



RECRUITMENT PACK

SEND Lead Teacher

(MPS/UPS + TLR 2A)



ROUNDHAY
SCHOOL

PRIMARY CAMPUS

Job Application Pack

For the position of

SEND Lead Teacher

Full Time, Permanent

Start Date: 1st September 2026

MPS/UPR + TLR 2A (£3,527)

To apply, please click on the link below to be directed to our online recruitment system <https://careers.roundhayschool.org.uk>. Further guidance on making an application, as well as information on our school is provided at the end of this job pack and at our vacancies page using the link above.

Please remember to detail in your application your experience, the impact your appointment will make in terms of raising standards at Roundhay School and why you are the ideal candidate. All gaps in employment must be clearly accounted for. Please also be aware that we are not permitted to accept CVs.

The application deadline for this position is **Monday 18th May at 9am**

We encourage early applications and reserve the right to close this vacancy at any time.

For our Ofsted Report:

<https://reports.ofsted.gov.uk/provider/28/108076>


Roundhay School Statutory Information (including our Safeguarding & Child Protection Policy):

<https://www.roundhayschool.org.uk/our-school/statutory-information/>

This school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.



HEAD OF PRIMARY Mr. A. Field | DEPUTY HEAD TEACHER Mr. D. Mitchell



ROUNDHAY
SCHOOL
PRIMARY CAMPUS

Dear Prospective Applicant

WELCOME

Thank you for expressing an interest in becoming a member of staff at our Primary Campus. This is a fantastic opportunity to join the Primary Team at our highly successful all-through school which achieved 'World-Class' accreditation in January 2023, OFSTED Outstanding in November 2023 and Primary School of the Year in November 2021.

We are currently looking to recruit a **SEND Lead Teacher** to join our excellent team. The aim of all colleagues at Roundhay School (Primary Campus) is to ensure our children become 'Recognisably Roundhay' and are fit and ready for their future beyond the Primary Campus. We work hard as a team to ensure that all staff and pupils feel happy, valued, and listened to. As a multi-cultural and very diverse school, we welcome applicants from all backgrounds, cultures, faiths and religions. Everyone is welcome here at Roundhay.

The successful candidate will:

- Be a highly skilled and knowledgeable individual
- Be hard-working, positive and enthusiastic with a passion for striving for excellence
- Set high expectations which nurture, inspire, motivate and challenge all pupils
- Have positive working relationships with children, particularly those with SEND, staff and parents
- Respect and embrace the diverse intake of children and families that we serve. Living and breathing one of our core values: 'We Celebrate Diversity'.

The successful candidate will have access to our comprehensive staff wellbeing package which includes:

- ❖ An excellent suite of continuous professional development
- ❖ Access to our 'School Advisory Service' which includes free GP, counselling and physiotherapy services along with menopause, weight-loss and wellbeing support
- ❖ Access to the 'Vivup' employee benefit package which also includes discounted car leasing and discounts on high-street purchases
- ❖ Further staff wellbeing and social opportunities including visiting coffee vans, social events and more!

Roundhay is launching an exciting new specialist provision model designed to support children with additional needs to successfully access the mainstream curriculum. Following the implementation of our first base which supports children in Reception and Year 1, we are now looking to open our second base which will support children in Years 2 and 3. Our two bespoke provision bases – **The Cove** and **The Harbour**, will provide nurture-based support for pupils with communication and language needs, and SEMH challenges. These provisions are designed to complement the existing Roundhay School curriculum, ensuring children can access learning in a way that is right for them and meets their individual needs. **We are seeking an exceptional specialist teacher to work across these provisions, delivering direct teaching, targeted intervention programmes, and personalised support that enables children to communicate, regulate, reconnect, and achieve. More information is available on Page 7.**

As a final point, we appreciate that artificial intelligence can be a helpful tool, however, we value applications that are **authentic, concise and clearly written**. Please avoid submitting lengthy, generic applications generated by AI, and instead focus on clearly summarising your experience and achievements.

To book onto one of our tours, please email jkelly@roundhayschool.com.

Choosing a new school can be a hard decision so to help you with this, please watch our recruitment [video](#).

Yours sincerely
Alastair Fox-Field
Head of Primary



HEAD OF PRIMARY Mr. A. Field | DEPUTY HEAD TEACHER Mr. D. Mitchell



ROUNDHAY SCHOOL

EST. 1903

Dear Prospective Applicant

WELCOME

Thank you for expressing an interest in the advertised position at our **'outstanding school'** (Ofsted 2024).

