



Lead of Secondary Additionally Resourced Provision High School

Applicant Welcome Pack



“Success for All”

OUR VISION

At Netherhall Learning Campus our standards and priorities are driven by having the highest of expectations that deliver for all student regardless of their context or starting point. This is underpinned by an unwavering commitment to our vision of 'Success for All'

Our expectations allow all students to engage within a positive learning environment which in turn has created a Campus that allows all students to make progress. We believe that prioritising good attendance, good behaviour, strong engagement and having high expectations that all children and young adults are able to overcome barriers and become active learners that will go on to benefit society.

The foundations of the Campus' strength are built on our strong traditions of personalised pastoral care that ensures the climate for learning is calm, well-ordered and secure. We value every student equally and aim to provide a safe and supportive environment. We are aware students have different needs and as a Campus we are committed to ensuring that every student has the opportunity to succeed. This is achieved by providing a broad, balanced and innovative curriculum that offers an excellent mix of inside the classroom and outside the classroom opportunities to learn. We will also offer a range of interventions when needed so that no student is left behind.

The calm, ordered and secure environment allows the Campus to offer a wide range of enrichment activities which students are actively encourage to participate in.

We want our students and parents/carers to feel valued members of the Campus community, we can only achieve this by working together. We value the input from parents to help the Campus with its work. We aim to engage parents as much as possible through regular reporting, parent's evenings and regular parental contact. We can only succeed if we are united in our efforts.

We aim to encourage creativity, enterprise, teamwork, personal responsibility and leadership skills in all students. We want all students to develop a "can do" attitude that will prepare them for adult life and employment. Our aim is that every student who leaves the Campus at 16 or 18 has a place at college, university, an apprenticeship or a job.

**Michael Kent
Principal**

About the Campus

Netherhall Learning Campus consists of four schools, covering the full age and ability range from 3 – 19 years, each with its own distinctive ethos; each with its own individual identity and each catering to the specific needs of its students. Whilst the four schools are linked by a common philosophy and by common expectations, each school has its distinct and own characteristics that offer all students a continuous journey from Early Years entry through Key Stages 1 to 4 and beyond to Key Stage 5 via the Studio School. We are made up of a diverse community, yet we are all Netherhall.

A continuous journey

Pupils may join any of the schools at any time. Regardless of the stage at which they start to attend, all students will experience the unique benefit of an education that has been planned by specialist teachers for all stages of a child's learning journey.

A common standard and expectation of dress, behaviour and standards of presentation:

- All students, regardless of age, are expected to observe common rules of courtesy, respect, honesty and reliability.
- Uniform is the same across the Campus.
- From the start of their school career, all pupils are expected to arrive on time and with the correct equipment.
- Work is always to be presented to the best of the pupils' ability and books are to be respected and kept in good condition.

A recognition of the importance of parents and carers as partners in the learning journey of our children. A dedicated community team works across the campus to:

- Work with parents to help support their children.
- Encourage greater parent and carer participation in school.
- Support adults who may have had a career break, back into learning and into the workplaces.

High quality teaching

- Teachers across the campus meet regularly to share ideas and good practice.
- They share their expertise and help identify and meet the needs of pupils with special aptitude in their subject area.

Innovative curriculum development

- The curriculum is jointly planned by specialist teachers across the Campus to prevent unnecessary repetition and stalling of progress at change of school.
- Creativity and opportunities for artistic and musical development are actively promoted and encouraged.

**Netherhall St James C of E (VC)
Infant and Nursery School**

Rawthorpe Lane, Rawthorpe
Huddersfield HD5 9NT

01484 226601

infants@nlconline.org.uk

[View map](#)



**Netherhall Learning
Campus Junior School**

Rawthorpe Lane, Rawthorpe
Huddersfield HD5 9NT

01484 300080

juniors@nlconline.org.uk

[View map](#)

**Netherhall
High School**

Netherhall Avenue
Huddersfield HD5 9PG

01484 382140

info@nlconline.org.uk

[View map](#)



**The Creative & Media
Studio School**

Netherhall Avenue
Huddersfield HD5 9PG

01484 382140

cmss@nlconline.org.uk

[View map](#)



Letter from the Heads of School

Welcome and many thanks for your interest in the vacancy at our school. This information pack will provide you with an outline of the role for which you are considering applying and I would encourage you to undertake further research into our school and its community to make sure this is a role in which you can make a significant, positive impact on the lives of our students. Additionally, it needs to be the right place for you to develop professionally and to be happy in the next stage of your career.

