

Specialist Inclusion Teacher

together resilient ambitious caring

Welcome from the Headteacher



Dear Candidate

Thank you for responding to our advert for the position of Specialist Inclusion Teacher at Titus Salt School, I hope you find all the information you need in this booklet to support your application.

I wanted to take this opportunity to introduce myself and the school and assure you that should you be successful in applying for the role you will enjoy the full support of an ambitious SLT, superb staff and an excellent team of Governors. More importantly you will have the opportunity to work with an inspirational pupil and student body full of character, talent and potential.

Titus Salt is a fantastic school where everybody is valued and cared for, and I am incredibly proud to lead such a wonderful institution.

I passionately believe that education is the single most important factor in both enabling young people to achieve of their full potential and ensuring equality of opportunity for all. It is in this spirit that we seek to appoint an inspirational and ambitious Specialist Inclusion Teacher to help drive forward the next stage of our development.

At Titus Salt School we enjoy an excellent reputation for the quality of education we provide and pride ourselves on our ethos which is summarised in our TRAC values, Together, Resilient, Ambitious and Caring.

Inclusivity and ambition for all define us and we strive hard every day to give the best opportunities to every child in our care. Titus Salt School is proud to serve the community now as it has done for over 150 years.

Please take your time to read through the application pack and if you have any questions please do not hesitate to get in touch.

Phil Temple
Headteacher

Introduction to the School



Titus Salt School is a large, dynamic, mixed comprehensive of 1480 pupils situated at the foot of Shipley Glen, and serving the communities of Baildon, Shipley, Saltaire, Wrose and surrounding areas. Immediately across the river is the model village of Saltaire, a fine example of the industrial architecture of the 19th century. The village and the school are named after their founder, Sir Titus Salt, one of the great Victorian entrepreneurs and philanthropists. Titus Salt School was developed from the Salt Factory School, founded in 1868 by Sir Titus Salt for the benefit of the workers in his textile business in Saltaire. The original building in Victoria Road, Saltaire, still stands and is now an annexe to Shipley College. We were delighted to welcome back the Salt family to the new school when Denys Salt, great grandson of Sir Titus Salt, took part in a ceremony to place the original seals in the Reception of the new building, and to approve the naming of our Sixth Form after him.



Titus Salt School is an exciting school in which to work with a friendly and supportive body of staff. We have a well-established model of distributed leadership that provides support and challenge for all members of staff. All faculties have a close link with a member of the Senior Leadership Team to ensure our model is effective in practice. The successful candidate will be working in an environment where teaching and learning is at the heart of all we do. They should have the ability to be flexible in approach, work well as part of a team and be willing to bring fresh and positive ideas to the school. In return we offer excellent opportunities for in-service training, practical and considerate support, and genuine and exciting career development through an engagement in forward thinking, evidence-based, educational practice.

Our leadership structure consists of the core SLT and an additional team of Senior Leaders. The School is then organised around ten faculties, each with its own leadership team. Linked to this is the Pastoral Leadership Team. Each year group has a Year Leader and an Assistant Year Leader who manage a tutor team for each year group, and there is a Year Teams Manager to support the whole team. Our pastoral teams work closely with our curriculum staff to incorporate oversight of the personalised learning agenda with a clear focus on maximising achievement for all.

Our Operations Leadership Team encompassing Business Operations, Human Resources, Data, IT and Administration has been increased over the past five years and will continue as we respond to the needs of our children and young people.

Our Ethos and Values

Inclusion is at the heart of everything that we do at Titus Salt School and we are proud of the achievements of all our pupils and staff. Visitors to the school comment on the friendly ethos and OFSTED noted that 'staff build warm relationships with pupils' (OFSTED March 2026).

We are a larger than average-sized secondary school with a mainstream, 30 EHCP place Resourced Provision with currently 32 EHCP pupils with multiple Learning Needs and difficulties. In addition, there are 100 pupils in mainstream school with an EHCP with the highest level of need being ASD. We also have a popular and thriving Sixth Form of around 250 students. On average, 75% of our Sixth Form pupils apply to university while others choose to pursue high quality apprenticeship and employment routes.





