

MAKE AN IMPACT THAT WILL LAST A LIFETIME!

Join our team.

Recruitment Pack

Assistant Headteacher

Inclusion and SENDCO

Richmond School & Sixth Form

Assistant Headteacher -

Richmond School & Sixth Form

Areté Learning Trust is seeking to appoint a dynamic and inspirational Assistant Headteacher for Richmond School and Sixth Form College.

Richmond School and Sixth Form College is a thriving, inclusive community comprehensive school located in the historic market town of Richmond, on the edge of the beautiful Yorkshire Dales. Guided by our CREDIT values – Creativity, Respect, Excellence, Determination, Independence, and Teamwork – we pride ourselves on delivering an exceptional educational experience that is academically challenging and rich in opportunities.

We are looking for a leader who is approachable, with excellent communication skills, and who can build strong relationships across the school, local community, and the wider Trust. The successful candidate will work in partnership with our Trust Central Education Team, senior leaders and governors to build on the school's strong foundations and continue its trajectory of excellence, ensuring sustained success and advancement.

The Assistant Headteacher will demonstrate a commitment to the Trust's vision of ensuring that every learner is inspired and enabled to be the best they can be. We seek an ambitious leader with a proven track record of driving school improvement, fostering a culture of care, learning, and high expectations. This leader will champion our mission to deliver exceptional educational experiences and development opportunities for all.

Richmond School Today

Richmond School is already a highly successful school with:

- Strong academic outcomes and a vibrant Sixth Form that consistently achieves above national averages.
- A reputation for excellence in sports, performing arts, and STEM subjects.
- A welcoming and inclusive ethos that values every individual and promotes personal growth.
- An exceptional Careers education provision, supported by highly qualified staff, the Quality in Careers Standard, and an extensive network of business partners, alumni, and friends.

- Formal links with the Goethe-Institut as a PASCH school, reflecting our commitment to and excellence in the teaching of German.
- Extensive opportunities for enrichment, including Duke of Edinburgh, international expeditions, and community projects.

Extracurricular Excellence

Richmond School and Sixth Form College offers an exceptional extracurricular programme, which is one of its greatest strengths.

Students enjoy a diverse range of opportunities in music, sport, and performing arts, alongside academic enrichment and unique hobbies.

Our music provision includes ensembles, choirs, and concerts, while performing arts thrives through drama and dance productions across all year groups. Sport is central to school life, with pupils competing at area, county, and national levels in athletics, netball, cricket football, and more.

Beyond this, students can participate in clubs such as textiles, eco, and history, and take part in educational trips—from music tours in Germany to physics visits at CERN. These activities develop creativity, resilience, teamwork, and leadership, preparing students for life beyond Richmond School and Sixth Form College.

Community Partnerships

Richmond School and Sixth Form College has strong ties with its local community. We work closely with local sports clubs, performing arts groups, and charities to enrich student experiences. Our partnerships include collaborations with cricket and rugby clubs, local theatre companies, and music organisations, providing students with opportunities to develop skills beyond the classroom.

The Duke of Edinburgh programme and Marrick Priors expeditions foster resilience and teamwork, while community projects and volunteering initiatives strengthen civic responsibility.

These partnerships reflect our commitment to holistic education and meaningful community engagement.

Richmond School Trust Fund

Established in 1972, the Richmond School Trust is an independent charity that supports students and alumni up to the age of 25. It provides financial assistance for educational and extra-curricular activities, including school trips, Duke of Edinburgh, sports, arts, apprenticeships, and higher education.

The Trust also offers the Brackenbury Award, a one-off payment of up to £1,000 for students progressing to university or college. This fund demonstrates our commitment to removing barriers and enabling every student to thrive.

A Message from the CEO

Thank you for your interest in the Assistant Headteacher position at Richmond School & Sixth Form College. At Areté Learning Trust, our mission is clear: to be an excellent trust with excellent schools, where every learner is inspired and enabled to be the best they can be. We would be delighted for you to join us on this journey.

We are a values-driven organisation, and our commitment to excellence, equity, and integrity underpins everything we do. We recognise the unique value of every individual—staff and students alike—and are dedicated to ensuring that everyone within our Trust reaches their full potential through our guiding principle of “Striving for Excellence.”

Our approach is collaborative. We work closely with stakeholders and external partners to create opportunities that enrich the lives of our students and staff. We firmly believe that every child, regardless of background, deserves an outstanding education and equal opportunity to succeed. This belief drives us to create environments where every learner can thrive academically, socially, and emotionally.

Arrange Your Visit

We encourage prospective candidates to visit the school. If you would like an informal conversation about the role or to arrange a visit, please contact Ceri Dennis, PA to the Headteacher by email at cdennis@richmond-alt.uk.

