



## Teaching and Learning Co-ordinator Recruitment Pack

**BOSTON SPA LEARNING** - Westwood Way, Boston Spa, Leeds, LS23 6DX **Tel:** 0113 3235871  
**HEADINGLEY LEARNING** - Buckingham Villas, Buckingham Road, Leeds LS6 1BP **Tel:** 0113 3235871  
**WOODHOUSE LEARNING** - Crowther Place, Leeds, LS6 2ST **Tel:** 0113 3235871

## Contents

Letter to Applicants	Page 3
School Information	Page 4
Vision and Values	Page 5
Safeguarding and Compliance	Page 5
Job Description	Page 6
Person Specification	Page 8
Applying for a Post at West Oaks	Page 11
Recruitment of Ex-Offenders	Page 13



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19<sup>th</sup> December 2025

Dear Applicant

**Teaching and Learning Co-ordinator vacancy at West Oaks School**

Thank you for your interest in the post of Teaching and Learning Co-ordinator at West Oaks School.

It is a real privilege to work and be a part of the West Oaks family and I wish you every success with your application. If you believe in excellence for everyone, please read on.

I hope you will enjoy reading through our recruitment pack and I look forward to receiving your application. Application forms should be completed online through the e-teach portal, CVs will not be accepted. The closing date is by Friday 23<sup>rd</sup> January 2026 at 12 noon. Should you have any questions regarding the role or the application process, please email [recruitment@westoaksschool.co.uk](mailto:recruitment@westoaksschool.co.uk).

Please note that it is our policy not to accept late applications except in exceptional circumstances which are outside of your control. If we have not contacted you within four weeks of the closing date, please assume that your application has been unsuccessful.

I look forward to receiving your application. Good Luck!

Yours faithfully

Keeley Murray  
Principal



## INFORMATION ABOUT THE SCHOOL

*"Excellence for Everyone"*

West Oaks School is an all-age 2-19 specialist provision catering for pupils with profound and multiple learning difficulties, severe learning difficulties, communication difficulties and those with a diagnosis of autism. The school operates over three locations.

Our main site is based in the inner city Meanwood area of Leeds and is known as Woodhouse Learning. Our Woodhouse site opened in September 2015 and due to demand for our places, we added a £10 million extension to our site which opened in September 2021. The additional facilities include 3G sports pitch, rebound facility, life skills flat, science lab and multiple specialist areas.

Our provision, based in Boston Spa, a village on the North East outskirts of Leeds, opened in 1976 and has a strong focus on outdoor learning and has been refurbished to include new teaching areas, 16+ Bistro, daily mile track and MUGA.

Our third site, Headingley Learning, opened in September 2022 in a Grade II listed building provides a base for a further 125 West Oaks pupils, Training and Development Centre, and Therapeutic support with a strong outdoor and inclusive curriculum.

All our sites, Boston Spa Learning, Headingley Learning and Woodhouse Learning embrace the same vision for educating children and young people and putting their needs first. West Oaks is proud of its inclusive and innovative practice where every child and young person's needs are met with no compromise. A place where we strive, alongside parents, carers, and Leeds LA to achieve the best outcomes for everyone. The learning needs of all our pupils are at the core of our thinking, with a positive culture driving excellence for everyone within our school and college community.

Our learners reflect the wide ethnic and cultural diversity of the city of Leeds.

We design and teach a broad and balanced curriculum, highly differentiated through five distinct pathways to incorporate the needs, interests and motivations of all our 500 pupils. We celebrate individualism at all levels and have a reputation for being ever responsive to the needs of our pupils. We believe that pupils learn best and enjoy learning when they are actively engaged in practical experiences and are confident in established routines.

### **Boston Spa Learning**

Boston Spa Learning is set within a small rural location and has been established in the village of Boston Spa, near Wetherby, for nearly 50 years. It is very much a part of the village community, and we make effective use of the rural setting to enrich our curriculum. We have created real and meaningful workbased experience for our 16+ learners through our WeCanDo Company.

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The pupils' abilities range from very early developmental levels upwards. Pupils are transported from all parts of Leeds and our pupil population is culturally diverse.

### **Woodhouse Learning**

Woodhouse Learning was established as a response to the growing pressures on high quality special school places in Leeds. The building was funded by the Education Funding Agency. West Oaks was asked to develop the provision from the plan and design stage, to build and then take on the leadership of the site to complement and expand the provision already established at Boston Spa.

Woodhouse Learning is based in the inner-city area of Meanwood, 13 miles from Boston Spa. The building covers 4 levels and is very modern and spacious in design. Pupils are transported from all parts of Leeds, making our pupil population rich and culturally diverse. We have pupils from Early Years to Key Stage 5 at this site. A £10 million expansion was completed in August 2021 to provide additional accommodation to meet growing need for SEN places.

