, ensuring they are supported, developed and given clear direction
- Promote accountability for professional conduct and the impact of staff on student outcomes.
- Support with the selection, recruitment and induction of staff

Operational and Financial Management

- Monitor and control departmental budgets in line with agreed financial procedures.
- Ensure compliance with health and safety requirements and promote safe working practices, including positive handling where appropriate.
- Support the effective running of the school through clear communication, efficient processes and adherence to policies.
- Play a key role in preparation for inspection ensuring that all staff are supported in their areas of expertise.
- Ensure students benefits from a range of Educational Visits and experiences that are suitable assessed, planned for and reviewed.
- Ensure compliance with policies, statutory regulations and health & safety requirements.

Community, Partnerships and Enrichment

- Develop strong links with the community, local authority, external providers and partner organisations.
- Lead the provision of extra and co-curricular activities that enrich students' experiences.
- Promote an outward-facing school culture that collaborates with other schools and organisations to secure excellent outcomes.

Professional Responsibilities

- Engage fully in appraisal, reflecting on practice and identifying development needs.
- Maintain up-to-date knowledge of educational developments, SEND practice and relevant clinical or communication approaches.
- Facilitate continued professional development for yourself and others that underpins the school's strategy ensuring personal growth and excellent student outcomes.
- Ensure the Academy meets its responsibilities under the Equality Act (2010)
- Uphold the school's commitment to equality, diversity and inclusion.
- Maintain high standards of attendance, punctuality and professional conduct.
- Undertake any additional reasonable duties requested by the Principal

All staff responsibility:

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.

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

	Essential	Desirable
Personal Qualities	<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>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>Demonstrate a commitment to the wider school community, including events and activities</p>	
Other	<p>An understanding of and commitment to Equality and Diversity</p> <p>An understanding 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</p>	

To apply for this role, please complete a Lighthouse School Application Form available by visiting our website, or contacting Recruitment@Lighthouseschool.co.uk. **If you will struggle to complete an application form and need adjustments, please contact the school and ask for the HR Department on 0113 4570605, who will be able to advise.**

Each application is shortlisted against the Job Description and Person Specification so please ensure you complete the application form in its entirety, providing sufficient information and a supporting statement in relation to these documents. The form is designed in line with safer recruitment practices and allows us to determine your potential suitability for the role and to carry out appropriate pre-employment checks.

If shortlisted you will be invited to interview. This will be with a least one member of the Senior Leadership Team, and a member of the HR team. We will discuss the role in more detail, give you a tour of the school, and carry out an interview to assess your experience and skill set as well as your overall suitability. You may be required to undertake further tasks dependent on the role applied for.

For those candidates shortlisted, we will request references in advance of any interviews and ask that you specify on the application form (where requested) if you do not permit us to apply for these prior to interview. You must also provide original copies of your qualifications and identity documents at interview to enable us to complete safer recruitment checks.

These include:

- **Enhanced DBS check** – we can apply for one of these on your behalf to include a **Children’s barred and Adult barred list check.**
- **Prohibited from Teaching check.**
- **A minimum of two references.**
- **Identity checks including right to work in the UK. You must provide 3 documents to cover the following:**
 - ⇒ Photographic Identification, e.g. passport or driving licence.
 - ⇒ Proof of right to work in the UK, e.g. current UK passport, UK Visa or UK Birth Certificate
 - ⇒ 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 12 months.

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 authority of the country you visited. 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 that can be used.

Following the interview process, the successful candidate will be offered the role conditional upon the outcome of the above 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.