Our ethos of '*Success for All*', caring for each other and achieving excellence, underpin everything that happens in our school. I believe education should have a positive impact on all students and that Netherhall is the right place for this to happen. We have the highest expectations of all our students in every area of school life. Our school is a caring, nurturing and ordered community with an atmosphere of calm and purposeful learning. Students are treated as individuals and we recognise and celebrate different abilities, aptitudes and interests and believe that everyone can develop through dedication and hard work. We aim to create an enjoyment for learning and a resilience that is essential for achieving excellence. We work hard to ensure every young person is happy, safe and successful – a credit to themselves, their family and Netherhall. We aim high.

A culture of excellent teaching and learning is at the heart of everything at Netherhall Learning Campus and it isn't just for students; we invest heavily in the continuing professional development of all our staff to improve the student experience. Success is not down to one thing but needs some key ingredients: strong classroom practice, an appropriate and personalised curriculum, rigorous tracking and monitoring of progress, commitment and positive behaviour for learning from students and support from home. These coupled with a love for learning and a passionate belief that all can achieve are crucial so that every student can be the best that they can be.

We look forward to welcoming you into our school community.



Kirsty McGrath
Head of I&N School



Zoe Lowe
Head of Junior School



Heather Johnson
Head of High School

"Success For All"



Information

Thank you and welcome for taking the time to read this pack.

Netherhall Learning Campus High School is a place where every student is valued and success is a shared goal. As the head of this vibrant learning community, it would be my pleasure to introduce you to a school that is dedicated to fostering a nurturing environment where students not only achieve academically but also grow as individuals.

Our vision is clear: **Success for All.**

We believe every student has the potential to excel and we are committed to providing the tools, opportunities, and support needed to turn that potential into reality.

Our key values of **ready, respectful, and resilient** are the pillars that support our vision. They are not just words; they are the standards by which we live and learn every day.

Being '**Ready**' means our students come prepared to engage with their education, equipped with the curiosity and the drive to learn.

'**Respectful**' reflects our commitment to creating a community where everyone is valued and differences are celebrated.

'**Resilient**' describes our shared determination to overcome challenges and view setbacks as opportunities to learn and grow.

At our school, students don't just learn; they thrive, gaining the knowledge, skills, and characteristics essential for reaching their full potential. We are dedicated to preparing our students for the next stage of education and the workplace, ensuring they leave us not just with qualifications, but with the confidence and capability to navigate the future.

We are very proud of our school and the dedicated team that we have who work tirelessly hard to provide the best opportunities for the young people in our care. We would welcome every opportunity to celebrate the success of this with you.

We look forward to welcoming you in person to Netherhall Learning Campus High School, where your journey towards success could begin today. Together, we will strive to make your experience here one that is filled with learning, growth, and success.

If you would like further information, or to visit, prior to completing your application Please contact our school office and our team will be more than happy to support you with this request.

**Mrs Heather Johnson,
Head of School**

If you would like to be considered for the post, please complete the application form in full, alongside a letter of application, no more than two sides, outlining your relevant experience to date and the contribution you feel you could make to our school.

Please be assured that we take the time to read and consider all applications we receive. However, it is not possible to give feedback to candidates who have not been shortlisted.

We are committed to safeguarding and promoting the welfare of children and young people we expect all our staff to share our commitment. Further information regarding our safeguarding approaches can be found on our website. The successful applicant to this post will be subject to an enhanced DBS check and other pre-employment checks before the appointment is confirmed. **Please note CVs will not be accepted.**