We are looking for an enthusiastic and committed colleague who is willing to do **'whatever it takes'** to ensure that our amazing pupils get the very best school experience. As one of the first all-through schools, educating children from 4 to 18 with an outstanding sixth form of 500+, we are absolutely dedicated to continuing to improve in all areas. Despite our impressive results and history of success, we continue to have unrelenting ambition for the young people we serve and you will not find the slightest hint of complacency.

Our truly comprehensive community reflects the cosmopolitan nature of Leeds, which we see as a real strength of the school. We also pride ourselves on having a strong ethos and our work is centred around our core values of being **Responsible, Resilient and Ready to Learn** and what it means to **be Roundhay**. We place real emphasis on traditional values of being respectful, wearing uniform with pride, having good manners and showing gratitude. As a result of this approach, you will find a school which has the highest standards of behaviour, a calm atmosphere and very positive staff-pupil relationships. We see this as everyone's responsibility and all staff, including those who are not classroom based, help support and uphold these values with our pupils.

Any member of staff joining our school will be offered a very warm welcome and unwavering support in all that you do. We genuinely value our staff and place real emphasis on staff induction, continuing development and wellbeing.

Despite our size, we have an incredibly low staff turnover, which is clear evidence that Roundhay School is a remarkable, infectious place to work and learn; staff morale is incredibly high.

If you share our desire to make a difference to the life chances of our pupils and feel that Roundhay School is the right community for you, we would very much welcome your application!

Yours sincerely

Matthew Partington
Executive Headteacher



HEADTEACHER
Matthew Partington

HEAD OF SECONDARY
Jenny Hogarth

DEPUTY HEADTEACHER
John Mattinson

School Overview

All-Through

Being part of an all-through school offers a wide range of opportunities for both staff and pupils. In addition to specialist teaching, which take places across both campuses, children also benefit from subject leaders from across all phases working together to design and implement high quality curriculums.



A seamless transition from primary to secondary is enabled by exploiting opportunities for cross-phase working so that children are familiar with staff, facilities, and routines. For example, pupils from each campus regularly make visits to the other campus as part of the curriculum such as to watch a performance or take part in a joint activity. Opportunities for the children to give something back to the school community and take on responsibilities are offered through schemes such as Year 9 lunchtime leaders at primary; Year 10 Community action; Sixth form volunteers; Sports Leaders; and Pupil Ambassadors across the whole age range.

Opportunities are provided for professional development for staff who are encouraged to drive their own learning. Educational continuity is possible when staff collaborate across phases. Subject and pedagogical expertise are shared and developed.

Parents also have peace of mind knowing that their child will be continuing their education at the same school from age 4 to 18, allowing for the development of strong working relationships with school staff that will be sustained throughout their child's time at Roundhay.

Primary Phase

Staffing

The senior leadership team at our Primary Campus currently consists of a Head of Primary, Deputy Headteacher and a wider leadership team including Assistant Headteachers and middle leaders. We have classes from Reception to Year 6. Class teachers are well supported by a number of teaching assistants, special needs assistants, admin staff and a highly skilled inclusion team.

Accommodation

The Primary phase is positioned on a stunning green-field site, approximately one mile from the secondary campus, near the perimeter of Roundhay Park. The building was completed in April 2013 and offers state-of-the-art facilities and resources including. The substantial outdoor space includes playgrounds with extensive play areas and fixed equipment to promote physical development; a multi-use games area for use at playtimes and in PE lessons; a large field for a range of sports and a specialist forest school area. We also have a dedicated computer suite, art studio and an inclusion centre which caters for those on the SEND register.

The Curriculum

At Roundhay, our curriculum is carefully designed, implemented, and reviewed to ensure that our core values are **LIVED** through everything that we do within and across our school. We **strive for excellence** on a daily basis to ensure children are responsible, resilient and ready for their next chapter at Roundhay.

Our curriculum is designed with ambition, for all of our pupils, to create a broad range of opportunities and memorable experiences which ensure that children are:

Happy
Safe
Show respect
Enjoy a challenge
Celebrate diversity
...and are Ready and fit for their future!