The strategic development of the school seeks to support pupils and students of all abilities through collaboration, partnership, and a multi-agency approach. The school's curriculum meets all statutory requirements and ensures there is a broad and balanced curriculum between academic and vocational courses of study. The school's NEET figures are consistently low and below national average. Success at Titus Salt School is for all children and young people to achieve.

Our focus as a school is on providing high quality learning opportunities to allow all pupils to achieve; in an ever-changing educational landscape our mission is very clear and is summarised as:

together - **r**esilient - **a**mbitious - **c**aring

"together we can make a difference; resilient to change; ambitious to excel, caring for the lives of individuals"

Key Stage 3



The Key Stage 3 curriculum is organised around core concepts and is designed as a three-year programme of knowledge acquisition and skills development in preparation for learning at Key Stage 4. Through the work of Faculty Leaders there is a focus on research and evidence-based programmes that are impacting on school improvement and pupil progression as they move through a spiralised curriculum.

We are committed to a broad and balanced curriculum which gives pupils opportunities to develop their talents. At Key Stage 3 all pupils study: Science, English, Mathematics, History, Geography, German or Spanish, Technology, Computer Science, PE, RE, Art, Music, Performing Arts and Personal Development. Many of our pupils arrive with low levels of literacy and there is a developing programme of interventions to support reading, vocabulary development and transcription in order to close these gaps.

Key Stage 4



We have introduced personalised learning pathways for all our pupils to embrace the more flexible nature of the 14-19 curriculum. Vocational opportunities are being extended using our own provision and in collaboration with a range of other partners. We are continually reviewing new courses to cater more effectively for our pupils. Central to our success is effective targeting and assessment of our pupils' needs and matching that to their own Individual Learning Plan.

The majority of pupils follow GCSE and BTEC courses, with three separate sciences offered to those able to cope with the challenge. Pupils are encouraged to take at least one foreign language.

We currently offer vocational courses in Health and Social Care, Business and Computing, Dance, Music, Sports Science, Hospitality and Catering, and a range of other vocational subjects through our links with neighbouring colleges.

Other subjects are offered to GCSE level – Mathematics, English Language, English Literature, Biology, Chemistry, Physics, History, Geography, Art, Media Studies, RE, Music, Drama, Engineering, DT, Spanish, German, Psychology and PE. Other vocational and work-related curriculum activities are offered through a number of projects and schemes, some instigated locally and also through national organisations.

To celebrate attainment and achievement we have introduced unitised certification and Entry Level Qualifications throughout the curriculum to meet the needs of all learners.

STEM

STEM is a strength of the school, and we are proud that this has been acknowledged through the Excellence in STEM Award – we were the first school in West Yorkshire to have been presented with this award. The appointment of a Leader of STEM ensures we have a focus across the STEM subjects to work collaboratively across the curriculum and in the development of extra-curricular provision and opportunities.



Sixth Form – Denys Salt Sixth Form Centre



At Key Stage 5 our students consistently make excellent progress as recognised by our ALPS achievement awards. There is an experienced Sixth Form Leadership Team who are committed to providing the best opportunities for pupils in and out of the classroom. There is a strong development and careers programme with input from external providers and university representatives.



The following A Level courses are offered:

English Language, English Literature, Mathematics, Further Mathematics, Art, Photography, Biology, Chemistry, Computer Science, Engineering, Economics, French, Geography, German, History, Media Studies, Music, Physics, Psychology, Religious Studies, Sociology, Spanish and Textiles.

The following Vocational courses are offered:

Business, Criminology, Performing Arts Dance, Health & Social Care, Mental Health, Performing Arts Music, Applied Science, IT and Sports Science.

Activities



Drama/dance productions and musical performances are a feature of school life and many national companies use our school as the focus for theatre workshops. School productions are many and varied. Recent annual productions include Little Shop of Horrors, Jane Eyre, Alice in Wonderland, Beauty and The Beast, The Wizard of Oz, High School Musical, Strictly Musicals, Annie and Matilda. We have a choir, orchestra, jazz band and smaller ensembles which perform on a regular basis in the locality and further afield.

