



Assistant Headteacher - SEND & Inclusion



Dear Applicant,

Thank you for taking the time to explore this opportunity with us at Endeavour Learning Trust.

Finding the right place to work means discovering somewhere you feel you truly belong. As you read through this pack, I hope you get a sense of what makes our Trust special: a community of people who care deeply about one another, about the children and families we serve, and about doing this work in a way that feels human, respectful, and full of purpose.

At Endeavour, we are proud of the diversity across our schools. We want people to feel they belong here and to bring their whole selves to work, with all their individuality, experience, and perspective. We believe that approach strengthens us as a Trust and enriches the lives of our children and young people.

We are a growing family of schools across the North West. Each school has its own identity and context, and that matters to us. What connects us is a shared commitment to inclusion, kindness, and ambition for every child. We believe deeply that education should recognise each child as an individual. Every child matters, every colleague matters, and every school matters.

Collaboration sits at the heart of how we work, but it is grounded in trust and respect rather than uniformity. It is about supporting one another, learning together, and knowing you are part of something bigger. Just as importantly, we place real emphasis on looking after our people. We want every colleague to feel supported, trusted, and able to grow both professionally and personally.

If you are someone who wants to make a difference, values community, and is looking for a place where you can be yourself and continue to grow, I hope you will feel at home here.

Thank you again for your interest in joining us. We look forward to receiving your application.

Warmest regards,

A handwritten signature in black ink, appearing to read 'DCL', with a stylized, flowing underline.

David Clayton
Chief Executive

Endeavour Learning Trust's Mission and Values

We will serve our communities to ensure that every child realises their potential

We pledge that our schools will be transformational places of academic excellence that offer a true richness of experience, providing all children with the same opportunities to flourish and develop their unique skills, qualities and talents.

We will work collaboratively with our colleagues, parents and carers and our partners to remove any barriers that place limitations on our children, creating schools that are happy and harmonious places at the centre of their community.

Our Values

Individuality

We are firmly committed to recognising, celebrating and investing in the individuality of all of our children and young people, each of our colleagues and the distinct ethos and identity of each of our schools, whilst remaining united by our core values. We don't believe in a "one size fits all" approach, and will adapt our provision to meet individual needs.

People centred

Our work is driven by our responsibility to every individual within our Trust community. Every person deserves to be treated with respect, dignity and kindness. We demonstrate empathy and humility in our approach, ensuring that our Trust provides an environment where every individual feels confident to be their true authentic self.

Belonging

Equity of opportunity is central to our practice and we will be relentless in our endeavour to identify and remove barriers that prevent full inclusion. Our culture extends beyond tolerance to one where difference is embraced and every individual is valued and celebrated for their unique contribution to our community. Every individual is a full member in our community.

Transformation

We believe in the promise of each individual across the Trust and will ensure we inspire, support and challenge in proportionate measure, so that we all thrive and are able to achieve our own individual successes. We are bold in our approach, stretching perceived boundaries, to go further for our children, colleagues and communities. We continually develop our approach to respond to changes in the communities we operate within to support every child, colleague and partners to realise their potential.

Togetherness

We are a proud family of schools bonded by our Trust vision, priorities and values. We work as one team in school, across our Trust and with our wider partners for the benefit of the communities we serve. Our collaborative approach inspires us to be bold and brings us together in ways that help us to make a difference. We are better together.



**LINAKER PRIMARY
SCHOOL**



**TARLETON
ACADEMY**



**CHURCHTOWN
PRIMARY SCHOOL**



**NORTHBROOK
PRIMARY ACADEMY**



**WOODLEA JUNIOR
SCHOOL**



**ENDEAVOUR
LEARNING TRUST**



**ORMSKIRK
SCHOOL**



**WELLFIELD
ACADEMY**



**BURSCOUGH
PRIORY ACADEMY**



**STRIKE LANE PRIMARY
SCHOOL**



**BRINDLE GREGSON
LANE PRIMARY**

Our Employee Offer



Health & Wellbeing services that offer private Counselling, Physiotherapy, GP services & more.



Free membership with Vivup, offering Employee Benefits, Lifestyle Savings & a Cycle to Work Scheme



Enhanced family leave benefits & pay, to offer you support at life's most important moments



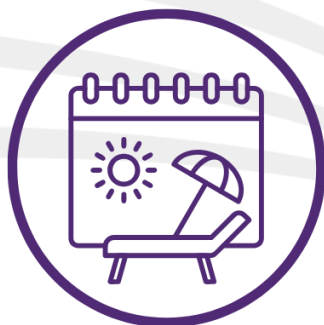
Automatic pay progression for all colleagues in line with their grading structure



An excellent CPD Offer for all colleagues to truly support each stage of your professional development



An excellent Learning Management System & flexibility around your CPD, to allow you to learn at your own pace



Term time only contracts OR 26 days annual leave PLUS bank holidays, rising to 32 days after 5 years service



Honouring continuous service with other local authorities & Multi Academy Trusts



We remain in the Teachers Pension Scheme and Local Government Pension Scheme

Dear Applicant,

Thank you for your interest in the Assistant Headteacher position at Tarleton Academy, part of the Endeavour Learning Trust.

