



APPLICANT PACK

SENCO

All Saints Catholic Secondary School, York



Letter to Applicants

Dear applicant

We are delighted you have shown an interest in working within our Trust.

The Trust is looking to attract school leaders of the highest calibre who have a desire to lead on improving the quality of teaching, learning and outcomes across the Trust. This role is a crucial appointment for the trust as we begin to add to our team of experienced and highly capable staff already in place across our 38 schools.

This is an exciting role for exceptional candidates with the drive to lead and to enhance standards across our schools. Although we are a large Trust, we are a relatively young Trust, created in 2018. Therefore, you will be part of a team which will enable you to contribute to wider Trust development and practice as well leading provision for pupils with SEND across the whole school. This is why the position is exciting. We have a commitment to our children and families to make outstanding appointments both within our schools at senior level and within the Trust Central Team. This dynamic group, together with established school leaders, are leading the way to ensure the education we offer is the best it can be. You will be part of this exciting team to help change the lives of the young people we serve.



We are looking for a leader who can lead, develop and coordinate support for pupils with special educational needs. We are also looking for a leader who can adapt and be flexible with any challenges they may face.

In this role, you will be able to demonstrate your experience of implementing a range of effective improvement strategies to deliver positive outcomes and lasting impact. This is a wonderful opportunity for individuals with desires to develop and work with our wonderful pupils and influence change in a positive, collaborative way and the flexibility to model good practice in schools. You will benefit from access to nationally leading CPD programmes through the trust.

If your experience, energy, personal qualities and values support ours, then we look forward to receiving your application.

Hugh Hegarty CEO

NPQH | MSc | PGCCGC | BEd Hons | CTC

Job Advert

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|-----------------------|--|
| Required: | September 2025 |
| Salary: | £56,316 - £62,202 (Leadership L6 - L10) |
| Hours: | 1 FTE |
| Contract Type: | Permanent |
| Location: | All Saints Catholic Secondary School, Mill Mount, York, YO24 1BJ |

We are seeking to appoint an experienced, skilled and inspirational SENCO to join our dynamic and successful team working with a wide variety of young people.

You will take on a pivotal role in determining the strategic and operational development of the SEND policy and provision across the school. You will have day to day responsibility for coordinating SEND support, ensuring each pupil's specific needs are understood and met. As an excellent communicator you will work closely with pupils, parents, staff and professional partners and services to ensure the robust implementation of policy and practice.

The role is full time but part-time will be considered.

The successful candidates will:

- Support and promote our distinctive Catholic ethos and values.
- Be an excellent practitioner with high expectations and a commitment to raising standards.
- Inspire, challenge and motivate children within a creative curriculum.
- Have been awarded the National Award for SEN Coordination or be committed to work towards achieving this.
- Have experience of working with children with a range of different needs and abilities, including SEND, Pupil Premium and EAL.
- Have the ability to lead staff and provide professional guidance in developing their knowledge and expertise in working with SEN children to secure high quality teaching and learning.
- Work effectively with the Headteacher, SLT, and Governors to achieve excellence, ensuring that all statutory requirements are met to bring about high standards for all pupils.

- Have a proven track record of outstanding teaching and effective management skills along with highly developed and sensitive interpersonal and communication skills.
- Be actively involved in all aspects of school life, working in partnership with parents, carers and other professionals.
- Be efficient, flexible, well-organised and an excellent team player.

In return we will offer:

- A strong Catholic ethos which is lived out by all staff and pupils.
- Happy and enthusiastic pupils, who are eager to learn and to benefit from an enriched, extended curriculum.
- Hard working and dedicated colleagues.
- A happy and supportive working environment.
- Good professional development opportunities.
- Supportive governors and parents who want the very best for our school.