Our Award Ceremonies celebrate the diversity of our pupils' successes, seeing us move away from one large Presentation Evening to a series more pertinent to each Key Stage.

Various exchanges and visits are undertaken each year with other European countries. We have previously, successfully worked in partnership with Amandus-Abendroth Gymnasium in Cuxhaven Germany as part of a two-year Comenius project which included pupils from different year groups creating an animated film with a professional animator: "The Young Musicians of Cuxaire"; we have completed a three-year Erasmus Plus project to produce a Language Learning App – "Appy to Learn"

Sporting achievements and activities have a high profile and we offer a diverse range of opportunities for sport, health and wellbeing.

Our PE Faculty includes Outdoor Education as well as a successful Duke of Edinburgh (DofE) programme – we have been a DofE Direct Licensed Centre since 2015 with pupils completing the Gold Award and being presented with certificates at St James' Palace as well as a significant number on the Bronze Award starting at the latter stages of Year 9. We also organise a range of international and UK based trips including skiing and watersports; visits to London to enhance learning in Media Studies, Art, History, English Science and Economics as well as visits to Edinburgh, Paris, power stations and research centres.



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Application Process

The Caroline Salt Centre (CSC) is an inclusion base within our mainstream school, supporting pupils with a range of SEND and social, emotional, and mental health needs. The Centre provides a safe, nurturing and inclusive environment where pupils receive personalised support through strong relationships, key-worker provision and a trauma-informed approach. Pupils access bespoke timetables incorporating SEMH interventions, academic support, personal development, practical learning and opportunities to develop confidence, resilience and independence, while maintaining strong links with mainstream education. The dedicated team work closely with pupils, families, staff and external agencies to ensure individual needs are understood and supported, with a focus on re-engagement, achievement and preparing pupils for their future.

Post: **Specialist Inclusion Teacher**

Scale: **MPS/UPS – possible TLR for a suitably qualified candidate**

Please complete the application form and additional information/personal statement in support of your application. The personal statement should be no more than two sides of A4 size paper in font size 10.

Partially completed forms will be questioned.

Closing Date for applications: 9:00am on Thursday 26 November 2026

Please return all applications to:

Jane Collett
HR Operations Manager
col@titussaltschool.co.uk

Selection Process: on Thursday 26 November 2026

Interviews will take place on Thursday 3 December 2026

We are afraid that we cannot write to unsuccessful applicants, so if you do not hear from us again, may we thank you for your interest in our school and wish you every success in the future.

We look forward to receiving your application

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The following information is provided to assist teaching staff to understand and appreciate the work content of their post and the role they are to play in the school. However, the following points should be noted:

- The post holder is required to carry out the duties of a school teacher as set out in the School Teachers' Pay and Conditions Document; and such particular duties as the Headteacher may reasonably direct from time to time.
- The details set out below describe the main duties and responsibilities relating to the post; however, a document such as this does not permit every item to be specified in detail, nor does it direct the particular amount of time to be spent on carrying out duties, and no part of it can be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use Directed Time in accordance with the school's policies and procedures documentation (1265 hours, HR Policy, Appraising Performance Policy) and Teachers' Conditions of Employment.
- All teachers must adhere at all times to the School's Safeguarding (Child Protection) policy ensuring all concerns are immediately passed on to the schools Designated Safeguarding Lead or their Deputy.

General Remarks

- All teachers contribute to the development of the school and have clear responsibilities for teaching and learning.
- In conjunction with Faculty Leaders, Subject Leaders and other staff with designated responsibility all teachers contribute to whole school policy decisions on the provision of a coherent educational experience for all pupils and to cross-curricular issues as required by the National Curriculum.
- All teachers support our positive ethos by providing and developing relevant and effective teaching and learning experiences within their subject area.
- In addition to the broad objectives and subject specific tasks all teachers bear some responsibility for the behaviour of pupils in class both within the faculty area and more generally within the school.
- All teachers support Faculty Leaders, Subject Leaders and other staff with designated responsibility in curriculum development and teaching and learning initiatives.

Principle Responsibilities

- A Teacher is responsible for providing a friendly, stimulating and secure environment in which every pupil has the opportunity to develop academically, socially and personally
- With the guidance of the Subject Leaders and Heads of Faculty, a Teacher is responsible for the complete and timely delivery and adaptation of subject schemes of work, using a variety of teaching strategies to engage and challenge all pupils and meet their needs

- A Teacher is responsible for their pupils' academic progress and will:
  - Ensure that pupils are taught in line with the subject specific schemes of work and examination specifications
  - Adhere to whole school expectations with regard to assessment, marking, teaching and learning
  - Adhere to subject and faculty expectations in teaching & learning
  - Keep records of assessments, marking and attendance of pupils
- A Teacher will follow the guidelines for:
  - High quality teaching
  - Knowing groups, marking and assessing work
  - Use of resources; learning support; use of ICT; health and safety procedures
  - Classroom management
  - Implement any recommendations for improvement in teaching or administration
  - Attend in-service training, Continual Professional Development (CPD) and engage in Joint Practice Development (JPD) as defined by Subject and Faculty Leaders
  - Engage in classroom observation plus feedback sessions and Typicality Checks as part of the whole school strategy for teaching and learning
  - Ensure that coursework deadlines and internal and external exam arrangements are adhered to and clearly communicated to pupils
- To teach throughout the school as required (or any other curriculum areas at the discretion of the Headteacher - taking notice of training undertaken or by providing it, and appropriate safety factors).
- To be directly responsible to the Headteacher through the CSC Leader
- To participate in maintaining and developing a positive ethos in the school and the classroom
- To be responsible for the pastoral development of a tutorial group of pupils if required. To act under the guidance of the Year Leader or Senior Staff and to contribute to any schemes of positive tutoring and recording of achievement set up in the school.
- To provide relevant data and reports on pupils as required.
- To undertake supervisory duties as part of a duty team.

Additional / Specific Responsibilities:

- To assist Faculty Leaders and Subject Leaders to administer assessment of work for external examinations
- To work collaboratively within Faculties to adapt Schemes of Work and teaching material
- To contribute to adaptive curriculum development within Faculties
- To contribute to the extra-curricular programme
- To contribute to the collective care of books, equipment and materials and the maintenance of an orderly atmosphere

Appraisal, professional growth and CPD

To engage in appraisal and professional growth activities in school by:

- Participation in the school's Appraisal and Professional Growth system, this is linked to the national Teachers Standards.
- Involvement in the Quality Assurance systems and processes.
- Participating in schemes for Staff Development set up by the school.
- Exploring opportunities to extend own personal development.

Fluency Duty

In line with the immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard – for this role the post holder is required to meet the Advanced Threshold Level - The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

Please note:

a) The provisions regarding working days and working hours will be the subject of separate statements issued by the LA and/or Headteacher, as appropriate.
b) This job description is subject to amendment. Reviews will normally take place at the end of the academic year, or earlier where necessary, following consultation with yourself.
c) Should there be a disagreement under either paragraph a) or b) then you have a right to appeal following the Grievance Procedures of the Personnel Manual 'General Scheme of Conditions of Service for Schoolteachers'.

Personnel Specification

Post: **Specialist Inclusion Teacher**
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Key:
D = Desirable E = Essential A = assessed at application I = assessed at interview P = Pre-employment check including references

Teacher Domain	

Qualifications and Training	**D or E**	**How Assessed**
• Degree and Qualified Teacher Status (QTS)	E	A, P
• Evidence of continuing professional development and a willingness to continue further development as appropriate	E	A, I
• Consistent record of strong and inclusive classroom practice	E	A, I
• Willingness to undertake training appropriate to the requirements of the post	E	A, I
• Other relevant professional qualifications including SEND	D	A, P

