



Assistant Headteacher (Inclusion and Personal Development)

L10 - L14

Full Time - permanent

September 2026 start date



1557

Tadcaster
Grammar School

Be your best self



Dear potential applicant,

Thank you for expressing an interest in applying for the post of Assistant Headteacher (Inclusion and Personal Development).

At Tadcaster Grammar School [TGS] we put the needs of students at the forefront of our decision making and practice. Our curricular and co-curricular offer responds to the aims and aspirations of individuals and we structure this as a 7-year experience. The school is fortunate to have a highly committed and talented staff and governing body and our students are motivated, articulate and keen to learn. TGS is a larger than average school, but we organise our pastoral systems so everyone is seen, heard and valued.

Several features of the school are likely to be of note to you if you visit. The first is the very open and welcoming nature of the school from both the staff and students. The second, the sheer variety of activities which are offered both within the curriculum and after school hours. TGS is a school with a strong reputation for looking after its students and where high standards of conduct are non-negotiable.

Our ambition for the school focuses on developing a culture where all students achieve highly whatever their background or ability. This relies on providing learning and teaching of the highest possible quality to engage, enthuse and motivate. At TGS we do not limit our definition of achievement simply to traditionally academic pursuits; we believe in developing well rounded individuals and, as such, we make a significant investment in the areas of sport, creative and performing arts.

Our 2022 Ofsted inspection confirmed what we already knew - that our students enjoy their learning, that they feel safe and well looked after, that the school has an ambitious curriculum which is taught exceptionally well, and that we are firmly committed to providing the very best quality of education for every student both now and in the future.

The role of Assistant Headteacher (Inclusion and Personal Development) is pivotal to our ongoing journey to make TGS the very best place for each individual student to achieve and be happy and healthy. You will be joining an experienced senior leadership team with the highest commitment to providing the very best education and care. The job description for the successful candidate will be primarily centred on personal development, although the person taking up the post must have the knowledge, experience, intellect and flexibility to undertake any reasonable leadership brief as and when the need arises. Working in senior leadership means that a member of staff commits to far in excess of 1265 hours per year and should, within reason, prioritise the needs of the school at all times. We take staff workload and wellbeing seriously in the school and the Trust. The post would most likely suit a candidate who has significant, recent and relevant experience of the personal development brief at whole-school leadership level, who has recent experience beyond one school and is looking to broaden their professional development further. We are interested in applicants who are inspirational teachers and who can offer complementarity to our existing extended leadership team.

The successful candidate will be well supported into this role but there will be a strong expectation that they will master their brief in a timely manner and quickly start evidencing impact within and beyond their job description. Our staff, parents and governors rightly have the very highest expectations of the senior leadership team and if you join the school you will be expected to model exacting standards in all aspects of your practice. The servant leadership model perhaps captures the default way the successful candidate, in company with all senior leaders, should operate within this job role. In addition, you will be expected to lead with a strong sense of ethics and authenticity at all times.

If you feel you are ready for the challenge and would like to know more about the school and its activities please take a look at our website. If you would like to speak with a member of the team, or arrange to visit during a school day, please do not hesitate to contact us on 01937 833466.

If you choose to take your interest in the post further, I would encourage you to pay attention to the following whilst assembling your application:

- The School Vision and Values Statement
- Job description and person specification
- School performance data about the school available in the public domain
- The [school](#) and [Yorkshire Learning Trust's](#) websites

I hope the following information shapes your thinking and gives the guidance to help you apply.

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.

I look forward to the possibility of meeting you soon.

Yours faithfully,

Mr R Vernon
Interim Headteacher

The Selection Process

The Yorkshire Learning Trust (YLT) is committed to equality and to making fair and equitable treatment an integral part of everything we do. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed. For further details about the school visit our website: [Tadcaster Grammar School](#).

If you wish to apply for the post of Assistant Headteacher:

Fully complete the online application form on our careers website [HERE](#), ensuring all details are accurate and all declarations are signed. Please ensure you include details of two professional referees with one being your current employer (with email addresses).

Your Supporting Statement within the application form should be 2 sides A4 Ariel 12 point, 1.15 spacing maximum, addressing the following:

How your experience to date best fits you to the requirements of the following sections of the person specification:

- Experience
- Training
- Knowledge and skills

Please use *relevant* examples and impact measures from your practice during the last 3 years.

The short-listing process will, in part, assess your ability to communicate effectively and accurately in the written word. Your audience for your written work will be school staff and governors.

Remember when addressing the above, *less is sometimes more*.