### **Headingley Learning**

Our Headingley Learning site on Buckingham Road is situated only 1 mile from our Woodhouse Learning campus and complements our inner-city provision perfectly.

Headingley Learning provides a total of 125 places at KS2-KS5 providing 500 specialist places across the city delivered by 250 high quality staff members.

### **Vision and Values**

We pride ourselves on our educational philosophy knowing that whatever we do it is always children first and we strive for excellence for everyone within our school community.

### **Safeguarding and Compliance**

The successful candidate must demonstrate a strong commitment to safeguarding and promoting the welfare of children and young people. Appointment is subject to an enhanced DBS check and compliance with school policies, including the no-smoking/vaping policy.



## JOB DESCRIPTION

<b>Post Title:</b>	<b>Teaching and Learning Co-ordinator</b>
<b>Accountable To:</b>	<b>Principal and Head of School</b>
<b>Location:</b>	<b>West Oaks School</b>
<b>Scale:</b>	<b>L5-L9</b>

### Purpose of the Role

- Be responsible for pupil achievement and progress within a designated Teaching and Learning Group.
- Lead the development of an engaging, ambitious curriculum with high-quality schemes of learning that maximise outcomes for all pupils.
- Ensure consistently strong teaching and learning across the designated area of responsibility.
- Promote and ensure the safeguarding, welfare, and wellbeing of pupils within the assigned group.
- Work with the Principal and Head of School to hold staff to account for the quality of teaching, learning, and pupil outcomes.
- Secure continuous improvement by raising standards and ensuring pupil targets are consistently met or exceeded.
- Lead a rigorous approach to assessment, tracking, and intervention so that concerns are identified early and addressed effectively.
- Ensure interventions are well-coordinated, monitored, and demonstrably impact pupil progress.
- Develop a detailed and analytical understanding of internal and external data to inform improvement strategies.
- Deputise for the Head of School when required.

### Reporting and Relationships

Reporting to: Principal and Head of School

Liaising with: Leadership and Management Team, Teachers, Associate Staff, Parents/Carers

### Key Responsibilities

#### Operational and Strategic Leadership

- Model excellence in leadership, professional conduct, and day-to-day management.
- Model exceptional teaching and learning through practice, coaching, and support.

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- Implement and monitor actions arising from pupil progress meetings to ensure measurable improvements in outcomes.
- Lead the development of high-quality curriculum and assessment practices that ensure continuity and progression for all pupils.
- Plan effectively for all pupil groups, including disadvantaged pupils and those with additional needs.
- Ensure assessment systems are robust, clearly scheduled, and inform timely intervention.
- Set and monitor clear expectations for formative feedback and marking through work scrutiny, learning walks, and standardisation.

### **Teaching, Learning and Curriculum**

- Champion innovation, improvement, and personalisation in teaching and learning.
- Maintain a teaching commitment as part of the leadership role.
- Provide leadership support and guidance to staff to improve classroom practice.
- Remain informed about national and research-informed developments in teaching and learning and embed effective practice.
- Ensure communication and interaction strategies are explicitly integrated into schemes of learning.

### **Staff Leadership and Development**

- Set high expectations for staff and pupils in line with school policies and values.
- Identify and respond to staff professional development needs in collaboration with senior leaders.
- Support the induction, mentoring, and development of new staff and Early Career Teachers.
- Build effective working relationships with senior leaders, middle leaders, and staff.
- Undertake appraisal responsibilities, setting challenging and measurable targets linked to pupil outcomes.
- Participate in recruitment and selection processes when required.
- Act as a positive role model for pupils and staff at all times.

### **School Self-Evaluation and Improvement**

- Play a full and active role in school self-evaluation processes, contributing to planning, implementation, and evaluation of improvement actions.

### **Communication and Partnership**

- Ensure effective communication and collaboration with pupils, staff, and parents/carers.
- Work with partner schools and external agencies to support sustained improvement.

### **Resources**

- Ensure effective and efficient management of learning resources.

### **Other Responsibilities**

- Undertake any other duties commensurate with the role and grade, as reasonably requested by the Senior Leadership Team.

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## Teaching and Learning Co-ordinator (L5–L9) Person Specification

This person specification outlines the criteria used to assess candidates for the role of Teaching and Learning Co-Ordinator at West Oaks School.