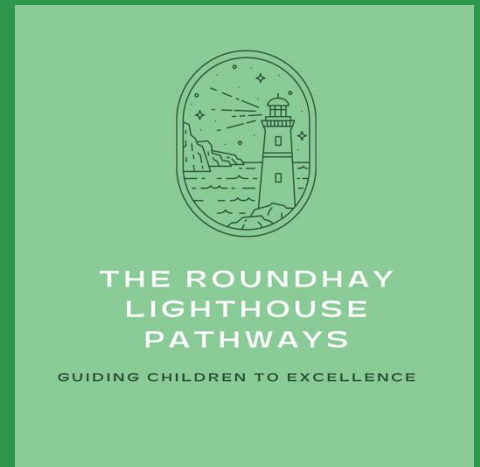
We tailor our curriculum to suit the context of our school because Roundhay pupils need:

- **Talk and rich language environments** with explicit teaching
'Our learning floats on a sea of talk'
- **Stories, conflicts, and dilemmas** to be curious about, explore and learn from...
- To **connect their knowledge, skills and understanding through spaced repetition** and through the teaching of **dense ideas**
- **'To see themselves through our curriculum'** to ensure high levels of engagement and pupil participation
- **Explicit teaching of emotional literacy, self-regulation, and wellbeing** so that
- To develop children's **strength of character** by learning through key themes which support children's global development and allow them to become change agents

Find out more by visiting <https://www.roundhayschool.org.uk/primary-school/curriculum/>

The Roundhay Lighthouse Pathways

This is an exciting opportunity to be part of the continued development of Roundhay's specialist provision model, designed to support children with additional needs to successfully access the mainstream curriculum through high-quality, targeted intervention. **The Cove**, our EYFS/Year 1 provision for children with communication and language needs, has successfully completed its first trial year and has already had a significant impact on children's outcomes and school readiness. Building on this success, **The Harbour**, our Year 2/3 SEMH provision, will open next year. It is our intention that during the first year of 'The Harbour', our SEND Lead Teacher will work predominantly in this unit, establishing new systems, structures and routines. Once this is established, they will work across both 'The Cove' and 'The Harbour' and if required, play a pivotal role in the creation of our final unit, **The Bay** (for children in Years 4-6).



These bespoke provision bases will provide nurture-based support that complements the existing Roundhay School curriculum, ensuring children can access learning in a way that is right for them and meets their individual needs. The successful candidate will play a key role in shaping and delivering this provision model, working across the three bases to provide high-quality direct teaching, targeted intervention programmes, and personalised support for pupils with complex and significant needs.

This role will be delivered as part of a wider specialist team, including the SENDCo, Assistant Headteachers, and members of the inclusion team such as Autism Leads and other specialist practitioners, ensuring a collaborative and highly supportive approach.

The post includes a TLR, reflecting both the specialist expertise required to teach pupils with profound SEND and undertake some SEND Leadership responsibilities, working alongside the school's SENDCO. Alongside leading teaching and provision within these specialist bases, the successful candidate will also contribute to whole-school leadership priorities, as part of the middle leadership team.

This may include areas such as mental health provision, wider vulnerable learner support, or early help provision, with the specific leadership responsibility to be discussed at interview depending on school need.

Dedicated release time will be provided each week to complete both leadership responsibilities and support with school SENDCO in the management of SEND provision.

School Highlights

Primary School of The Year 2021

Roundhay School (Primary Campus) was awarded the Primary School of the Year Award 2021 at the Pearson National Teaching Awards.

We were selected from thousands of nominations, and Roundhay School (Primary Campus) was honoured alongside fellow Gold Winners across 15 categories.

Alastair Field (Head of Primary) said, “I was blown away when we discovered that we have won this national award. It is a real testament to the hard work of our amazing pupils and staff who work tirelessly to do ‘whatever it takes’ to make our school such a wonderful and happy place to work and learn!”

Matthew Partington (All-Through School Executive Headteacher) – “When I realised we’d won this award, I cannot get across how proud I felt. I’ve always known that we have phenomenal young people and an exceptional staff team at Roundhay, but to receive recognition on the national stage is great news for the Roundhay community and the City of Leeds”.

Education Secretary Nadhim Zahawi continued: “I would like to congratulate Roundhay School for this recognition of their amazing work and dedication to their students. Winning one of these awards is a terrific achievement and is testament to their skill, commitment and passion for teaching. We are lucky enough to have some of the best teachers in the world and I would like to thank every single one of our education staff for their hard work supporting children and young people, especially during the pandemic.”