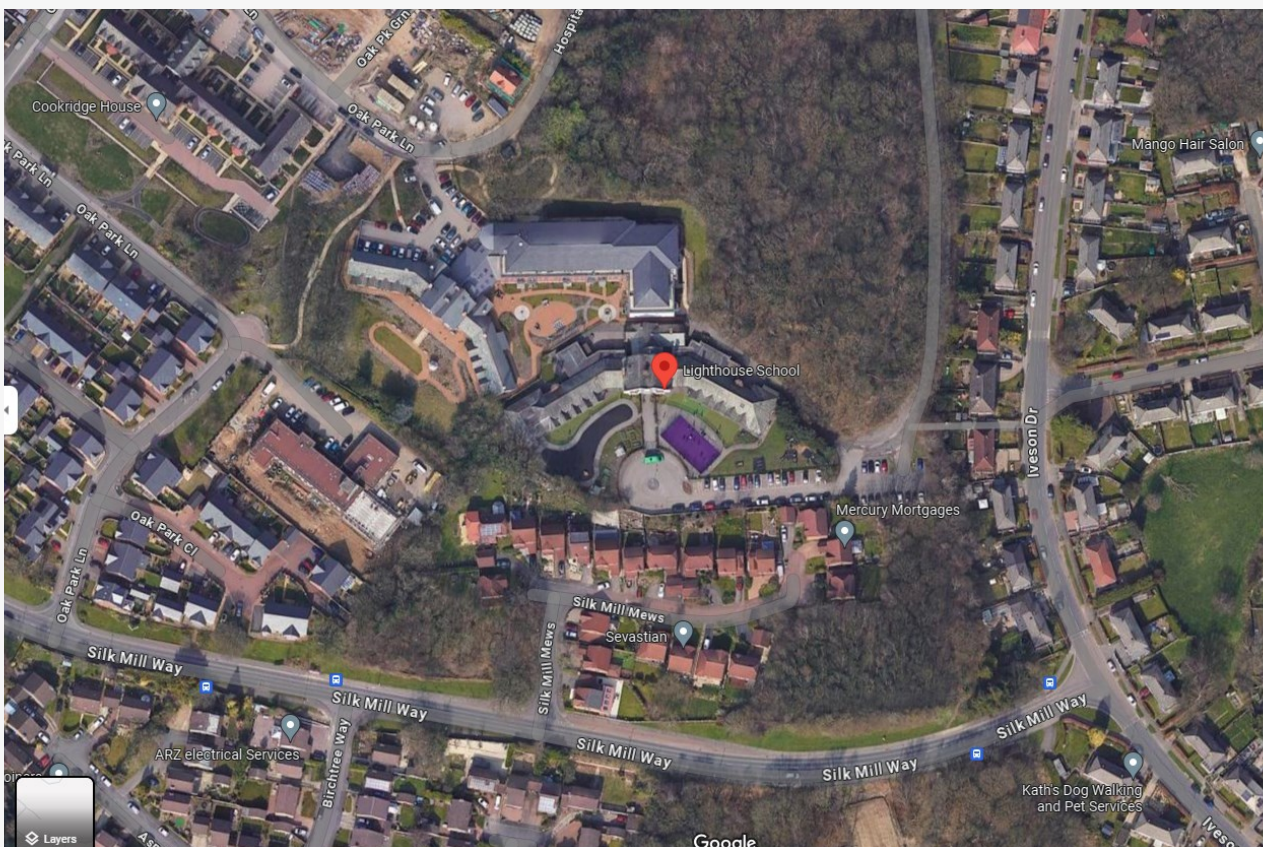
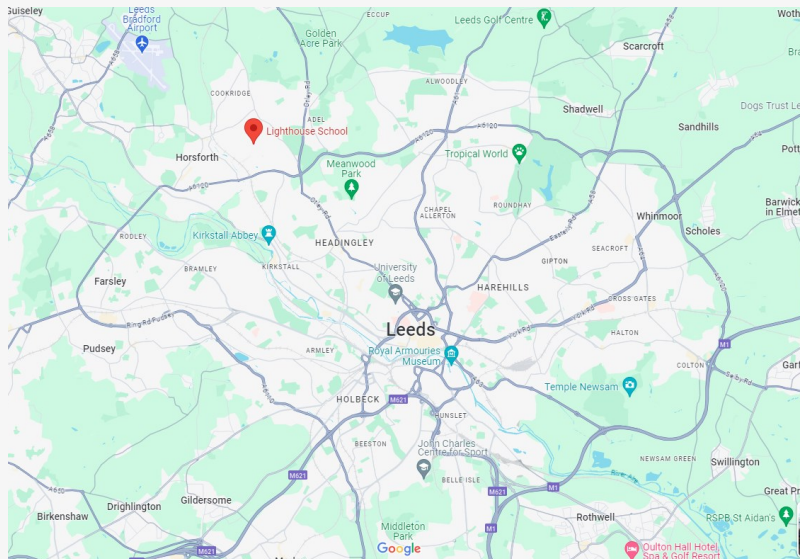
Our journey so far has been amazing and we are immensely proud of what our students have achieved. We are a 'Good' school with aspirations to be 'Outstanding' in the near future.