Timeline for the selection process

Post advertised	Wednesday 29th April 2026
Closing time/date for applications:	9am, Wednesday 13th May 2026
Short listing:	Friday 15th May
Selection day:	w/c Monday 18th May

Please address all return mail to Mrs R Evans (HR Advisor): tgs.recruitment@tgs.starmat.uk

Appendices

1	The School Vision and Values Statement
2	Job description for the role of Assistant Headteacher (Inclusion and Personal Development)
3	Person Specification

Appendix 1

OUR VISION *(Our cause; our key belief)*

Be your best self	<p>During their 7 years with us at the school, we want all students to maximise their potential through excellent academic and personal development.</p> <p>Each individual should also be:</p> <ul style="list-style-type: none"> ● aware of the needs of others in their thoughts and actions; ● empowered to control their own well-being; ● able to achieve fulfilment in their current and future lives.
--------------------------	--

OUR CORE VALUES *(These should be seen, experienced & lived)*

All staff and governors at Tadcaster Grammar School are expected to recognise and uphold the Trust's **values** of trust, openness and service. In addition:

All **staff** are expected to consistently model the following **values** which underpin everything we do, every day:

Students considered first	All of our decisions should put the needs of students first, whilst also considering our own and others' wellbeing. All students will be known well, included, valued and heard.
High expectations - no limitations	We do not prejudice potential by preconceptions about individuals or groups of students.
The optimum curriculum experience for each student	We respond to the aspirations and needs of individual students with a stimulating curriculum and diverse co-curricular offer.
The optimum support for each student	Students are individuals with their own needs and requirements; our care and pastoral support systems need to reflect this.

All **students** are expected and supported to show the following **values** in everything they do in school, every day:

Ambition	To show a desire to achieve success.
Resilience	To show a determination to achieve success.
Responsibility	To take ownership for their actions and work in and out of school.
Respect	To be considerate to themselves and others.

Appendix 2

Job Description

Responsibilities and Key Tasks: (All teaching Staff)

Teachers should work with their Curriculum Team Leader, whilst taking direct responsibility for the following:

- To uphold the aims, policies, procedures and ethos of the school.
- Work in accordance with the Teacher Standards (2012) [Teachers' standards](#).
- Work within the School Teachers Pay and Conditions Document
- Teach as directed throughout the school subject to appropriate training.
- To be accountable for students' attainment and achievement.
- Contribute to and implement the annual School Improvement Plan and agreed policies.
- Monitor, expect and improve progress in student learning.
- Participate in the pastoral management of the school as requested.
- Take part in appraisal procedures outlined in an agreed school policy.
- Take responsibility for their own professional development.
- Plan and deliver lessons using a range of strategies to meet students' individual learning needs.
- Have a thorough knowledge and understanding of their subject, its teaching and place in the National Curriculum and that of the school.
- Set and mark homework according to the school and subject policies.
- Mark, assess, record and report on students' achievements, setting appropriate targets for improvement.
- Meet deadlines for reporting, marking, submission of assessment data, coursework, marks and forecast grades.
- Prepare students for examinations, taking part in standardisation and moderation activities required within the subject and by examination boards.
- Contribute to the development of schemes of learning, school and subject policies as appropriate.
- Attend and contribute to appropriate meetings and professional development activities.
- Contribute to the process of subject self-evaluation and improvement planning.
- Undertake whatever other duties might reasonably be requested by the Headteacher or Curriculum Team Leader.

Job Description

Job Title:	Assistant Headteacher: Inclusion and Personal Development		
Reports to:	Headteacher	Salary:	L10 - L14
1.	<p>INTRODUCTION</p> <p>The Assistant Headteacher will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.</p> <p>The Assistant Headteacher will meet the general requirements of this post, and those of a class teacher, as specified in the School Teachers' Pay and Conditions Document. The post will require you to work in partnership with the Headteacher, governors and staff to ensure the continuous improvement and effective operation of the school</p> <p>Please note that this job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Assistant Headteacher will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher</p>		
2.	<p>SPECIFIC RESPONSIBILITIES:</p> <ul style="list-style-type: none"> ● In collaboration with the Headteacher, lead the development and implementation of an outstanding inclusion strategy and Personal Development Curriculum. ● To champion a whole-school culture of inclusion, ensuring excellent support for the most vulnerable learners to help maximise their potential ● To lead student voice ● To line manage the school's SENCO and ensure all statutory requirements are met ● To support the SENDCo to oversee SEND provision so that all pupils irrespective of perceived barriers, obtain outcomes that support aspirational future pathways. ● To lead strategy, implementation, and impact for Pupil Premium learners. ● To oversee personal development provision, leading on high-quality enrichment, character development, and wider opportunities that support students' spiritual, moral, social, and cultural development. ● To use data, evaluation, and student voice to demonstrate impact and inform continuous improvement in order to ensure the school's inclusion strategies are effective ● To ensure relevant staff teams are working collaboratively with families, staff, and external agencies to secure strong outcomes for all pupils. ● To work with the DHT, ensuring inclusive, ambitious teaching is delivered in every lesson that meets the diverse needs of our students. 		