### Qualifications and Professional Status

Criteria	Essential	Desirable
Qualified Teacher Status (QTS)	✓	
Relevant undergraduate degree or equivalent	✓	
Evidence of ongoing professional development	✓	
Leadership or specialist qualification		✓

### Experience

Criteria	Essential	Desirable
Successful classroom teaching experience	✓	
Experience of leading teaching and learning improvement	✓	
Curriculum design and implementation experience	✓	
Use of assessment data to inform intervention	✓	
Experience working with pupils with SEND	✓	
Coaching or mentoring colleagues	✓	
Contribution to school self-evaluation and improvement planning	✓	

### Skills and Knowledge

Criteria	Essential	Desirable
Strong understanding of effective teaching and learning	✓	
Secure knowledge of assessment, tracking and intervention	✓	

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Ability to analyse data to drive improvement	✓	
Strong curriculum knowledge and progression planning	✓	
Inclusive practice and SEND strategies	✓	
Excellent communication skills	✓	
Strong organisational and time-management skills	✓	

### **Leadership and Management**

Criteria	Essential	Desirable
Ability to model high expectations and professionalism	✓	
Ability to hold colleagues to account constructively	✓	
Ability to lead change and secure improvement	✓	
Experience working collaboratively with senior leaders	✓	
Ability to deputise for the Head of School		✓

### **Personal Qualities**

Criteria	Essential	Desirable
Strong commitment to safeguarding and pupil wellbeing	✓	
Passion for improving outcomes for pupils with SEND	✓	
Resilient, reflective and solution-focused	✓	
High levels of integrity and professionalism	✓	
Flexible and adaptable approach	✓	
Positive role model for pupils and staff	✓	

## **GUIDANCE NOTES ON COMPLETING THE APPLICATION FORM**

You are advised to read the following notes carefully as, unless other preselection techniques are used, the decision to shortlist you for interview will be based solely on the information you provide in the Application Form. This advice is designed to help you complete the Application Form as thoroughly as possible. Information you provide in the Application form will be treated as confidential.

### **EXAMINE THE INFORMATION PACK**

All information packs contain, Application Form, Job Description and Person Specification, further information about the school, Equal Opportunities Policy Statement, Procedures in Relation to the Protection of Children: Disclosure of Criminal Background (if applicable) Requirements of the Asylum and Immigration Act 1996.

### **EQUAL OPPORTUNITIES**

The school is committed to offering equality of opportunity in employment regardless of race, sex, marital status, sexual orientation, disability, or age. To monitor effectiveness of Equal Opportunities policies we need to monitor the numbers of applications by sex, race, and disability. You are therefore requested to provide this information.

### **DISABLED APPLICANTS**

A disability or health problem does not preclude prospective applicants from consideration for a job and applications are encouraged from disabled people. Disabled applicants whose impairment prevents them from carrying out any aspects of a post are still encouraged to apply since it may be possible to change the duties of a post.

You are asked to indicate in the 'Additional Information' section of the Application Form whether your disability prevents you from undertaking any of the duties of the post and why. There is provision for information to be provided in large print and Braille or on tape. If you have difficulty completing the Application Form, you may alternatively submit a CV. However, this should still follow the same format as the Application Form. Disabled applicants who meet the essential criteria of a vacant post are guaranteed an interview. You are asked to indicate in the 'Additional Information' section of the Application Form any arrangements which may need to be made for you to attend an interview.

### **CANVASSING**

You must not canvass members of the school's Governing Body which includes Elected Members of the Council. This means you must not seek their support or attempt to ask them to influence the decision – if you do, you will be disqualified.

## CRIMINAL CONVICTIONS

Under the terms of the Rehabilitation of Offenders Act 1974, all school posts are classed as those for which applicants must declare all criminal convictions/cautions regardless of whether or not they are spent.

## RIGHT TO WORK IN THE UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live and work in the United Kingdom. Applicants will be expected to provide proof at interview stage of their eligibility to work in the UK.

## PRESENTATION

- Use a **black pen** or type your Application Form.
- Check the spelling and that you have answered every question.
- Remember to sign the Application Form to declare that the information you have provided is accurate.
- Always keep a copy of the Application Form for reference.
- Ensure that you send the form to the correct address.
- Ensure that your Application Form arrives before the closing date, it is not the school's policy to accept late applications (although exceptions may be allowed in the case of disabled applicants who receive information in a different format, or who have difficulty in completing an Application Form).