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).



Lighthouse School, Harrogate will be a provision serving up to 80 autistic children and young people aged 11-19 who are able to access a KS3, KS4 or KS5 curriculum at or around the corresponding age range for that curriculum. The school will deliver community-driven, student-centred, and destination-focused nurture and support to children and young people in Harrogate. It will build on Lighthouse Education Trust's successful curriculum, staffing structure, and operational model, ensuring pupils can thrive academically, socially, and emotionally while preparing them for adulthood.

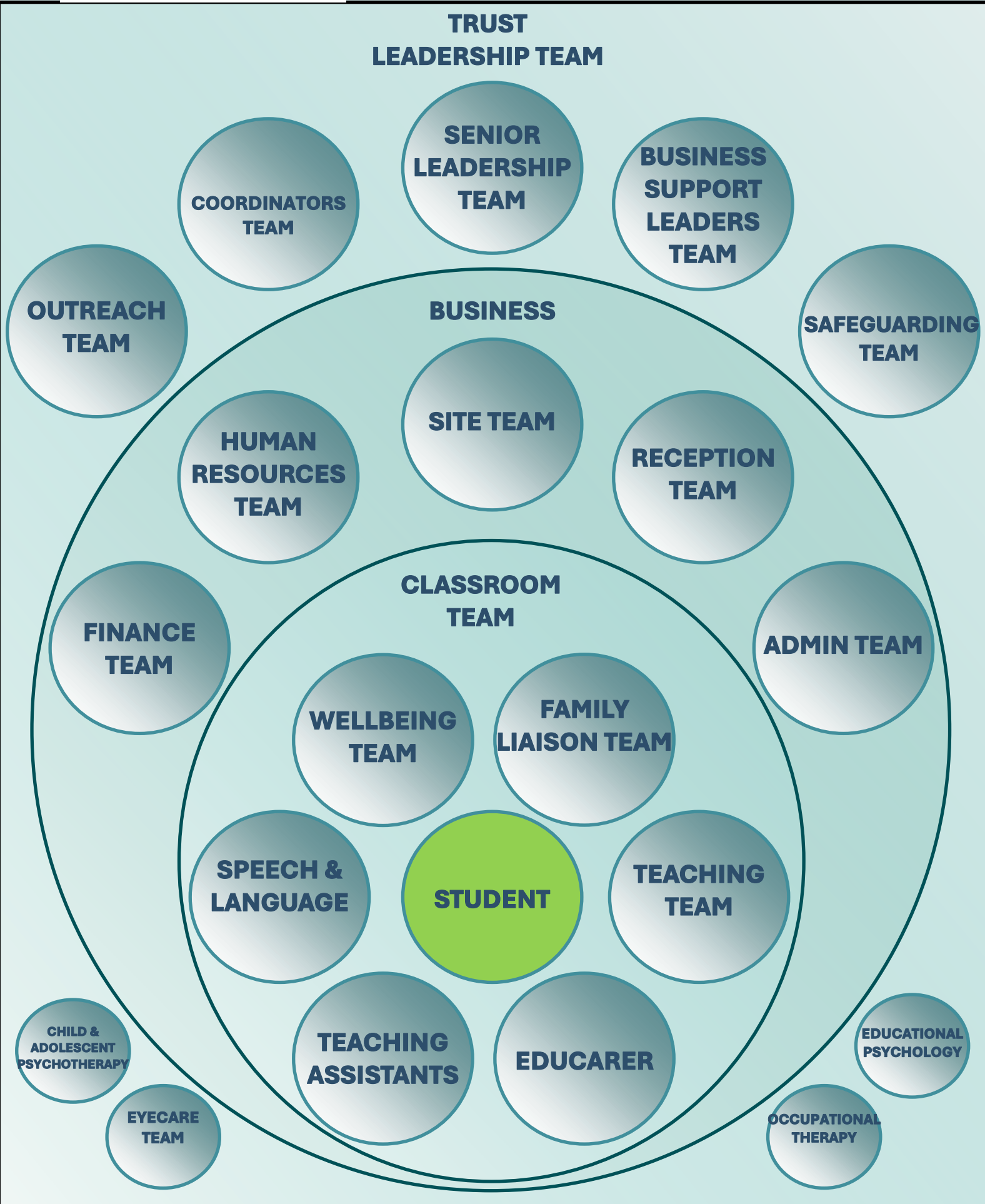
The school will be located on the site of the former Woodfield Primary School in Harrogate, North Yorkshire, postcode HG1 4HZ, which is being fitted out for our new cohort.