Sharon Hague, Managing Director of Pearson School Qualifications, said: “Roundhay Primary School is a shining example of the wonderful educators who work tirelessly across the country to provide the best possible experience for their students, and we thank them all.”

Rachel Johnson, CEO at PiXL, supporter of The Award for Making a Difference – Primary School of the Year, said: “Roundhay Primary School is a fantastic school and a very deserving winner of this award”



World Class School

In 2023 we went through a rigorous assessment process with the ‘World Class Schools’ organisation. This organisation awards a quality mark to non-selective state schools that offer the best education in the UK. They judge students against a framework of skills and competencies they

feel young people need to flourish in an emerging global economy. There will only ever be one hundred schools in the UK who have achieved 'World Class Status'.

Potential World Class schools are deemed to be outstanding by 'Ofsted' at the time of their accreditation and the assessment process for the Mark provides a unique insight into the impact schools have on their students. Our results and outcomes were scrutinised across the five key stages and then the director of WCSQM spent a day dropping into lessons, speaking to our pupils and meeting with members of staff. Once we had passed this first stage we were able to move forward in the process.



One of the unique features of the 'World Class Schools'

Quality Mark assessment descriptors is that they apply to the pupils, not the school. A group of pupils undertook a comprehensive self-assessment exercise to establish what it is about the school that makes them 'World Class'. They also had to take part in filming a video to represent daily life at Roundhay (which became the 'We are Roundhay' film). Pupils then had to take part in a full day assessment at Reading UTC where they were judged against the Mark's framework by shadow assessors who followed their every move.

The WCSQM state that: 'it is the calibre of the student which proves the calibre of the school. If the school is truly 'World Class' then the students will be able to own and demonstrate 'World Class' qualities.

A 'WORLD CLASS' STUDENT:

- is highly literate scientifically, mathematically, technologically and culturally
- consistently out-performs students from similar contexts, and is committed to continually improving their performance
- is an excellent learner, dedicated to lifelong learning

- is a compelling candidate in their field for higher education and/or employment, being globally aware, confident and prepared for life in an international environment.'

We are extremely proud that Roundhay School passed the assessment process with flying colours and has now received full 'World Class Status' accreditation. The pupils involved in the process were an absolute credit to our school but it needs to be recognised that this award does not just recognise a small group of pupils, it represents our whole school community. We are 'World Class' because of the work we do together. Parents, pupils, staff and anyone connected with Roundhay all play their part in making this school what it is – "We are Roundhay".

Job Description

SEND Lead Teacher

MPS/UPR + TLR 2A (£3,527)

Accountable To: SENDCO and Head of Primary

Accountable For (Direct Reports): SEND TAs working within the specialist unit.

Introductory Statement

The responsibilities and professional duties of the post are to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and the Teachers' Standards Document.

Purpose of the Role

The purpose of this role is to lead and deliver high-quality teaching and targeted intervention across Roundhay's specialist provision bases, ensuring that pupils with additional needs can successfully access the mainstream curriculum in a way that meets their individual needs. The postholder will provide expert support for children with communication and language needs, SEMH challenges, and cognition and learning needs, using specialist approaches to help pupils communicate, regulate, reconnect, and achieve. Working closely with the SENDCO, inclusion team, senior leaders, and families, the role will be central to ensuring children are supported to thrive both within provision and in mainstream classroom life.

Main duties

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

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- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- Knowledge and understanding of strategies to teach phonics and early reading.

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use
- and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's
- behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

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- communicate effectively with parents with regard to pupils' achievements and well-being.
 - to work flexibly and positively across departments and job roles to ensure the very best provision for our students.
 - the job description and allocation of particular responsibilities may be amended through appropriate consultation from time to time

Specific TLR Responsibilities

Leadership Of the Specialist Provision Units

- Lead the strategic development and day-to-day operation of the specialist provision units, ensuring high-quality provision for pupils with additional needs across the school.
- Deliver and oversee high-quality teaching, targeted interventions, and personalised learning programmes that enable pupils to successfully access the Roundhay School curriculum.
- Work closely with the SENDCo, Assistant Headteachers, and wider inclusion team to design, implement, and continually refine provision pathways for pupils with communication and language, SEMH, and cognition and learning needs.
- Ensure each provision base maintains a nurturing, structured, and purposeful environment that supports children to communicate, regulate, reconnect, and achieve.
- Lead on the assessment, tracking, and monitoring of pupil progress within the provisions, using evidence to adapt provision and demonstrate impact on outcomes and reintegration.
- Support and develop staff working within the provisions, including teaching assistants and specialist support staff, ensuring consistency of practice and high expectations for all pupils.
- Build strong partnerships with parents, carers, and external professionals to ensure a collaborative approach to supporting pupils and removing barriers to learning.
- Ensure safer working practices are in place, following all IPRAS, BIPRAS and other health and safety frameworks/documentation.
- Support the SENDCO in the leadership and management of SEND provision across school, responding to emerging needs, themes and trends