If you are ready for the next step in your career and believe your skills and experience make you the right fit for this exciting opportunity, we look forward to receiving your application.

As part of Areté Learning Trust, our schools share a collective ambition: to deliver exceptional educational experiences, foster a passion for lifelong learning, and empower students and staff to pursue their aspirations.

We are proud to be a community of schools that is inclusive, outward-facing, and committed to continuous improvement.

If you share our vision and values, and you have the ambition and expertise to lead Richmond School and Sixth Form College into its next chapter of success, we look forward to receiving your application.



Mark McCandless

Chief Executive Officer, Areté Learning Trust



About the Trust

Areté Learning Trust currently has 11 schools and educates over 7,000 young people in and around North Yorkshire from ages 2-18. Our learners are at the heart of everything we do.

At Arété Learning Trust we work together and collaborate to ensure that all of our learners and our staff team have the chance to reach their potential.

Our Trust Aspirations

Every learner in our Trust is inspired and enabled to be the best they can be.

Our Trust is committed to promoting:

- Health, happiness and wellbeing
- A safe, disciplined and supportive environment
- A love of learning through a passionate and committed approach
- High standards and expectations
- Integrity, kindness and good manners
- Respect for individuality and difference
- Collaborative working to secure excellence

Areté Learning Trust strives for excellence in all aspects of educational provision to realise our aspiration for every child being the best they can be. Our ambition is to be one of the leading trusts in the North of England.

Areté Learning Trust has 4 key aims:

Every Learner in Arété Learning Trust is educated in a great school.

...where the quality of education reflects the highest standards and behaviour, attitudes and outcomes are exemplary and consistent from everyone within the school community.

We want every learner to enjoy their learning journey in our schools and have real choices for the future.

We have a shared mission to deliver exceptional experiences and development opportunities across the Trust

Areté Learning Trust schools are schools of choice for parents

...a leading educational organisation in our communities that gives confidence.

We want to be the 'first choice' in the communities we serve and for our schools to be full, or growing, vibrant places to learn.

Every learner should have access to the best education whatever their starting point.

Areté Learning Trust is the employer of choice

...our schools and Central Team are great places to work.

We want staff development to be first class and to enable ambitious staff to progress in their careers.

We want our CPD networks to offer significant professional development opportunities - and to recruit and retain the very best people.

Areté Learning Trust is the partnership organisation of choice

...an outward-facing, collaborative and innovative learning-focused organisation.

We want external agencies and strategic partners to seek to work with us, and for us to have excellent capacity to support others.

Our reputation should attract like minded thinkers and innovators.

Why work for us?

At Areté Learning Trust, we want every colleague to feel valued and understand how their contribution makes a difference. We are committed to creating an environment where staff thrive, feel empowered, and see the impact of their work on the lives of young people.

We seek individuals who take ownership, embrace challenge, and strive for excellence. In return, we provide a supportive and ambitious culture, with first-class professional development and opportunities for career progression. Our goal is to be the Employer of Choice, ensuring our schools and central team are great places to work.

Areté Learning Trust is committed to being the ‘Employer of Choice’.

To deliver the very best education for our learners, we recruit and retain exceptional people across all areas of our organisation.

Regardless of role, we seek staff who:

- Hold high expectations of themselves and others.
- Live our Trust values of Excellence, Equity and Integrity.
- Show initiative and adapt positively to change.
- Inspire and motivate through strong interpersonal skills.
- Approach challenges with creativity and resilience.
- Influence effectively, work collaboratively.
- Are committed team players who share our vision.



Mick Fenwick

Headteacher at Stokesley

“The Trust vision of helping everybody to be the best they can be permeates all of the schools. Everybody works collaboratively to achieve this goal; students, staff, parents and carers, the local community and wider partnerships.”

Rebecca Bainbridge

Headteacher at Mill Hill

“The best part of the journey has been working with professionals who are excited about education. It can be very isolating working within a school just by yourself, so talking and sharing ideas with others has been amazing”



About the Role

Job Title	Assistant Headteacher: Inclusion and SENDCO
Start Date	01/09/2026
Contract	Permanent
Salary	£64,691 - £71,330 (L10 - L14)

The **Assistant Headteacher** is responsible for providing strategic leadership for all aspects of inclusion and SEND. The Assistant Headteacher will work closely with senior leaders, the Deputy SENDCo, and curriculum teams to ensure that our inclusive ethos is evident in every classroom and embedded across all policies, systems and practice.

Key Responsibilities include:

- Provide strategic leadership for SEND and Inclusion, ensuring statutory compliance and best practice.
- Lead the development of high-quality adaptive teaching and inclusive practice across all curriculum areas.
- Be a highly visible and positive presence around school, modelling inclusive values and behaviours.

Begin your journey with a team dedicated to empowering every student to achieve their full potential. If you share our values and have the vision and ambition to drive excellence, we want to hear from you.

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

The closing date for applications is **Thursday 14th May 2026 at 9am.**

Interviews will take place on **Monday 18th May 2026.**

Areté Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants. In accordance with our statutory obligations under Keeping Children Safe in Education Arété Learning Trust is required to conduct an online search as part of our due diligence on shortlisted candidates.

This may help identify any incidents or issues that have happened, and are publicly available online, which Arété Learning Trust might want to explore with you. Further information on online searches can be found in paragraph 221 of Keeping Children Safe in Education.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

Job Description

Job Title	Assistant Headteacher: Inclusion and SENDCO
Grade	£64,691 - £71,330 (L10 - L14)
Responsible to	Deputy Headteacher - Attitude, Behaviour, Culture
Staff Managed	HLTA / ATA / GTA
Accountabilities / Main Responsibilities	
Key Responsibilities	<ul style="list-style-type: none"> • Champion the strategic vision for Inclusion across the school, ensuring the ethos, values and goals of the school are enacted so every learner—particularly vulnerable learners and those with SEND—achieve highly and feels safe, supported and included. • Provide strategic coordination of the provision and provision areas for students with SEND, those in receipt of pupil premium funding, and those with EAL. • Play a key role in strategic vision and day to day management of the Engagement Hub. • Oversee the effective deployment of SEND resources and funding, ensuring value for money and maximum impact on pupil outcomes. • Provide visible, proactive leadership of inclusion practices, modelling high expectations and ensuring staff understand their role in delivering high-quality provision for all learners. • Leading early identification systems and overseeing a robust graduated response for students at SEN Support, ensuring the universal offer and high-quality classroom adaptations cater for the needs of learners. • Oversee interventions across the school for vulnerable learners and monitor their impact. • Develop and maintain a positive culture in which staff feel confident and equipped to meet diverse needs, celebrating success and addressing underperformance where necessary. • Ensure SEN Support plans are clear, outcome-focused, co-produced with families and used consistently by classroom teachers. • To track termly review meetings for all students with SEN. • Manage and oversee the completion of learning plans for students with SEN. • To gather EHC Assessment evidence in line with the application process. • To co-ordinate round robins and liaison with class teachers regarding individual students. • To complete termly review meetings (PEPs) for those children in the care of the local authority. • To complete termly review meetings for those students on your caseload. • To be a key point of contact for parents of students with SEN. • To gather evidence for the annual review meetings for children with SEN. • To attend weekly SEND team meetings to monitor progress, attendance and referrals. • To lead on the use of assistive technology in the classroom. • Contribute strategically to transition arrangements for students with SEND.

Leadership

- Lead the provision for SEND within school.
- As a member of the Senior Leadership Team, contribute to whole-school strategy, policy development and school improvement planning, ensuring inclusion is central to all decisions.
- Lead strategic work to improve attendance, engagement and sense of belonging for students with SEND and other vulnerabilities.
- Lead evaluation of SEND and inclusion provision, using data, pupil voice and case sampling to evidence impact and inform improvement.
- Work with senior and curriculum and subject leaders to ensure curriculum design, assessment and pedagogy are accessible and ambitious for students with SEND.
- Liaise with parents/ carers and external agencies to support the school's provision for SEND students.
- In agreement with parents, refer SEN students to outside agencies/applications for resources and assessments.
- Ensure accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- Complete Annual Review (AR) documentation and carry out AR meetings as required.
- Maintain SEND paperwork in line with the Code of Practice.
- To write or assist with applications for statutory assessment.

Key Accountabilities

- Ensure that all members of staff recognise and fulfil their statutory responsibilities to students with special educational needs.
- To be accountable for the social and academic development of students with SEND.
- To have the strategic overview for the school's SEND policy and oversee its day-to-day implementation.
- Provide training opportunities for staff in order to aid the learning of students with special educational needs and disabilities and support the school's commitment to Quality First Teaching.
- Disseminate good practice in meeting individual special educational needs across the school.
- Lead the staff in developing accessible learning experiences for students with special educational needs and disabilities.
- Contribute to transition arrangements for students with SEN at primary / secondary transfer.

Departmental Personnel

- Contribute to the appointment and induction of new staff in the learning support team.
- Undertake performance reviews for assigned staff.
- Monitor and evaluate the performance and effectiveness of all staff in the learning support team.
- Provide opportunities for the development of staff skills and knowledge in the learning support team.