All Saints is a Catholic 11-18 mixed comprehensive serving York and the surrounding community and is part of Nicholas Postgate Catholic Academy Trust, a family of 38 schools. All Saints is highly regarded in the local area and recognised as a friendly and welcoming school with high academic standards. The school has a very positive learning culture and our Ofsted report (2024) graded the school as outstanding.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We require the successful applicant to undertake an enhanced Criminal Record check via the Disclosure and Barring Service

Closing date: Thursday 3rd April 2025, 9am
Interview date: Week commencing 21st April 2025

Please refer to the back cover of the application pack for details of how to apply for this position.

Nicholas Postgate Catholic Academy Trust is committed to equality of opportunity, safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The post is subject to an enhanced DBS check along with other relevant employment checks. The successful candidate will be required to sign a Catholic Education Service contract

Job Description

The job description adheres to the conditions laid down in the School Teacher's Pay and Conditions Document and Diocesan guidelines.

In addition to this, teachers undertake to develop the pupils in the understanding and knowledge of their faith. In all the undertakings, the Mission Statement of the trust should remain central.

The trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment.

Post Title: SENCO

Responsible To: Headteacher

Grade: L6 - L10

Job Purpose:

The SENCO, under the direction of the headteacher, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school.
- Be responsible for day-to-day operation of the NPCAT SEN policy and coordination of specific provision to support individual pupils with SEN or a disability.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies.

The SENCo will be expected to:

- Be responsible and accountable for achieving the highest possible standards in work and conduct.
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils.
- Act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2012).

- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

Duties and Responsibilities

All teachers are required to carry out the duties of a teacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the Teacher Standards as part of the appraisal process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach.
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- Be accountable for the attainment, progress and outcomes of pupils' you teach.
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject).
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment.
- Make accurate and productive use of assessment to secure pupils' progress.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document.

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.
- Have high expectations of behaviour, promoting self-control and independence of all learners.
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

Team Working and Collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document.

Fulfil Wider Professional Responsibilities

- Work collaboratively with others within the trust to develop effective professional relationships.
- Deploy support staff effectively as appropriate.
- Communicate effectively with parents/carers with regard to pupils' achievements and wellbeing using school systems/processes as appropriate.
- Communicate and cooperate with relevant external bodies.
- Make a positive contribution to the wider life and ethos of the school.

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate.
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.

Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary, responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012.

Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality.
- Perform any reasonable duties as requested by the Headteacher.

As SENCo you will:

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision.
- Make sure the NPCAT SEN policy is put into practice and its objectives are reflected in the school development plan.
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice.
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective.
- Maintain an accurate SEND register and provision map.
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support.
- Work with other schools, educational psychologists, health and social care professionals, and other external agencies.
- Be a key point of contact for external agencies, especially the local authority (LA).

- Analyse assessment data for pupils with SEN or a disability and produce progress reports and monitoring and analysis when appropriate.
- Oversee intervention groups for pupils with SEN, and evaluate their effectiveness.
- Lead, manage and advise on SEND within the School.
- Line manage, develop and performance management of staff working in SEND and EAL support.
- Lead inclusion across the school, ensuring it is effective and accountable for the progress of pupils on the SEND Code of Practice.
- Take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy which may lead to improvement in teaching and learning.
- Monitor the quality of Learning and Teaching across the School for SEND pupils.
- Liaise with and keep informed all Heads of Department and SLT on inclusion matters.
- To organise and monitor the transition of students with SEND and medical needs at Key Stage 2-3, 3-4, and 4-5.
- Identify the progress of pupils with SEN and take appropriate action to support learning.
- To ensure the assessment of students for access arrangements for examinations and to organise the staffing and provision of these arrangements.
- Ensure reporting arrangements are accurate and moderated.
- Coordinate quality assurance systems including pupil voice, work scrutinies, lesson observations, reviews of teachers' planning and preparation and consulting parent views for SEND pupils.
- Analyse and interpret data on pupils' attainment and action plan accordingly, reviewing with teachers their assessments of progress for classes, groups and individuals;
- Support teaching staff to develop innovative and excellent classroom practice, demonstrating excellence in SEND teaching to staff.
- Collaborate with staff in ensuring adaptive teaching is part of provision for pupils with SEND.
- Ensure that pupils are placed correctly onto the Vulnerable Learners Spreadsheet, their needs assessed and met across the curriculum and that impact of provision is monitored and reviewed.
- Ensure that provision mapping for pupil need is reviewed on a regular basis and staff deployed accordingly.
- Work with all Heads of Department to ensure Teaching Assistants have the skills and capabilities to effectively support and make a positive impact on pupil performance.
- Work to ensure Support Plans are used to set subject-specific targets, and match curricular materials and approaches to pupil needs.
- Review the education, health and care plan (EHCP) with parents or carers and the pupil.

- Develop and maintain excellent relationships with parents and carers to ensure that pupils are fully supported.
- Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with.
- To comply with School safeguarding procedures at all times and liaising with the safeguarding coordinator over any safeguarding concerns;
- To comply with the School policies and procedures at all times.

These duties are neither exclusive nor exhaustive. Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this Job Description. Employees should be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

EMPLOYEES ARE REQUIRED TO COMPLY WITH ALL ACADEMY TRUST POLICIES.

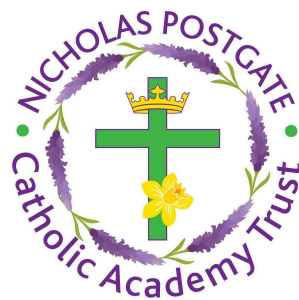
THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO FULL ENHANCED DISCLOSURE CHECKS AND THESE WILL BE SUBJECT TO RECHECKING AS APPROPRIATE

Person Specification

| Criteria | Essential | | Desirable | |
|------------------------------------|-----------|---|-----------|--|
| Qualifications | E1 | Qualified Teacher Status. | D1 | Evidence of continuous INSET and commitment to further professional development. |
| | | | D2 | National Award for SEN Coordination |
| Experience | E2 | Directly supporting children with special educational needs | D3 | Experience as SENCo |
| | E3 | Evidence of working successfully and cooperatively as a member of a team in school, working with and caring for pupils with SEND. | D4 | Teaching experience across the secondary range having taught at all levels of ability and age to at least a good standard. |
| | E4 | Leading, motivating and developing practice. | | |
| Knowledge and Understanding | E5 | Ability to demonstrate high standards of classroom practice. | D5 | Use of intervention strategies and programmes. |
| | E6 | Ability to foster an effective, stimulating learning environment. | D6 | Experience of the preparation and administration of statutory National Curriculum tests. |
| | E7 | Values the process of Assessment For Learning principles as an aid to raising standards. | D7 | Proven track record in managing and promoting curriculum development. |
| | E8 | Understands the theory and practice of providing effectively for the individual needs of all children (e.g., classroom organisation and learning strategies). | | |
| | E9 | Understands Statutory National Curriculum requirements at the appropriate key stage and detailed knowledge of the structure & content of the new National Curriculum current initiatives. | | |
| | E10 | Experience of monitoring, assessment, recording and reporting of pupils' progress | | |

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| | | using 'Assessing without levels'. | | |
| | E11 | Understands the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection. | | |
| | E12 | Understands the positive links necessary within school and with all its stakeholders. | | |
| | E13 | Experience of deploying a range of effective teaching and learning styles. | | |
| | E14 | Effective ICT skills to support teaching within the classroom & use of websites to promote communication with pupils and parents. | | |
| Skills | E15 | Ability to promote the school's aims positively, and use effective strategies to monitor motivation and morale. | D8 | A commitment to extracurricular activities / extended schools programmes. |
| | E16 | Ability to develop good personal relationships within a team. | | |
| | E17 | Ability to establish and develop close relationships with parents, governors and the community. | | |
| | E18 | Ability to communicate effectively (both orally and in writing) to a variety of audiences. | | |
| | E19 | Good written, verbal and ICT skills. | | |
| | E20 | Ability to create a happy, challenging and effective learning environment. | | |
| | E21 | Experience of curriculum management, planning, delivery and assessment. | | |
| Personal Attributes | E22 | Committed, enthusiastic and hardworking disposition. | D9 | Flexibility and adaptability in order to mix and work with a wide range of people. |

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| | E23 | Caring and sensitive attitude towards pupils and parents. | | |
| | E24 | Commitment to inclusion and raising standards for all | | |
| Special Requirements | E25 | Commitment to the Catholic ethos of the trust | | |
| | E26 | Ability to travel regularly between schools within the multi-academy trust and attend evening meetings as required | | |
| | E27 | A knowledge of safeguarding and child protection requirements | | |



Forming lives ready to face the future

Why work for us?

The Nicholas Postgate Catholic Academy Trust family of 32 primary schools and six secondary schools, promotes the dignity, self-esteem and development of every one of our pupils and staff.

Our geographical reach stretches across Teesside, North Yorkshire and the City of York within the northern area of the Roman Catholic Diocese of Middlesbrough. Our schools offer high-quality education, with a unique set of curricula that meets requirements of our young people and gives them every opportunity to succeed in adult life.

We are dedicated to academic excellence and the spiritual, physical and moral development of all our 12,300 pupils, as well as the ongoing development and fulfilment of every one of our 1,500-plus staff.

Our Trust is a faith-based community. We provide modern facilities and a safe and secure environment that reflects and supports family values, where standards of behaviour are excellent and parental engagement and collaboration is central to our success.

Learning takes place in an atmosphere inspired by the spirit of Jesus Christ, in which his commandment to love God and neighbour nurtures a caring ethos that is expressed in relationships within and beyond our schools.

We are inclusive and are respectful of and engage with people of all beliefs, encouraging a culture of tolerance where people of diverse identities are recognised, welcomed, respected and cherished.

We seek to make a difference to the lives of all groups of children, working to ensure especially that the most vulnerable in our society are not disadvantaged.

Each school aspires for excellence and is on a journey of continual year-on-year improvement. All schools work in partnership with families and parishes to promote strong, positive links and have clear strategic aims built on our mission and values.

We:

- Celebrate and share the practice of our outstanding schools, leaders and teachers
- Are committed to excellent governance that challenges, supports and holds to account
- Have strong leadership at all levels
- Ensure our pupils receive outstanding teaching
- Offer a wide range of curricular and extracurricular experiences
- Develop parents and carers as active partners in their child's progress.

We are building a Trust where every child is at the heart of everything we do, where every child is valued, where every family is supported and where every aspiration and every dream can be realised.

“True education enables us to love life and opens us to the fullness of life”

– Pope Francis

Proud to Serve

Teesside, North Yorkshire & the City of York



The area we serve is one of the friendliest and most beautiful places you could choose to live and work in.

With an international reputation for innovation and an exciting mix of modern, cosmopolitan and historic culture, the region includes vibrant cities, quaint villages, an outstanding coastline and stunning countryside. Here are just a few reasons you should live here:

Friendly people

We are famous for our friendliness and hospitality. Wherever you go, you'll always find a warm welcome and ready smile.

Arts and culture

Museums and galleries include Middlesbrough Institute of Modern Art (Mima), the Captain Cook Birthplace Museum, the Dorman Museum, with its collection of Christopher Dresser-designed Linthorpe Pottery, and Kirkleatham Museum, home to the superb Anglo-Saxon princess treasure exhibition. York is at the cutting edge of artistic innovation, creativity and media arts hosting the York art gallery, Castle Howard with its wonderful gardens to name but a few.

Entertainment and leisure

The region boasts large venues, international music festivals, Michelin star restaurants and a vibrant nightlife. It is home to Middlesbrough Football Club and countless grassroots clubs for adults and children, cricket and rugby teams and world-class golf courses. Our coastline offers diving, sailing and some of the world's best surfing at Saltburn and you can enjoy watersports at Tees Barrage International White Water Course. In the centre of York is the magnificent Minster which is one of the UK's top 50 visitor attractions welcoming hundreds of thousand visitors each year.

Outstanding countryside

We have some of the best countryside you'll find anywhere in the UK, including the stunning North York Moors and Dales. Even if you choose to live in one of our larger towns you can always be in the countryside or by the sea in less than half an hour.

Excellence in education

The region boasts many great schools, including four NPCAT primaries that were named in the *Sunday Times* top 250, Teesside University is based in Middlesbrough, York and York St John Universities based in the centre of the city. Famous people educated in NPCAT schools include musicians Chris Rea and Paul Rodgers, Middlesbrough MP Andy McDonald, government advisor Sir Martin Narey, impressionist Kevin Connolly, TV personality Chris Kamara, Middlesbrough FC chairman Steve Gibson and Keith Houchen, who scored in the 1987 FA Cup final.

Strong transport links

There are good road and rail links across the Teesside and York areas providing links to the rest of the country. Teesside, Leeds-Bradford and Newcastle airports are also close by with regular flights to Scotland, Jersey, Spain and many other popular holiday destinations across the world.



The Diocese of Middlesbrough

NPCAT is one of two multi-academy Trusts responsible for the running of schools within the Roman Catholic Diocese of Middlesbrough.

The diocese was founded on December 20 1878 when the Diocese of Beverley, which had covered all of Yorkshire, was divided. Today, the diocese covers an area of 4,000 sq km in the historic counties of North Yorkshire and the East Riding of Yorkshire, together with the city of York.

Bishop of Middlesbrough the Rt Rev Bishop Terence Patrick Drainey provides Catholic schools:

- To help him as first educator of the diocese in his mission of making Christ known to all people
- To support parents who at their child's baptism accepted the responsibility of raising their child in the Catholic faith
- To be at a service to their local church, parish and Christian home and to ensure our children give such service to the wider society.

NPCAT is responsible for schools in the boroughs of Middlesbrough, Redcar & Cleveland and parts of Stockton and the county of North Yorkshire.

It is our mission to contribute to the creation of a society that is highly educated, skilled and cultured.

Our schools must educate the whole child, ensuring they develop spiritually and also achieve their full academic potential.

We see parish and school partnership as fundamental to the missionary role of Catholic education.

Each school has a central place in parish life and where a school serves more than one

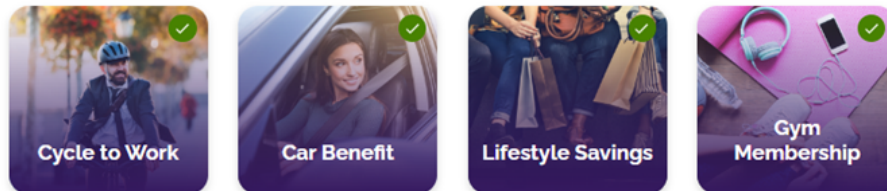
parish, chaplaincy work in school ensures that the appropriate steps are taken to have equal engagement across them all.

We ensure our schools come together to celebrate Mass, with the highlight of the year being the annual celebrations on feast days.

Our schools serve the following parishes:

Brotton, St Anthony of Padua
Catterick Garrison, St Joan of Arc Garrison
Guisborough, St Paulinus
Helmsley, St Mary's
Ingleby Barwick, St Thérèse of Lisieux
Leyburn, SS Peter & Paul
Loftus, St Joseph and Cuthbert
Malton, SS Leonard & Mary
Marske-by-the-Sea, St Bede
Middlesbrough, Corpus Christi
Middlesbrough, Holy Name
Middlesbrough, St Clare of Assisi
Middlesbrough, St Francis of Assisi
Middlesbrough, St Joseph
Middlesbrough, St Mary's Cathedral
Middlesbrough, St Patrick (Sacred Heart)
Middlesbrough, St Thomas More
North Ormesby, St Alphonsus
Nunthorpe, St Bernadette
Ormesby, St Gabriel
Pickering, St Joseph's
Redcar, Blessed Nicholas Postgate (Sacred Heart & St Augustine)
Richmond, SS Joseph & Francis Xavier
Saltburn, Our Lady of Lourdes
Staithes, Our Lady Star of the Sea
Teesville, St Andrew's Parish
Thirsk, All Saints
Thornaby, Christ The King
Thornaby, St Patrick
Ulshaw Bridge, SS Simon & Jude
Wycliffe, St Mary's
Yarm, St Mary and Romauld
York, Our Lady's, Acomb & English Martyrs
York, St Aelred's
York, St George's
York, St Wilfrid's York & St Joseph's Clifton

Employee Benefits and Wellbeing



NPCAT recognises the importance of staff welfare and a managed workload and this is reflected in the way we treat our people.

