



V E N N

EDUCATION GROUP

Teacher Recruitment

Wragby Academy, Nostell, Wakefield

Appointment: Opening September 2026

Key Stages 2-4

Grade: MPS/UPS, Full time

Specialist Provision - Autism Spectrum Disorder and Communication Needs



Dear Colleague,

Wragby Academy is not simply a new school. It represents a strategic commitment to reshaping specialist provision across Wakefield. Too many children with Social, Emotional and Mental Health needs (SEMH) and Speech, Language and Communication needs (SLCN) are currently educated out of area or in settings that do not fully meet their needs. Wragby Academy is being established to change that. For September we are looking for an assistant principal and four teachers who want to be part of building something exceptional from the very beginning, as we phase the pupil. This is not a typical teaching role. Joining Wragby means contributing to the creation of a culture, curriculum and set of practices that will shape children's experiences for the next decade.

You will play a pivotal part in designing and delivering high quality learning, building strong relationships, and establishing routines and systems that enable pupils to feel safe, understood and ready to learn. You will work with a dedicated team who share a belief in high expectations, relational practice and a relentless focus on helping pupils make meaningful progress, academically, socially and emotionally.

Wragby Academy will open in September 2026 on a fully refurbished site in Nostell. It will grow to 120 pupils from Key Stage 2 to Key Stage 4. The academy will be a provision to specialise in ASD and communication needs, with a smaller, highly personalised pathway for pupils with more complex learning needs.

We want Wragby to become a centre of excellence within three years. That means a strong, predictable culture; a carefully sequenced SEND curriculum; purposeful behaviour systems; and rigorous safeguarding and pastoral structures—right from day one.

If you are looking for a role where every day makes a difference, where your expertise is valued, and where you can help build a school that will transform opportunities for children and families, I would welcome your application.

Chief Executive Officer

Venn Academy Trust & Venn Education Group



Be Part of Something Exceptional from Day One

Teach in the Launch of a New Specialist Academy

Wragby Academy opens in September 2026, offering a highly structured, nurturing and ambitious environment for pupils aged 8–16 with ASD and communication needs. This is a rare opportunity to help shape a school from its earliest days — its culture, systems, curriculum and long-term vision.

We are now seeking skilled, passionate teachers to form our founding team and shape the culture, curriculum and daily experience of our first cohort of pupils.

Why Teach at Wragby?

You will shape the blueprint

As a founding teacher, you will influence every part of our practice: curriculum design, routines, pedagogy, relationships, behaviour systems and the daily rhythm of the school.

What We're Looking For

We want teachers who:

- Believe in high expectations for every pupil.
- Understand the importance of structure, consistency and relationships
- Have a deep commitment to improving life chances for children with complex needs.
- Are reflective, resilient and excited by the challenge of building something new.
- Value collaboration and ongoing professional growth.

Whether you come from mainstream, specialist, primary or secondary backgrounds, what matters most is your practice, your mindset and your commitment to doing what works for pupils.

Whether you come from a specialist or mainstream background, what matters most is your practice, leadership and commitment to doing what works.



Your Role

As a Teacher at Wragby, you will:

- Deliver a carefully sequenced, specialist curriculum.
- Create routines and environments where pupils feel safe and understood.
- Build strong relationships rooted in clarity, consistency and kindness.
- Work closely with support staff, therapists, leaders and families.
- Contribute to whole school systems, culture and long-term development.

Our Offer

Wragby Academy operates on terms aligned with Venn Academy Trust, including:

- Burgundy Book terms for teaching staff
- Access to Teacher Pension Scheme
- High quality CPD and specialist training
- The autonomy to innovate, with the support to do it well

Join Us

Help us create a school built on purpose, ambition and uncompromising expectations.

**For an informal conversation or further information email:
info@venneducationgroup.org**

Closing Date: 05th October 2026

Interviews: TBC



Job Title: Teacher
Grade: MPS/UPS
Responsible to: Principal
Location: Wragby Academy

To show, at all times, a personal commitment to treating all customers and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age).

Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Equal Opportunities in Employment Policy adopted by the Venn Academy Trust.

To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students.

The job description should be read alongside the range of professional duties of Teachers as set out in the Teachers' Pay and Conditions Document. The post holder will be expected to undertake duties in line with the professional standards for qualified teachers.



Please note decision making must be included within the Principal Accountabilities

Safeguarding

- To promote and safeguard the welfare of children, young people and/or vulnerable adults.

1. Teaching and Managing Pupil Learning

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.

2. Planning and Setting Expectations/Pupil Achievement

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment.
- Identify pupils who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on Educational Health Care Plans (EHCPs).



3. Assessment and Evaluation

- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark and monitor pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress.
- Understand the demands expected of pupils in relation to the National Curriculum at Key Stages.