Safeguarding

- To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate.
- Know about data protection issues in the context of your role.
- Maintain confidentiality as appropriate.
- Have an awareness and basic knowledge where appropriate of the most recent safeguarding legislation.

Data Protection	<ul style="list-style-type: none"> • To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality. • Know about data protection issues in the context of your role.
Health and Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. • To work with colleagues and others to maintain health, safety and welfare within the working environment.
Equalities	<ul style="list-style-type: none"> • We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities. • Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement. • Develop own understanding of equality issues.
Flexibility	<ul style="list-style-type: none"> • Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. • Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager. • Permanent & significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures.
Customer Service	<ul style="list-style-type: none"> • The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. • The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values. • Understand your own role and its limits, and the importance of providing care or support.

Person Specification

Assistant Headteacher: Inclusion and SENDCO		
Qualifications	Essential	Desirable
Qualified Teacher Status	X	
Already holding or be willing to work towards the SENDCO qualification (NPQSEN)	X	
Honours degree to include study of specialist subject	X	
Evidence of recent relevant CPD		X
Experience as a senior leader		X
Experience / Knowledge	Essential	Desirable
Recent teaching experience in the relevant key stages	X	
Experience of planning and delivering curriculum at relevant key stages	X	
A thorough knowledge and understanding of all relevant aspects of the National Curriculum in relation to the post	X	
Be able to develop positive collaborative relationships with parents, carers and external agencies	X	
Experience of working with and supporting students with SEND	X	
Knowledge of statutory expectations and frameworks relating to those with SEND	X	
Knowledge of various SEND conditions	X	
Experience of working effectively with a wide range of ability range (including SEND and more able children)	X	
Experience of performance management and supporting the CPD of colleagues	X	
Experience of leading school initiatives or staff teams	X	
Experience of leading and co-ordinating professional development opportunities	X	
Experience of offering challenge and support to improve performance	X	
Experience of effective monitoring and evaluation of teaching and learning	X	
Experience in creating an effective learning environment and in development and implementing policy and practice relating to behaviour management	X	
A proven track record of raising achievement in a specific area	X	
Experience of leading meetings with parents, carers and external agencies		X
Relevant experience in more than one school		X
Previous experience of working and bringing about positive change in a school		X
Successful involvement in staff recruitment, appointment and induction		X
Experience of effective monitoring and evaluation of teaching and learning		X
Knowledge of statutory expectations and frameworks relating to vulnerable groups of children.		X

Skills	Essential	Desirable
Transferable ICT skills	X	
Excellent time management	X	
Efficient record keeping	X	
High expectations when managing, developing, inspiring, challenging and motivating staff	X	
Ability to delegate work and support colleagues in undertaking responsibilities	X	
Lead by example, demonstrating a 'can do' approach	X	
Demonstrate an understanding, awareness and empathy for the needs of the pupils and how these could be met	X	
Excellent interpersonal and communication skills to engage a audiences including staff, children, parents, governors, local authority and external agencies	X	
Ability to organise work priorities tasks, make decisions and manage time effectively	X	
Manage and resolve conflict	X	
Ability to provide a safe, calm and well-ordered environment to facilitate excellent behaviour	X	
Ability to remain calm, positive and enthusiastic when working under pressure	X	
Ability to articulate and share the school vision, aims and values	X	
Understanding of assessment strategies and the use of assessment to inform the next stages of learning	X	
Understading of the characteristics of an effective learning environment and the key elements of successful behaviour management	X	
Ability to identify own learning needs and to support others in identifying their needs	X	
A commitment to continuous school improvement	X	
Perseverance and resilience in the face of challenge	X	
Ability to work under pressure		X
Attitude and Values / Personal Qualities	Essential	Desirable
Ability to relate to and build relationships with students, parents, and other members of the school community	X	
Enthusiasm and commitment to the aims and objectives of the school	X	
Good communication skills	X	
A strong team player	X	
Willingness to participate fully in school activities		X
Other Requirements	Essential	Desirable
Enhanced DBS clearance	X	
Ability to work successfully in a team	X	
Able to exercise discretion and judgement	X	
Confidentiality	X	
Flexibility	X	

Other Requirements (Cont'd)	Essential	Desirable
To be committed to the school's policies and ethos	X	
To be committed to Continuing Professional Development	X	
Motivation to work with children and young people	X	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	X	
Emotional resilience in working with challenging behaviours and attitudes	X	
Ability to use authority and maintaining discipline	X	

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL TRUST POLICIES.

The successful applicant will be subject to relevant vetting, health and reference checks, including online checks and a satisfactory enhanced disclosure before an offer of appointment is confirmed. *If you have not been contacted within one week of the closing date, please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.*