Annual Whole School Leadership Project

The area of responsibility will be agreed each year, in line with the school development plan. Please note that we would not expect the successful candidate to commence any wider leadership responsibilities until they are successful inducted into their new role. It is expected that any wider leadership responsibilities will commence in January 2027.

- Contribute strategically to whole-school priorities, supporting the development and implementation of systems, practice, and provision that improve outcomes for pupils across the school.
- Lead and manage an agreed area of whole-school responsibility linked to the TLR, ensuring effective planning, delivery, monitoring, and continuous improvement in line with school priorities and development needs.
- Work closely with senior leaders and colleagues to drive school improvement priorities, ensuring a consistent and collaborative approach across teams and phases.
- Use evidence, professional expertise, and reflective practice to evaluate impact, identify emerging needs, and shape future leadership priorities in response to the evolving needs of the school.

Additional Responsibilities

- As a TLR holder, maintain high standards as an excellent classroom teacher
- Contribute positively to wider school life and respond to operational priorities as required, being an active member of the middle leadership team.

TLR Responsibilities will be reviewed each year, in line of the school development plan, where refinements and changes may be needed in response to the needs of the school.

This job description will also be reviewed annually and teaching deployment may need to be reviewed in response to children's needs, EHCP funding and the requirements of the school. This may include class teacher responsibilities.

Roundhay is committed to safeguarding and promoting the welfare of its pupils and expect all staff and volunteers to share the commitment. Appointments will be subject to an enhanced DBS disclosure

Person Specification

SEND Lead Teacher

MPS/UPR + TLR 2A (£3,527)

Mode of Assessment	A = Application I = Interview C = Certificate	Essential	Desirable
Qualifications			
AIC	Honours Degree	X	
AIC	Qualified Teacher Status	X	
AIC	A National Professional Qualification (e.g. NPQSEN) or the SENDCO Qualification		X
Knowledge			
AI	Strong understanding of Primary Pedagogy	X	
AI	Strong understanding of the SEND Code of Practice	X	
AI	Strong understanding of SEND pedagogy including adaptive teaching	X	
AI	Strong understanding of SEND leadership responsibilities such as leading EHCP Annual Reviews		X
Skills			
AI	Excellent written, oral and communication skills	X	
AI	Ability to demonstrate high level ICT skills	X	
AI	Ability to demonstrate a commitment to equality of opportunity for all pupils	X	
AI	Ability to use own initiative and motivate others	X	
Experience			
AI	Experience of teaching children with additional needs.	X	
AI	Experience teaching in a specialist setting, alternative provision or resource provision		X
AI	Experience delivering either the EYFS or KS1 National Curriculum.	X	
AI	Experience teaching Read Write Inc.		X
AI	Experience line managing support staff		X
Attributes			
AI	Excellent classroom management and organisational skills	X	
AI	Ability to organise and manage SEND paperwork and provision documentation	X	
Safeguarding			

AIC	Ability to maintain appropriate relationships and personal boundaries with children and young people	X	
AIC	Emotional resilience when working with challenging behaviours and appropriate attitude to the use of authority to maintain discipline	X	
AIC	An understanding of statutory safeguarding responsibilities	X	
<i>Roundhay is committed to safeguarding and promoting the welfare of its pupils and expect all staff and volunteers to share the commitment. Appointments will be subject to an enhanced DBS disclosure.</i>			

How to Apply

SEND Lead Teacher

Full Time, Permanent
Start Date: 1st September 2026

MPS/UPR + TLR 2A (£3,527)

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The application deadline for this position is **Monday 18 May 2026 at 9.00am**

We encourage early applications and reserve the right to close this vacancy at any time.

For our Ofsted Report:

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Roundhay School Statutory Information (including our Safeguarding & Child Protection Policy):

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We are
**Roundhay
People**

Work with us.