Position: Lead of Secondary ARP

Contract: Permanent

Salary: Lead Practitioner 6 - 10

Start date: February 2026

Closing Date: Monday 1st December 2025 at 12pm

Interviews: w/c 8th December 2025

Completed application forms should be returned to: admin@nlconline.org.uk

For a tour of the school, please contact admin@nlconline.org.uk

Joining Netherhall Learning Campus

- Netherhall Learning Campus High School is committed to developing all staff within their roles and creating opportunities for further career progression
- **Pension** – Every employee has access to the Teachers' Pension Scheme or West Yorkshire Pension Fund.
- **Emotional Wellbeing Support** via Employee Healthcare Service including Care First a free confidential counselling service.
- **Wellbeing Benefits** include annual flu vaccination, staff gym and exercise classes
- **Cycle to work scheme**
- **Corporate gym membership** – as a Kirklees employee you are entitled to the corporate rate at all Kirklees Active Leisure gyms
- **Vivup** - discounts across hundreds of the UK's high-street and online retailers
- **Totum Pro** – NUS card for professionals



Job Description

Lead of an Additionally Resourced Provision for pupils with Complex Communication & Interaction (CCI) needs

Responsible to: Head of School

Professional Responsibilities:

To carry out the professional duties of a teacher outlined in the most recent Teacher's Pay and Conditions document, including Teachers Professional Standards.

Additionally, the post holder will be required to work with the main school to lead the support and integration of pupils with Special Educational Needs with the school and parents/carers, and offer advice and support with regard to pupils with Special Educational Needs.

Responsibilities

1. To act as a model of excellent classroom practice for other teachers and support staff, with specialist knowledge of CCI.
2. To take a leading role in ensuring the Additionally Resourced Provision meets statutory requirements with respect to the Code of Practice for SEND 2015.
3. To keep up to date with legislation, guidance, policies, and current research ensuring the Provision complies fully and is a model of accepted good and outstanding practice.
4. To participate in policy and school improvement decisions as part of the School Management Team.
5. To carry out performance management responsibility of a number of staff.
6. To monitor and evaluate the effectiveness of interventions, through an annual report to the Head of School, Line Manager and Strand Lead. The main focus of which is outcome and evidence based judgements to inform whole school and strand self - evaluation and development planning.
7. To lead and manage the development of personalised learning programmes, IEPs and transition plans for pupils within the provision.
8. To organise and attend, (chair when appropriate), annual and interim reviews for pupils with an EHCP.
9. To establish and maintain effective and high-quality relationships with parents/carers and other professionals
10. Induct, support and monitor new staff.

Pupil Progress

1. Coordination of support plan, external professional links and EHCP reviews of identified pupils.
2. Monitor, report and evaluate the effectiveness of the support provided by teachers and support staff in mainstream schools.
3. Take pastoral responsibility for named pupils within the Additionally Resourced provision.
4. Responsibility for sharing progress with school, parents and agencies, through home reports, placement reports and transition plans.
5. Set individual targets (academic and personal/social) including IEPs, review and report on progress for all designated pupils.

General teaching responsibilities

1. To plan, deliver and review specific teaching programmes (including schemes of work) for individuals and groups of pupils.
2. To provide and give advice about creating a stimulating educational environment for specific children and young people with a range of difficulties.
3. To lead on curriculum development and differentiation.
4. To contribute to the planning, delivery and review of the overall curriculum.
5. To lead on maintaining good order and discipline.
6. To support pupils and staff in mainstream schools to facilitate inclusion.
7. To prepare reports as necessary for assessing, planning, monitoring, reviewing and evaluating pupils' progress.
8. To attend and chair meetings as required by the Head of School.
9. To advise main school with regard to SEND and inclusive practice.
10. To contribute to the maintenance of an up-to-date database on pupils supported in mainstream and/or placed at the specialist provision. (SEND support and EHCP reviews).
11. To support pupils and their parents/carers to make the most of the educational opportunities offered by the service.
12. To liaise with other agencies when appropriate e.g. social care, health agencies, voluntary and community sector organisations,

Standard section for all jobs

1. To keep abreast of developments in the areas of curriculum, teaching and learning, inclusion and Complex Communication & Interaction (CCI) needs.
2. To coordinate and participate in Continuing Professional Development (CPD) and Performance Management as negotiated with the Head of School.
3. To 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 provision and school.
4. The teacher's duties must at all times be carried out in compliance with the school's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.
5. Take reasonable care of the health and safety of self, other persons and resources whilst at work.
6. Co-operate with management of the school as far as is necessary to enable the responsibilities placed upon the school under the Health and Safety at Work Act to be performed, e.g. operate safe working practices.
7. It is the duty of the teacher not to act in a prejudicial or discriminatory manner towards service users or employees, including those who may be for example from minority ethnic communities, women, disabled or older people, lesbians or gay men. The teacher should also counteract such practice or behaviour by challenging or reporting it.
8. 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.
9. 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.
10. 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.