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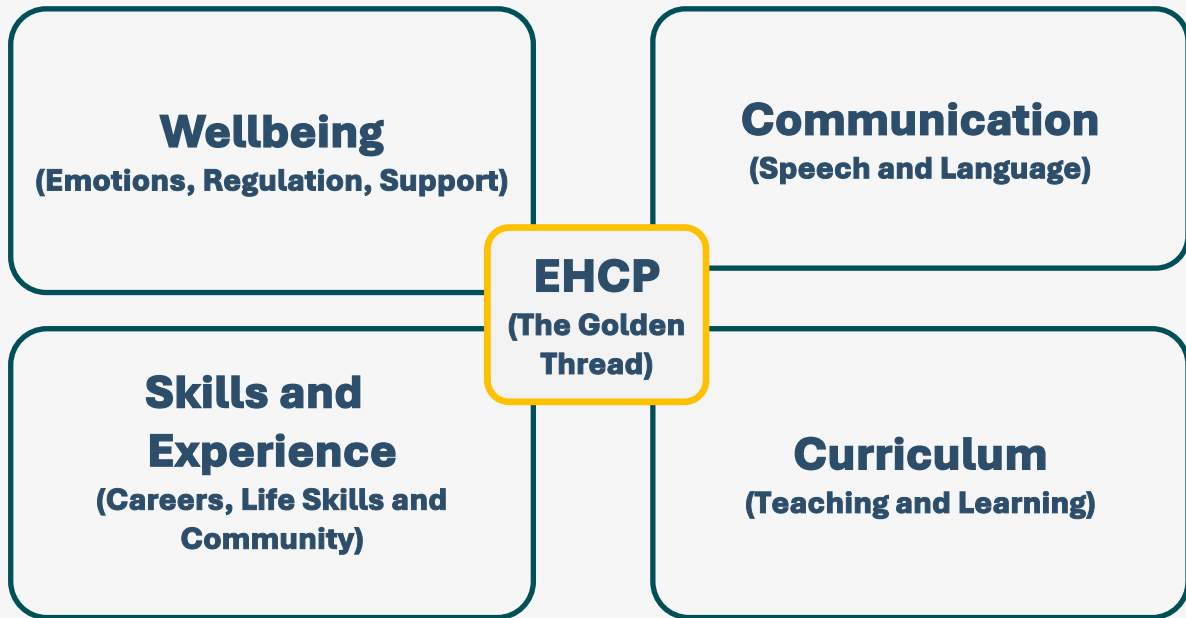
We provide a flexible learning environment, which reflects the bespoke needs of each and every one of our students. Our last Ofsted inspection (2023) recognised that our Leeds school has a calm but purposeful atmosphere, provides a highly ambitious curriculum, is well resourced, and leaders are tenacious 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 proud to be able to continue this success in our new School.



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.

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.





Information correct as of April 2026