4. Additional Duties

- Participate in the leading of, or lead, a specific curriculum area/ area of responsibility within the school.
- Play a leading role in reviewing policy for the teaching of a curriculum area area of responsibility.
- Contribute to the production of the School Improvement Plan as appropriate.
- Audit or assist with an audit of, existing resources for a curriculum area/ area of responsibility, and offer advice on and co-ordinate the acquisition of new materials.
- Represent the school in local cluster groups and liaise with secondary schools concerning a curriculum area/ area of responsibility.
- Liaise with other co-ordinators and senior management within the school on curriculum planning to ensure a balanced and coherent curriculum is delivered.

5. Relationship with Parents and the Wider community

- Prepare and present informative reports to parents.
- Provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context.
- Liaise with agencies responsible for pupils' welfare.



6. Manage Own Performance and Development

- Take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
- Share corporate responsibility for the implementation of school policies and practices.
- Set a good example to the pupils they teach in their presentation and their personal conduct.
- Evaluate their own teaching critically and use this to improve their effectiveness.

7. Managing and Developing Staff and Other Adults

- Establish effective working relationships with professional colleagues including, where applicable, associate staff.
- Taking such part as may be required by the Principal in the review, development and management of activities relating to a specific subject (s) area across the school.
- Advise and co-operate with the Principal and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment.

8. Managing Resources

- Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.



9. General Duties:

- To share in the corporate responsibility for the well-being and discipline of all pupils.
- To maintain positive relationships with the parents and carers of the children.
- To take a full role in the wider life of the school.
- Demonstrate an active contribution to the policies and aspirations of the school.
- To be responsible for your own safety and that of others.
- Demonstrate commitment to, and responsibility for, own professional development.
- Demonstrate knowledge and understanding and take account of wider curriculum developments which are relevant to their work.
- To promote and safeguard the welfare of children and young persons in accordance with the Safeguarding Children in Education under the provisions of the Education Act 2002 Section 175

General:

1. The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.
2. The above duties may involve having access to information of a confidential nature, which may be covered by the Data Protection Act.
Confidentiality must be maintained at all times.
3. The post holder must be flexible to ensure the operational needs of the school are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the school.
4. To promote the school's Equal Opportunity Employment policy.
5. The Health and Safety at work etc Act (1974) and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the post holders responsibility to take reasonable care for the Health, Safety and Welfare of him/herself and other employees in accordance with legislation and the school's Safety Policy and programme. Specific details are outlined in the Departmental Safety Policy.
6. Where the post holder is disabled, every effort will be made to supply all the necessary employment aids, equipment or adaptations to enable him/her to perform the full duties of the job. If, however, a certain task proves to be unachievable then the job redesign will be given full consideration.





The academy and the Trust have a strong commitment to developing a positive culture of high standards, expectations, achievements and meeting individual student needs and aspirations.

The school's contribution to pupils and community development will be pivotal in achieving academy and the Trust ambitious objectives in increasing Social Inclusion within the City.

Dimensions:

All sections should be completed – if there aren't any state 'none'

1. Responsibility for Staff:

To support staff who may be assigned to the teaching group.

2. Responsibility for Customers/Clients

To share corporate responsibility for the wellbeing and discipline of pupils.

To maintain positive relationships with parents and carers of the children.

To be responsible for your own safety and that of others.

3. Responsibility for Budgets

Help ensure expenditure is targeted and spent appropriately to support any priorities.

4. Responsibility for Physical Resources

Monitor and oversee resources.



Working Relationships:

All sections should be completed – if there aren't any state 'none'

1. Within Service Area/Section

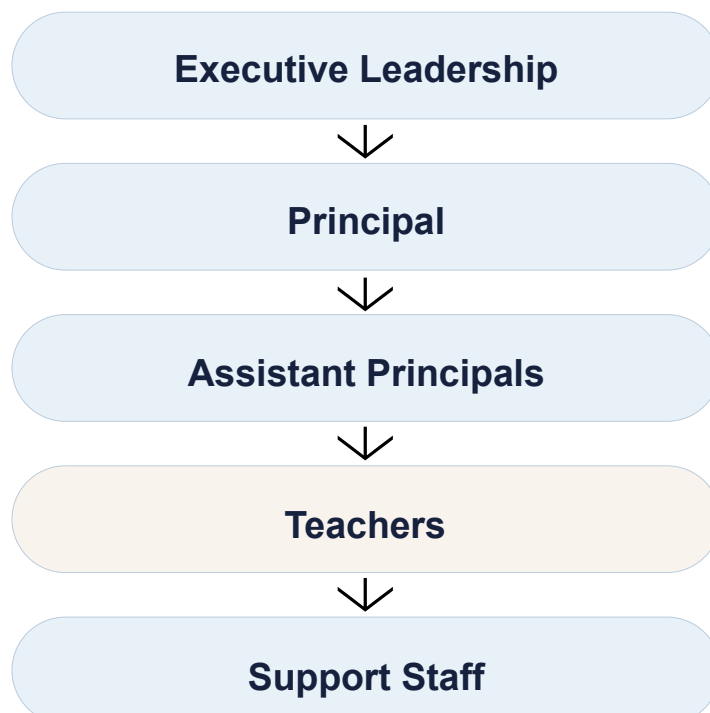
Ability to establish good professional relationships and effective working relationships with a range of partners colleagues and pupils at a variety of levels.