Person Specification

POST TITLE: Lead of ARP

	ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
1.	RELEVANT EXPERIENCE	1.1	Recent experience of teaching KS3 and 4 pupils with CCI needs.	Application / Selection Process	A
		1.2	Experience and knowledge of managing and supporting pupils with CCI.	Application / Selection Process	A
		1.3	Experience of leading, managing and delivering provision and personalised learning programmes/interventions for pupils with SEND.	Application / Selection Process	A
		1.4	Excellent classroom practitioner with the ability to motivate and inspire pupils and meet individual needs.	Application / Selection Process	A
		1.5	Experience of leading and supporting staff in the writing and management of My Support Plans and EHCPs.	Application / Selection Process	A
		1.6	Experience of assessing pupils with CCI.	Application / Selection Process	A
		1.7	Experience of working in partnership with parent(s)/ carer(s) and colleagues in other agencies and provisions	Application / Selection Process	A
		1.8	Experience of monitoring and evaluating the effectiveness of teaching and learning, including personalised learning programmes.	Application/ Selection Process	A
		1.9	Experience of managing support staff/staff.	Application/ Selection Process	B
2.	EDUCATION AND TRAINING ATTAINMENTS	2.1	Qualified Teacher Status.	Application / Selection Process	A
		2.2	Recent and relevant CPD	Application / Selection Process	A
		2.3	Commitment to continued professional development	Application / Selection Process	A
3.	GENERAL AND SPECIAL KNOWLEDGE	3.1	Extensive knowledge and understanding of CCI needs and effective strategies and approaches to support children with CCI.	Application / Selection Process	A
		3.2	Ability to promote inclusion and meet the additional needs of all pupils.	Application / Selection Process	A
		3.3	Ability to organise and manage annual and interim reviews for pupils.	Application / Selection Process	A
		3.4	A well-developed understanding of the principles and practices associated with excellence within Secondary education.	Application / Selection Process	A
		3.5	Commitment and ability to raise standards for all pupils	Application / Selection Process	A
		3.6	A well-developed current knowledge of the Secondary curriculum.	Application / Selection Process	A
		3.7	A working knowledge of the assessment procedures including the recording, reporting and analysis of children's progress and development.	Application / Selection Process	A

		3.8	A good working knowledge of ICT and its use across the curriculum.	Application / Selection Process	A
4.	SKILLS AND ABILITIES	4.1	Ability to lead and support staff development.	Application / Selection Process	A
		4.2	Ability to work in a solution-focused, flexible manner.	Application / Selection Process	A
		4.3	Ability to develop a positive team spirit, communicate effectively, delegate and negotiate, when necessary, with sensitivity.	Application / Selection Process	A
		4.4	Willingness to lead aspects of INSET/CPD.	Application / Selection Process	A
		4.5	Ability to remain calm and supportive at all times.	Application / Selection Process	A
		4.6	Effective communication skills with a variety of stakeholders.	Application / Selection Process	A
		4.7	Ability to line manage staff including Performance Management.	Application / Selection Process	A
		4.8	Ability to participate in policy and school improvement decisions in partnership with the Senior Leadership Team.	Application / Selection Process	A
		4.9	Ability to review and evaluate the effectiveness of the Additionally Resourced provision.	Application / Selection Process	A
		4.10	The ability to analyse and interpret data.	Application / Selection Process	A
5.	ANY ADDITIONAL FACTORS	5.1	Ability to adapt and be flexible to the needs of the school and Additionally Resourced provision sector.	Application / Selection Process	A
		5.2	Positive approach to the management of change.	Application / Selection Process	A

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters A, B and C in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the A's on day one to be able to do the job, you need to have all the B's to do the job, but they could be learnt during the induction, and if you have C criteria this would be an additional bonus.

We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this. Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview