

The people behind
the magic.



HONLEY
HIGH SCHOOL



JOIN OUR TEAM

Teacher in Charge of Additionally Resourced Provision (for pupils with Complex Communication & Interaction Needs)

Salary: Teacher Scales plus TLR2a with up to two SEN points

Contract: Permanent, full time

Closing Date: Friday 16th May 2025 at 9am

Interview: Week commencing 19th May 2025

Start Date: 1st September 2025 or earlier

We reserve the right to close this vacancy early if we receive sufficient applications for the role. Therefore, if you are interested, we would encourage you to submit your application as early as possible.



Together
Learning Trust



THE SCHOOL

Exceptional opportunities, exceptional outcomes

We are proud of the high quality education we offer at Honley. We are traditionally one of the highest performing schools in the region and this is directly attributable to the hard work and dedication of our entire staff team. We want our children to be the best that they can be and so there is a continual drive to develop and improve as professionals. As Ofsted stated following our last inspection: *"Pupil outcomes are good because teachers have high expectations of what children can achieve and plan interesting tasks that engage pupils in their learning."*

But these crucial years of adolescence are about more than exceptional performance in examinations. The world is changing more rapidly than any one of us can predict, and if our children are to thrive, they will need to develop personal skills and qualities alongside their academic qualifications. They will need a questioning mind, perseverance and resilience. They will need to be adaptable, creative and self-disciplined. These attributes are hard to measure but equally important, and we see it as our duty to develop students' character, as well as pursuing academic excellence.

We are nationally recognised for our sporting achievements and have a proud and enviable record in technology, drama and the creative arts.

Honley High is a fantastic place to work and learn and we are always aiming to develop even further. We live by our school motto. The quality of every interaction we have with students and staff establishes a culture where everyone can 'strive for the highest' and achieve great things.

We are looking for an extraordinary individual to join our school and really make a difference in the lives of our young people.

Liz Lord, HEAD OF SCHOOL



"I am pleased that the school has such high standards and expectations for the children and encourages them to meet these at all times; this sets the children up for later life. Whilst striving for these standards, the school maintains a nurturing environment."

- PARENT COMMENT

EXPLORE MORE

www

www.honleyhigh.co.uk



HonleyHighSchool



@HonleyHighUK



When schools collaborate, incredible things happen.

Together Learning Trust is a thriving group local family of schools. We have three secondary schools, two school sixth forms, five primary schools and a special school, inspiring 5800 young people. We are driven by a shared commitment to providing magical learning experiences for all our children and a belief that all of them can achieve great things.

Exceptional achievement stems from developing world class teaching and learning. Creativity is the core of our values. Our staff are amazing, in both the relationships they forge and the incredible range of opportunities they make possible. We get great results, but we give and expect so much more. We are shaping a generation of future global citizens with the character they need to succeed; with the integrity and commitment to excellence that will enable them to thrive.

Together Learning Trust schools are wonderful places to work. We value and support our team across all our schools, and recognise the ideas, experience and expertise of our staff. Being part of the Trust opens up new opportunities for staff development. The Trust schools work closely together to identify and then implement the best school improvement strategies across its schools. Our aim is to grow great people and talent.

We cherish our staff, support their wellbeing and enable them to flourish. Being part of Together Learning Trust feels special due to the unique nature of the schools and the opportunities it brings for staff, students and communities to collaborate. For everyone involved in our Trust our mission is simple. To **Grow, Excel, and Learn Together**.

What could we do, together?

DAVID LORD, CHIEF EXECUTIVE OFFICER



"Working with such creative, professional and dynamic staff from other schools in the trust has helped make my job much more enjoyable and manageable, whilst reducing workload."

- DAMIAN BALL

Assistant Headteacher, The Brooksbank School

EXPLORE MORE



www.togetherlearningtrust.co.uk

Together
Learning Trust

THE JOB

Teacher in Charge of Additionally Resourced Provision

Are you an experienced and dedicated teacher with a commitment to inclusive education and SEND excellence? Do you want to make a transformational difference in the lives of pupils with complex communication and interaction needs?