## COMPLETING THE APPLICATION FORM

- **General.** Ensure that you read the application form fully before you write anything. Write out your application form in rough first to help you organise your thoughts. Ensure the information you provide is accurate. Applicants who conceal or misrepresent relevant information at any stage during the recruitment process are liable to disqualification.
- **Employment Experience.** Complete this section as fully as possible giving exact dates. Where you cannot remember specific dates, provide as good an indication of the time involved as possible.
- **Qualifications.** Where specific qualifications are required for the position, this will be included in the Job Description and Person Specification. You should complete this section giving details of relevant examination results and grades. If your application is successful, you will be required to provide verification of these qualifications. Make sure you include any NVQ's which you are working towards or have obtained if you are applying for a non-teaching post.
- **References.** If you object to your references being sought at this stage, you may indicate this on the application form.

- **CV's WILL NOT** be accepted, with the exception of disabled applicants who have difficulty completing the standard application form.

## **INFORMATION IN SUPPORT OF APPLICATION**

- Please read the Job Description and Person Specification carefully, so you understand what the position involves.
- Ask yourself why you are interested in the position? For example, would it be a promotion or, alternatively, a good career move sideways to broaden your experience?
- Do not simply repeat your career history. Pick out skills, knowledge and experience required by the Job Description and Person Specification and provide evidence you possess them.
- Be as concise as possible, any additional information included should relate specifically to the post applied for.
- You may attach additional information in support of your application (**please ensure you clearly write your name and the job you are applying for on each additional sheet you submit**) but **IN NO CIRCUMSTANCES SHOULD THIS EXCEED TWO SIDES OF A4 PAPER**. This restriction does not apply to those applicants who declare a disability and provide additional information, in order that consideration may be given to a reasonable adjustment.
- **Please note that applicants will only be short listed if they demonstrate that they meet the essential requirements of the Person Specification that can be assessed from the application form.** You must, therefore, give evidence which shows how you meet the specification. If the specification states "able to use initiative and work unsupervised" it will not be sufficient to say "I can work unsupervised and show initiative" you must quote examples of your work/life which demonstrate these attributes.
- Mention any relevant experience you have acquired outside work, such as community, voluntary or leisure interests.
- Above all, gear your application to this specific job.
- Internal applicants must not assume any prior knowledge by the shortlist and interview panel and must give full details.

## Recruitment of Ex-Offenders Policy

### 1. Introduction

The [code of practice](#) published under section 122 of the Police Act 1997 advises that it is a requirement that all registered bodies must treat DBS applicants who have a criminal record fairly and not discriminate automatically because of a conviction or other information revealed.

The code also obliges registered bodies to have a written policy on the recruitment of ex-offenders; a copy of which can be given to DBS applicants at the outset of the recruitment process.

### 2. Further information about conviction information

On the 29 May 2013, legislation came into force that allows certain old and minor cautions and convictions to no longer be subject to disclosure.

- in addition, employers will no longer be able to take an individual's old and minor cautions and convictions into account when making decisions.
- all cautions and convictions for specified serious violent and sexual offences, and other specified offences of relevance for posts concerned with safeguarding children and vulnerable adults, will remain subject to disclosure. In addition, all convictions resulting in a custodial sentence, whether or not suspended, will remain subject to disclosure, as will all convictions where an individual has more than one conviction recorded.
- applicants can be directed to the guidance and criteria which explains the [filtering of old and minor cautions and convictions](#) which are now 'protected' so not subject to disclosure to employers

### 3. Policy

- as an employer assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), West Oaks School complies fully with the [code of practice](#) and undertakes to treat all applicants for positions fairly
- West Oaks School undertakes not to discriminate unfairly against any subject of a criminal record check based on a conviction or other information revealed.
- West Oaks School can only ask an individual to provide details of convictions and cautions that West Oaks School are legally entitled to know about. Where a DBS certificate at either standard or enhanced level can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended, and where appropriate Police Act Regulations as amended)
- West Oaks School can only ask an individual about convictions and cautions that are not protected.
- West Oaks School is committed to the fair treatment of its staff, potential staff, or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability, or offending background.
- West Oaks School has a written policy on the recruitment of ex-offenders, which is made available to all DBS applicants at the start of the recruitment process.
- West Oaks School actively promotes equality of opportunity for all with the right mix of talent, skills, and potential and welcome applications from a wide range of candidates, including those with criminal records.

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- West Oaks School select all candidates for interview based on their skills, qualifications, and experience
- An application for a criminal record check is only submitted to DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that an application for a DBS certificate will be submitted in the event of the individual being offered the position.
- West Oaks School ensures that all those in the school who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences.
- West Oaks School also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g., the Rehabilitation of Offenders Act 1974
- At interview, or in a separate discussion, West Oaks School ensures that an open and measured discussion takes place about any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to the withdrawal of an offer of employment.
- West Oaks School makes every subject of a criminal record check submitted to DBS aware of the existence of the [code of practice](#) and makes a copy available on request
- West Oaks School undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.