2. With Any Other Trust Area (where applicable)

Collaborate with other agencies in providing for the educational, intellectual, spiritual, moral, social and cultural wellbeing of the students and their families.

3. With External Bodies to the School

Collaborate with other agencies in providing for the educational, intellectual, spiritual, moral, social and cultural wellbeing of the students and their families.





Physical Demands: Moderate

Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).

Involves regular lifting, carrying, bending etc. Occasional outdoor working. Physical interaction with children who may display challenging behaviours.

Working Conditions: Moderate

Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).

Maybe required to visit students and families in a range of environments in addition to school this may include clients own home. Required to engage hard to help, challenging and sometimes unpredictable students.

Emotional Demands: High

Exposure to objectionable situations over and above that normally incurred in a day to day office environment.

Regularly exposed to highly confidential and sensitive information which can be of an upsetting nature. Required to work with and engage a range of students and families who may be hostile or difficult to help or have a range of challenging conditions. Involved in safeguarding and child protection cases.



The information listed as essential (shaded column) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS), T = Test/Assessment, P = Presentation.

Criteria	Essential	Desirable	How Identified
1. Qualifications			
Qualified Teacher Status	✓		AF, CQ
Further relevant professional development	✓		AF
Child Protection Level 1		✓	AF
2. Relevant Experience			
A track record of consistently good/outstanding classroom practice	✓		AF, R, P
Relevant experience of holding an area of responsibility/or leading a significant project/club in a school (will be required to state strengths)	✓		AF, I
Familiarity with the advances that ICT is bringing to schools	✓		AF, I
Successful experience of working with SEN children	✓		AF
Experience of working with parents and the wider community to enhance the learning process	✓		AF, I
3. Skills(including thinking challenge/mental demands)			
Motivation to work with children and young people	✓		AF, I
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓		AF, I
An ability to inspire, motivate, challenge and support others	✓		AF, I, R
Excellent teaching skills	✓		P, R
Ability to use a range of data to identify strengths and areas for improvement		✓	AF
Willingness to run or support with extra curricula activities		✓	AF, I, R
Ability to work collaboratively as part of a team	✓		AF, I, R
4. Knowledge			
A knowledge and commitment to safeguarding and promoting the welfare of children and young people	✓		I
Knowledge and understanding of current educational development	✓		AF, I
Knowledge of the curriculum and effective target setting	✓		AF, I

The information listed as essential (shaded column) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS), T = Test/Assessment, P = Presentation.

Criteria	Essential	Desirable	How Identified
Understanding of the processes to raise standards and promote progress	✓		AF, I
Understanding of the way children learn and different teaching methods	✓		I
Knowledge and understanding of the curriculum	✓		AF
Understanding of and a commitment to developing links between home, school and the community	✓		AF, I
Understanding of and commitment to equality of opportunity	✓		AF, I
Familiar with the use of Team Teach/De-escalation techniques		✓	AF, I
5. Interpersonal/Communication Skills: Verbal Skills			
Enthusiasm and motivation	✓		I
Personal vision of education	✓		AF, I
Willingness to take part in the broader life of the school	✓		I, R
Willingness to offer extra-curricular activities	✓		I, AF, R
5. Written Skills			
Good quality written communication skills – the ability to write for a variety of audiences	✓		AF
6. Other			
Desire to work at this establishment in particular	✓		I
Commitment to providing excellent service to the schools and its community	✓		AF, I
The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.			
7. Additional Requirements			
None			N/A
8. Disclosure of Criminal Record			
The successful candidate's appointment will be subject to the school/academy obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service (if ticked as an essential requirement).	✓		DBS Disclosure

The information listed as essential (shaded column) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS), T = Test/Assessment, P = Presentation.

Criteria	Essential	Desirable	How Identified
If the post-holder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	✓		AF (after short listing)
If the post-holder does not require a DBS disclosure the candidate is required to declare unspent convictions only.		✓	AF (after short listing)

Venn Education Group is committed to achieving fairness and equality in employment and welcomes applications from all sections of the community.

Venn Education Group is fully committed to safeguarding and promoting the welfare of pupils and expects all staff to share this commitment.

The successful candidate will be required to undertake an Enhanced DBS check.

Online searches will be carried out as part of Venn Education Group's recruitment due diligence for all shortlisted candidates, in line with Keeping Children Safe in Education.