The main requirements are detailed below and involve a commitment to:

1. SHAPING THE FUTURE

- To support the Headteacher and governors in establishing a vision for the future development of the school
- To play a leading role in the school improvement planning process, taking account of the agreed priorities of the school
- To contribute to the identification of key areas of strength and weakness in the school and to lead in relevant areas
- To work to a high standard in implementing agreed policies and priorities, and to set high expectations and a good example for other colleagues
- To promote a culture of teamwork, in which the views of all members of the school community are valued and considered
- To contribute to the self-evaluation of the school

2. LEADING LEARNING AND TEACHING

- To provide appropriate training for staff to shape and sustain inclusive practice across the school.
- To ensure effective delivery of the PSHCE curriculum.
- Lead programmes to foster personal growth, including student leadership, mentoring and extracurricular provision
- To promote the active involvement of students in their own learning of behaviour
- To contribute to the development of a broad and rich curriculum that meets the needs of the range of students in the school
- To help monitor and evaluate classroom practice
- To provide support for colleagues in improving their classroom practice

3. DEVELOPING SELF AND WORKING WITH OTHERS

- To promote equal opportunities and safeguard the safety and welfare of all those in the school
- To contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect, and the safety and welfare of children and young people is paramount
- To support the development of collaborative approaches to learning within the school and beyond
- To effectively line manage designated colleagues, ensuring accountability, support and effective implementation of school priorities.
- To set high expectations for your own performance and that of others and to assist with the setting and monitoring of professional standards in the work of all staff members
- To engage in relevant professional development activity as necessary and to guide staff in their training and personal development

<p>4.</p>	<p>MANAGING THE ORGANISATION</p> <ul style="list-style-type: none"> ● To contribute to a regular review of the organisation of the school to ensure it meets statutory requirements ● To develop action plans in specified areas of responsibility, to bring about improvements ● To lead on the development and implementation of school policies relating to issues attaining to inclusion and personal development. ● To contribute to the planning process for the distribution of resources, to ensure they meet the school's identified priorities ● To take responsibility for Performance Management of identified staff ● To contribute to the regular evaluation of the impact of the use of resources in relation to the quality of education of the students and value for money ● To maintain a high profile in the life of the school through being a visible leader around the site, running a duty team and by attending extra-curricular events ● To be directly associated with responsibilities relating to assemblies, tutor meetings and quality assurance
<p>5.</p>	<p>SECURING ACCOUNTABILITY</p> <ul style="list-style-type: none"> ● To support the governing body in meeting its responsibility to account for the performance of the school ● To be directly linked with named curriculum areas in terms of monitoring and evaluation and in support of improvement planning and performance review ● To support staff in understanding their own accountability, and promote performance management as a means of improving teaching, learning and leadership in the school
<p>6.</p>	<p>STRENGTHENING COMMUNITY</p> <ul style="list-style-type: none"> ● To gain an understanding of the diversity of the school community ● To contribute to policies and practice which promote equality of opportunity and tackle prejudice ● To contribute to the development of opportunities for students to enhance their learning within the wider community ● To promote and model good relationships with parents, which are based on partnerships to support and improve students' achievement ● To promote links and good relationships with the local community and outside agencies

Appendix 3
ASSISTANT HEADTEACHER
Inclusion and Personal Development

A: Application
I: Interview
R: References

PERSON SPECIFICATION	Essential (E) Desirable (D)	Evidenced*
<p>Qualifications, Experience and Professional Development</p> <ul style="list-style-type: none"> ● Qualified Teacher Status ● Honours Degree or equivalent ● Professional Development in preparation for Senior Leadership. ● Background checks and references show no issues of concern with regard to safeguarding children and young people 	<p>E E E E</p>	<p>A A A A/R</p>
<p>Leadership and management experience:</p> <ul style="list-style-type: none"> ● Experience as a Curriculum Leader, Year Leader or equivalent ● Successful and sustained leadership within a secondary school/college ● Successfully led, planned, managed and evaluated change which has had a significant impact. ● Demonstrated the ability to work strategically and successfully. ● Working successfully with other education partners and providers ● Experience of working effectively with governors to enable them to discharge their responsibilities in providing strategic leadership, direction and challenge ● Experience of sixth form 	<p>E E E E D D D</p>	<p>A A/I/R A/I/R A/I/R I/R I/R A/I/R</p>
<p>Teaching Experience</p> <ul style="list-style-type: none"> ● Demonstrated outstanding, sustained, and successful experience as a teacher in a secondary context ● Proven record of outstanding results with examination classes 	<p>E E</p>	<p>A/R A/R</p>
<p>Shaping the Future</p> <ul style="list-style-type: none"> ● Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision ● Experience of developing and sustaining a learning culture that has inclusion at its core, including high expectations and standards of achievement 	<p>E E</p>	<p>A/I/R A/I/R</p>
<p>Leading Teaching and Learning</p> <ul style="list-style-type: none"> ● Experience of implementing strategies for improving the quality of teaching and learning, including promoting excellence and challenging poor performance ● Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement and personal development and well-being ● Ability to ensure that creativity, innovation and the use of appropriate new technologies are used to extend the learning experience of pupils and achieve excellence 	<p>E E E</p>	<p>A/I/R A/I/R I/R</p>

<p>Developing Self and Working with Others</p> <ul style="list-style-type: none"> ● Understands the significance of interpersonal relationships and strategies for promoting individual and team development ● Knows how to promote an open, fair and equitable culture ● Has a clear understanding of the impact of change and different leadership styles on individuals and organisations ● Ability to communicate appropriately and effectively with a variety of audiences, including children and young people ● Ability to build and sustain networks and alliances in pursuit of organisational goals ● Reads widely to keep abreast of changes in education 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>I/R</p> <p>I/R</p> <p>I/R</p> <p>I/R</p> <p>A/I/R</p> <p>A/I</p>
<p>Managing the organisation</p> <ul style="list-style-type: none"> ● Successful experience of the delegation of leadership responsibilities and management tasks as appropriate and monitoring their implementation ● Understands how to establish and sustain effective organisational structures, systems, policy, and practice ● Knowledge of and commitment to the implementation of the safeguarding agenda 	<p>E</p> <p>E</p> <p>E</p>	<p>A/I/R</p> <p>I/R</p> <p>I/R</p>
<p>Securing Accountability</p> <ul style="list-style-type: none"> ● Demonstrates a clear understanding of the principles and practice of quality assurance systems, including school review, self-evaluation and performance management and have experience of these ● Shows a practical understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance ● Ability to ensure that there is a consistent and continuous school-wide focus on pupils' achievement, using data, information, and intelligence to monitor progress in every child's learning ● Experience of holding individuals and teams to account for student learning outcomes 	<p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>I/R</p> <p>I/R</p> <p>A/I/R</p> <p>I/R</p>
<p>Strengthening Community</p> <ul style="list-style-type: none"> ● Understands the importance of listening to, reflecting, and acting on feedback ● Experience of strategies that encourage parents and carers to support their children's learning 	<p>D</p> <p>D</p>	<p>I/R</p> <p>A/I/R</p>

Personal Skills and Attributes – the ability to:		
● Embed successful change by effectively completing tasks and evaluating outcomes within agreed timescales.	E	I/R
● Inspire, challenge, motivate and empower teams and individuals to achieve high goals	E	I/R
● Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people	E	I/R
● Demonstrate personal and professional integrity, including modelling values and vision	E	I/R
● Prioritise, plan and organise themselves and others	E	I/R
● Think analytically and creatively and demonstrate initiative in solving problems	E	I/R
● Be able to present in an inspiring, engaging and effective manner to a variety of stakeholders	E	I/R
● Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others	E	I/R
● Demonstrate a capacity for sustained hard work with energy and vigour	E	I/R
● Demonstrate resilience and optimism	E	I/R
● Demonstrate a sense of humour	E	I/R



This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the school's policies, procedures and ethos.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other reasonable duties within the Trust, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the school's policies and supporting documentation in respect of these issues.

As part of the Yorkshire Learning Trust (YLT) we pride ourselves on the work that we do supporting young people and welcome all applications. Visit the [website](#) for access to our recruitment policies.

The YLT is committed to equality, and to making fair and equitable treatment an integral part of everything we do. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed.