As a responsible and caring employer, we appreciate and value each of our staff. Their holistic health and wellbeing are vital to enabling all of us to maintain the optimum work-life balance.

We see exceptional staff welfare as an essential element towards enabling us to develop a rich, nurturing climate for learning across all our schools.

We offer a broad package of emotional and practical support to our staff.

We are clear about our expectations of employees and offer a positive, transparent and supportive working culture in return.

We offer:

- Competitive pay
- Defined benefit pensions
- Annual pay progression and recognition of additional responsibilities
- Annual cost of living adjustment
- On-site parking at our school premises
- Support with parking and subsistence costs where appropriate.

Additional benefits include access to:

- Vivup - Lifestyle savings - store discounts
- Vivup - Discounted gym membership
- Vivup - Cycle scheme
- Full wellbeing package

NPCAT is committed to equality of opportunity and will not tolerate any harassment, intimidation, discrimination or victimisation.

Training, Development and Progression



We offer a comprehensive training package that caters for all staff from future Initial Teacher Training pupils through to chief executive officer, as well as our non-teaching support staff.

We encourage staff to undertake training and development and to explore new challenges within the Trust wherever appropriate.

A full suite of training packages are available across the Trust some delivered in-house and others via our partnerships for national continuous professional development (CPD) trainers such as Best Practice Network.

Our evolving team of standards advisers support school leaders in providing individually tailored coaching and mentoring.

We also offer a range of appropriate courses for staff in a variety of roles, including business and school administrators, teaching assistants and pastoral support staff.

Early career teachers benefit from a comprehensive professional development programme delivered in collaboration with nationally recognised partners.

A combination of face to face and remote sessions involving online training videos and materials cover the range of competencies in the Early Career Framework.

Leaders currently in post engage with Best Practice Network on, for example, Excellent Middle Leaders Courses or School Curriculum Leadership.

Aspiring headteachers undertake National Professional Qualification for Headship (NPQH) and existing headteachers can continue to progress through their National Professional Qualification for Executive Leadership (NPQEL) qualification.

All staff can access training relevant to their current needs, through partnerships with organisations such as the Research School's Network and Leeds Carnegie Centre of Excellence for Mental Health.

In addition to face to face sessions, staff at all levels can undertake accredited courses from Level 1 upwards covering bespoke topics specific to their roles, such as Understanding Autism and Managing Challenging Behaviour.

Central Services and business and administrative staff receive training on key aspects of their roles identified in conjunction with their team leaders.



How to Apply

Application form and further information is available from:
npcat.org.uk/current-vacancies

Applicants should complete and return a **Leadership Application Form** and **Recruitment Monitoring Form** to: recruitment@allsaintsyork.npcat.org.uk

Should you be shortlisted for an interview, you will be required to complete a Rehabilitation of Offenders Disclosure Form.

Job Description: This informs you of the main responsibilities for the post and explains what we are looking for. It informs you about the personal and professional qualities you need for this post. These criteria will be used to make the appointment.

Person Specification: This specification sets out which criteria will be used to shortlist candidates for interview.

If you require any additional information about this post, please contact Headteacher, Mrs Sharon Keelan-Beardsley on 01904 647877.

Please note that if you do not hear from us within 2 weeks from the closing date you are to assume your application has been unsuccessful on this occasion.

Thank you for your interest in NPCAT. We look forward to receiving your application.

Nicholas Postgate Catholic Academy Trust is committed to equality of opportunity, safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The post is subject to an enhanced DBS check along with other relevant employment checks.