We are seeking a dynamic and compassionate **Teacher in Charge** for our Additionally Resourced Provision (ARP). This is an exciting opportunity to lead a dedicated team and shape a nurturing, innovative learning environment that supports our students through their High School experience.

What will you get in return?

This is a fantastic opportunity to work as part of an experienced and friendly team under the guidance and with the support of the Head of School and wider SLT, who are committed to your development and success.

At Honley you'll find a strong foundation where you can make a real difference to the lives of our ARP children, their families and local community.

What the role involves in a nutshell:

- Managing and coordinating specialist support for our ARP pupils
- Leading, delivering and evaluating high-quality specialist teaching within our ARP curriculum
- Providing vision, training and direction for a diverse staff team, including specialist teachers and support staff
- Liaising with and supporting families to develop the learning and welfare of our pupils
- Liaising with a wide range of professionals to secure exceptional outcomes for our pupils
- Supporting mainstream staff in understanding and meeting the needs of our ARP pupils

What you'll get in return?

You'll be joining a school and Trust which is all about putting staff first – with numerous wellbeing initiatives and social events to enjoy each term!

In addition to this you will benefit from:

- Automatic enrolment to the Teacher Pension Fund
- A Supportive and forward-thinking Leadership Team
- Staff development through appraisal and CPD
- Working as part of a creative and supportive team who want the best for all of our students
- Free Parking
- Cycle to Work Scheme
- Eye Care
- Annual Flu Vaccines
- Home & Technology Scheme
- Rewards and discounts
- GP Online and Prescription Service
- Your Care Wellbeing package
- Lifestyle benefits (discount platform)

If our school sounds like a place in which you could really make a difference, then we'd love to hear from you.

A tour of the ARP is available on Friday 9th May at 9.30am, please contact Nicola Pogmore via n.pogmore@honley.TLT.school to confirm your attendance.

About Our Department

The Additionally Resourced Provision for pupils with Complex Communication & Interaction (CCI) needs is a 20 place provision for pupils who need additional support to address their needs. We are proud to be an integral part of Honley High School.

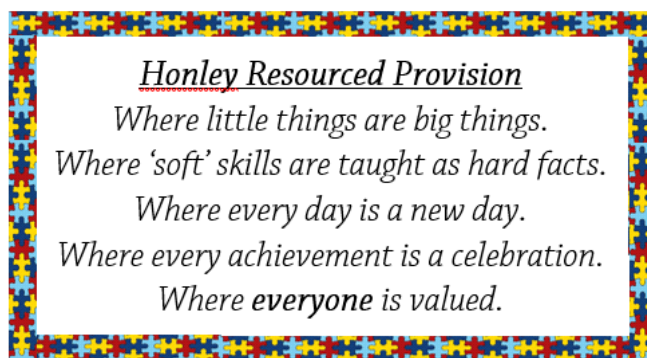
Places in our provision are allocated by Kirklees EHC Team, via the annual review process. All of our pupils have CCI needs and all have Education, Health and Care Plans (EHCP). Our pupils are all very different so there are never two days the same!

We currently have 1 Teacher -in-charge, 2 part time specialist teachers and 14 Educational Teaching Assistants (ETAs). We are very proud to have a wonderful team of friendly, experienced and professional staff who are able to bring out the best in the pupils. Several staff members have children with Autism and understand the journey many parents take to best support and care for their children.

Pupils attend the majority of their lessons in the mainstream school, sometimes with support from specialist staff from our provision. Most pupils attend form time with their peers, although some have additional intervention programmes during this time, such as dyspraxia movement group or additional literacy or numeracy sessions.

We aim to support our pupils to understand themselves and to be able to develop strategies that will help them achieve their best with us and be ready for life beyond high school.