Experience	D or E	How Assessed
• Experience of teaching pupils with SEND and trauma and attachment and achieving successful outcomes	E	A, I
• Knowledge of the use of pupil performance data to inform planning and target setting	E	I, P
• Ability to communicate effectively with pupils, staff and parents	E	I, P
• Experience of working with pupils with complex SEMH, Neurodiversity, SPLC difficulties to assist them in becoming independent learners, both academically and socially / emotionally	E	A, I
• Experience of performing tasks with great attention to detail	E	A, P

• Experience of working to reduce barriers to learning through effective teaching, learning and assessment practices	E	A, I
• Experience of working in a specialist provision or special school	D	A, I
• Experience of working with, and offering guidance to Learning Support Assistants	D	A, I
• Experience of developing the use of new technologies and a range of strategies to enhance and positively impact on Teaching and Learning	D	A, I
• Experience of identifying and working with target groups of pupils to achieve outcomes above expectations	D	I, P
• Experience of teaching Entry Level Qualifications	D	A, I
• Experience of examination processes and other assessment systems and processes	D	A, I
• Experience of teaching a life skills based curriculum to pupils with complex learning difficulties and Social, Emotional and Mental Health difficulties	D	A, I

Specialist Knowledge and Skills	D or E	How Assessed
• Knowledge of the curriculum from KS2 to KS4	E	A, I
• Have a good knowledge of the SEND Code of Practice	E	A, I
• Awareness of target setting, monitoring and relevant assessment procedures	E	A, I
• Ability to relate to pupils and to evaluate and enhance pupils' achievement in its widest sense by providing an efficient, effective and safe learning environment for pupils with a high level of need	E	A, I
• The ability to use adaptive teaching approaches in response to pupils' learning needs; including innovative and inclusive approaches to enrich the pupil experience	E	A, I
• Ability to use ICT and identify and develop the use of software and assistive technology	E	A, I
• Outstanding knowledge of a range of Special Educational Needs (SEMH, speech, language and communication difficulties, ADHD and Autism)	E	A, P
• Ability to engage in a partnership with parents and carers to enhance pupil's enjoyment, wellbeing, achievement and personal development	D	A, I
• Knowledge of the Annual Review process and experience in leading EHCP meetings	D	A, I

Personal Qualities including Leadership	D or E	How Assessed
• Abides by the Seven Principles of Public Life (The Nolan Principles)	E	I
• Treats people fairly, equitably and with dignity to create and maintain a positive ethos	E	I
• Able to balance work and personal life; is considerate of the well being of others	E	A, I
• Demonstrate excellent working relationships	E	I, P
• Committed to safeguarding, inclusion and promoting the welfare of all stakeholders	E	A, I
• Make a significant contribution to promote good behaviour and a positive school ethos	E	I, P
• Ability to communicate effectively both orally and in written work	E	A, I
• Setting high standards and having high expectations of pupils	E	A, I
• Setting high standards and having high expectations of teachers	D	A,I
• Ability and skill to be involved in extra-curricular activities	D	A, I
• Willingness to take on future leadership roles	D	A, I

Equal Rights

Titus Salt School is an equal rights employer. We require our Governors and staff to follow our equality policies and all statutory requirements concerning age, race, religion, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to the school's services.

Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements. As an equal rights employer, Titus Salt School is committed to making any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

Safeguarding

We are an equal opportunities employer and are committed to the protection and safeguarding of children and young people in our recruitment procedures. We adhere to statutory guidelines in respect of safer recruitment though a variety of checks which will include online searches on all shortlisted candidates. All posts are subject to an enhanced DBS check and eligibility to teach/work in our school will be checked with the DfE.

Fluency Duty

This role is customer facing and therefore in line with the Immigration Act 2016; all applicants must be able to demonstrate fluency of the English Language to the level defined in the job description.

Rehabilitation of Offenders Act

This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. The amendments to the ROA 1974 (Exceptions Order 1975, (amended 2013 and 2020) provides that when applying for certain jobs, certain spent convictions and cautions are protected so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Headteacher	**Phil Temple**
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Telephone	**01274 258969**
Website	**www.titussaltschool.co.uk**