We are also here to support families and we work closely with parents and carers to achieve a

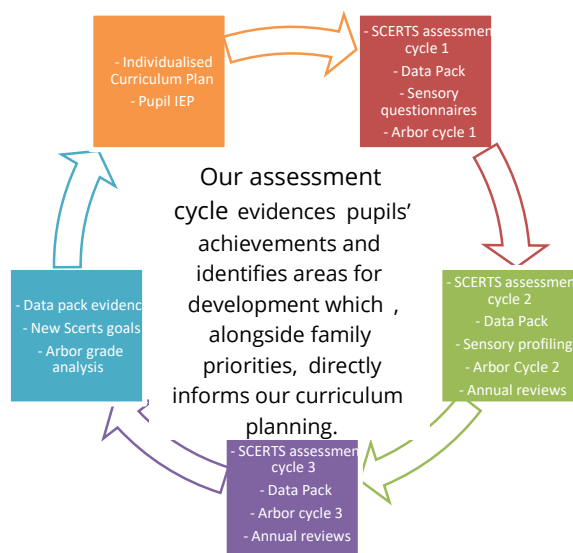


consistent and beneficial relationship in order to nurture and support our pupils effectively.

Our Curriculum is developed around the four key areas of knowledge and skills that our pupils require to develop their understanding of themselves and the world and to increase their independence. These are:

- Social skills and understanding
- Emotional regulation
- Independence/Life skills
- Any specific additional skills

Provision pupils take part in these bespoke lessons (often instead of Modern Foreign Languages, Citizenship or RE) following the assignment of targets through our assessment cycle:



Teacher in Charge

Responsible to:	Head of School, SLT line manager, Complex Communication and Interaction (CCI) Strand Lead
Responsible for:	All ARP pupils and ARP staff
Start date:	ASAP
Main purpose of the role:	To provide a strategic vision and clear direction to develop and implement strategies to support the learning and inclusion of children with CCI needs.
Leadership and management:	<ul style="list-style-type: none"> • Work collaboratively with the ARP Lead/Strand Lead for CCI and the Head of School to implement the service specification for the ARP • Report regularly to the ARP Lead/Strand Lead for CCI and the Head of School as required through the service specification and Quality Assurance process • Create and manage the implementation of pupils' individual curriculum plans, IEPs, provision maps and transition plans for all ARP pupils. • Create and maintain timetables for ARP staff to ensure pupils have appropriate support throughout the school day, including lesson and social times. • Organise and chair review meetings for all ARP pupils. Produce SEN provision maps and/or update EHC plans to support learning and ensure accuracy of information. Liaise with and ensure attendance of involved external professionals. • Engage and liaise with external professionals to ensure pupils needs are met. • Provide guidance and training for colleagues working within the ARP and lead on monitoring and evaluating the quality of teaching and learning in the ARP. • Plan and deliver improvements to our ARP, evaluate the impact of strategies and take action to secure further improvements based on the evidence available. • Take a leading role to ensure the school complies with the SEN Code of Practice and achieves a high standard of provision and keep up to date with legislation, guidance, policies and current research, ensuring the ARP complies fully. • Follow and develop as required the ARP quality assurance schedule to provide evidence that is used to improve standards of teaching and learning and help teachers fulfil their teaching and learning responsibilities for ARP pupils. • Provide training for and monitor understanding throughout the main school to ensure teachers are supported to understand ARP pupils' needs and develop their skills. • Lead the shortlisting, interview, induction, support and monitoring of new staff within ARP. • Line manage and support Personal & Professional Development for the ARP staff team. • Contribute to middle and senior leadership meetings as appropriate • Respond with due diligence to consultation requests within statutory time scales

Behaviour, attendance, personal development and welfare	<ul style="list-style-type: none"> • Implement and maintain risk assessments, individual behaviour support plans and the hierarchy of need for individual pupils to ensure that unexpected behaviours are understood as communication and supported in this way to improve. • Maintain high standards of students' behaviour for learning and engagement. • Undertake research to identify best practice in teaching pupils with CCI needs and recommend strategies and best practice to support students to reach their full potential. • Keep up to date with legislation, guidance, policies, and current research ensuring the ARP complies fully and continues to be a model of accepted good and outstanding practice. • To coordinate and participate in Continuing Professional Development (CPD) and Personal and Professional Development (PPD) as directed by the Head of school or SLT.
Curriculum and assessment	<ul style="list-style-type: none"> • Implement individual curriculum plans for each pupil to ensure bespoke support is enabled to meet their needs as set out in their EHCP and informed through the ARP assessment cycle. • Track students' progress through their curriculum plan and assessment cycle, rewarding success and intervening to improve outcomes. • Monitor and evaluate the effectiveness of our curriculum and interventions, through an annual report to the Head of School, Line Manager and Strand Lead CCI. • Lead on specialist assessments, such as SCERTS, as part of the ARP assessment cycle to inform individualised curriculum planning. • Ensure appropriate qualifications are in place for ARP pupils throughout KS3 and KS4. Prepare and plan appropriate resources to meet students' needs and ensure any reasonable adjustments or access arrangements are planned and implemented. • Liaise with the exams officer to ensure all access arrangements are in place with necessary evidence for each pupil.
Teaching and learning	<ul style="list-style-type: none"> • Lead and model excellent classroom practice and assist teachers in meeting their responsibility to help ARP pupils make good progress. • Plan, deliver and review specific teaching programmes (including schemes of work) for individuals and groups of pupils. • Support specialist teachers in developing schemes of learning and associated resources to meet the changing needs of ARP pupils. • Lead on curriculum development and differentiation for ARP pupils.
Trust, community and partnership	<ul style="list-style-type: none"> • Establish and maintain effective and high-quality relationships with parents/carers and other professionals. • Co-ordinate with the SENDCO, to promote and facilitate the delivery of excellent teaching and learning for ARP pupils. • Provide regular updates for parents and other professionals as required through management of key workers and direct involvement with families. • Provide feedback as requested to our school SLT and governors. • Work closely with the CCI strand lead as requested.
Business management	<ul style="list-style-type: none"> • Lead on maintaining a safe environment for students and staff. • Provide and give advice on creating appropriate learning environments for ARP pupils. • Take reasonable care of the health and safety of self, other persons and resources whilst at work.

Additional duties	<ul style="list-style-type: none"> • Prepare reports as necessary for assessing, planning, monitoring, reviewing and evaluating pupils' progress. • Attend and chair meetings as required by the Head of School or Strand Lead • Carry out any other duties, appropriate to the level reasonably expected of a teacher paid on 2 SEN points plus a TLR 2a, relating to the efficient organisation of the service and school. • The teacher's duties must at all times be carried out in compliance with the Council's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment. • It is the duty of the teacher not to act in a prejudicial or discriminatory manner towards service users or employees, including anyone with protected characteristics. The teacher should also counteract such practice or behaviour by challenging or reporting it. • To be responsible for carrying out the appropriate duties set out in the Teachers' Pay and Conditions Document as directed by the Head of School. • Carry out your duties with due regard to current and future Council policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through Council communications.
Other specific duties	<ul style="list-style-type: none"> • As part of your wider duties and responsibilities you are required to promote and actively support the Council's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable. Please refer to the Employment page, working for the Council on the Kirklees website under the following link: <ul style="list-style-type: none"> ◦ http://www.kirklees.gov.uk/employment/safeguarding.shtml <p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the Chief Executive Officer and Head of School/Executive Headteacher to undertake work of a similar level that is not specified in this job description. The Job Description is not contractual and may be changed by the Chief Executive Officer or Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.</p>
<p>We are committed to safeguarding children, young people and vulnerable adults. All staff and volunteers are expected to behave in a way that supports this commitment and are subject to an enhanced DBS check. Please be aware that it is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.</p>	



Teacher in Charge

To be assessed through application, reference and interview.

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications		
Qualified Teacher Status (QTS)	✓	
Degree or Equivalent	✓	
Hold, or be willing to work towards a recognized specialist qualification in Complex, Communication and Interaction (incl. the Autism postgraduate Qualification)	✓	
Recent and relevant Continued Professional Development (CPD)	✓	
Experience		
Recent experience of teaching KS3 and KS4 pupils with complex needs.	✓	
Experience of leading, managing and delivering personalised learning programmes / interventions/strategies for pupils.	✓	
Experience and knowledge of managing pupils with complex communication and interaction needs	✓	
Experience of assessing progress for pupils with complex communication and interaction needs.		✓
Experience of working in partnership with parent(s)/ carer(s) and colleagues in other agencies and provisions	✓	
Experience of monitoring and evaluating the effectiveness of teaching and learning, including personalised learning programmes.		✓
A thorough working knowledge of the SEN Code of Practice	✓	
Professional development and experiential learning		
Knowledge of SEN best practice and national developments.	✓	
Willingness to undertake Designated Safeguarding Lead training		✓
Strategic leadership		
Ability to shape and drive the strategic vision for the ARP	✓	
Ability to build an effective and collaborative team ethos by communicating effectively, delegating and negotiating, when necessary, with sensitivity.	✓	
Positive approach to the management of change.	✓	
Ability to line manage teaching staff including Coaching and supportive Personal and Professional Development	✓	
Teaching and learning		
Excellent classroom practitioner with the ability to motivate and inspire pupils and meet individual needs.	✓	

Excellent behaviour management skills, showing an understanding of behaviour being communication.	✓	
A well-developed understanding of the principles and practices associated with excellence within CCI needs and secondary education.	✓	
A well-developed current knowledge of the secondary curriculum.		✓
Leading and managing staff		
Experience of leading and managing a team of staff.		✓
Ability to lead and support staff development.		✓
Willingness to and experience of leading aspects of INSET.	✓	
Ability to remain calm and supportive at all times.	✓	
Accountability		
Ability to review and evaluate the effectiveness of the ARP including reporting on a range of outcome measures to the school and Local Authority	✓	
Commitment to the safeguarding of all young people and staff	✓	
Ability to achieve excellent outcomes for all pupils	✓	
Skills, Qualities & Abilities: professional and personal attributes		
Extensive knowledge and understanding of CCI needs and effective strategies and approaches to support students with CCI needs and co-occurring conditions.	✓	
Ability to monitor and evaluate the impact of interventions and strategies.	✓	
Ability to promote inclusion and meet the additional needs of all pupils.	✓	
Ability to organise and manage annual and interim reviews for pupils.	✓	
Commitment and ability to raise standards for all pupils	✓	
A working knowledge of the assessment procedures including the recording, reporting and analysis of pupils' progress and development.		✓
A good working knowledge of ICT and its use across the curriculum.		✓
Ability to work in a solution-focused, flexible manner.	✓	
Effective communication skills and interpersonal skills	✓	
The ability to analyse and interpret data with a view to developing strategies to improve.	✓	
Ability to adapt and be flexible to the needs of the school and the CCI sector.	✓	
A reflective leader and practitioner with strong self awareness.	✓	
References		
Positive recommendation(s) in professional references	✓	
Satisfactory outcomes from due diligence	✓	

HOW TO APPLY

Say yes to new adventures.

Could we be a good fit for each other? If you'd like a chat about the role or have any questions ahead of making a formal application, we'd be delighted to hear from you. Please contact our Personal Assistant to the Senior Leadership Team Nicola Pogmore via n.pogmore@honley.tlt.school.

If you're ready to apply, please complete our online application fully by clicking [here](#) before the deadline.

SAFER RECRUITMENT

We are committed to safeguarding children, young people and vulnerable adults. All staff and volunteers are expected to behave in a way that supports this commitment and are subject to an enhanced DBS check. Please be aware that it is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. If you are shortlisted for interview, we will undertake an online public search in line with guidance from the Department for Education and Keeping Children Safe in Education 2024.