At Tarleton Academy, our vision of *"Igniting Excellence and Empowering Individuality"* is at the heart of everything we do. We are committed to fostering a culture of high aspiration, where every student is encouraged to achieve their full potential and every staff member is supported to excel in their role.

We take immense pride in the significant progress we have made since our new leadership team established itself in 2024 and we remain dedicated to delivering the very best for every student. At the same time, we are unwavering in our commitment to achieving excellence in a way that prioritises the wellbeing of both our staff and students. Our ambition is to thrive—individually and collectively—within our classrooms, staffrooms, schools, and across the Trust as a whole.

We are proud to benefit from our state-of-the-art building, which serves as a central hub for leisure and learning within the local community. Our modern facilities provide an exceptional environment for both students and staff, ensuring that teachers have well equipped classrooms designed to support high-quality teaching.

I often describe Tarleton as an exciting place to be, and that has never been truer than it is today. Every day, we take meaningful steps to enhance the school experience for our 700+ students, ensuring they receive the very best in education and personal development. The #TeamTarleton motto is embedded in everything we do, creating an environment where both students and staff feel valued, supported, and inspired to succeed.

We hope the enclosed information about the role will encourage you to apply.

Yours faithfully,

Mr S Parker

A handwritten signature in black ink, appearing to read 'S Parker', written in a cursive style.

Headteacher

Assistant Headteacher – SEND & Inclusion

Full time, Permanent

Leadership Pay Range L10-L14

£64,691 - £71,330 per annum

At Tarleton Academy, we believe that every child deserves to feel valued, challenged and successful. We are seeking an inspirational Assistant Headteacher – SEND and Inclusion who shares that belief and can lead our strategic vision for inclusion across our school.

As our current Head of Learning Support moves into leading our brand-new Specialist SEND Unit, Endeavour Thrive, we are looking for an outstanding leader to build on the strong foundations already in place and ensure that every student, regardless of need or background, can flourish within our mainstream setting.

At Tarleton Academy, we believe that inclusion is not an add-on, it is central to our ethos. We are proud of our commitment to ensuring that every child receives the support, challenge and opportunities they deserve. This role offers the opportunity to lead whole-school SEND provision while working alongside colleagues across the academy to deliver an ambitious and truly inclusive education.

As Assistant Headteacher with responsibility for SEND and Inclusion, you will:

- Provide strategic leadership for SEND and inclusion across the academy.
- Lead the Learning Support team and ensure high-quality provision for students with additional needs within the mainstream school.
- Drive improvements in teaching and learning so that adaptive practice is embedded across all curriculum areas.
- Champion inclusive practice and ensure that all staff are equipped to meet the needs of every learner.

Why Tarleton Academy?

Tarleton Academy is a school where inclusion is not simply a priority; it is at the heart of everything we do. Since resetting our vision and values under new leadership in 2024, we have seen a fivefold increase in the identification of students with SEND, alongside significant investment in staff development, specialist training and learning environments that foster a genuine sense of belonging for every child.

We are proud to offer our Eden provision, a dedicated SEMH space led by a specialist SEMH Inclusion Worker, alongside the exciting development of our specialist SEND provision. Every teacher is committed to our SEND Manifesto for Teaching and Learning, ensuring that high-quality adaptive teaching is at the core of every classroom. Through our 'First and Most' approach, we prioritise the needs of our most vulnerable learners, placing them at the forefront of decision-making and ensuring they are supported to thrive in every aspect of school life.

This is an exciting opportunity to join Tarleton Academy at a pivotal stage in its journey, helping to shape an ambitious, inclusive culture where every child is known, valued and empowered to succeed.

To apply, please complete our online application form in full, along with a personal statement to support your application and outline the relevant experience you can bring to Endeavour Learning Trust.

Applications must be submitted by 9am on Wednesday 16th September 2026.

Interviews will be held the week commencing 21st September 2026.

Endeavour Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment and individually take responsibility for doing so. Please note that in line with Keeping Children Safe in Education, an online search

JOB DESCRIPTION



Assistant Headteacher

SEND & Inclusion

The successful candidate will need to provide our students with an outstanding education and provide strong and effective leadership to all staff. The role will have many SEND, Inclusion and whole school responsibilities attached.

Key Responsibilities

- Leadership
- Leading and Managing Staff
- Wider Professional Effectiveness
- SEND & Inclusion Responsibilities

Leadership

- Establish clear expectations and constructive working relationships among staff, including through team working and mutual support; devolving responsibilities and delegating tasks, appropriate evaluating practice, and developing an acceptance of accountability.
- Have knowledge and understanding of the school's vision, aims, priorities, targets and action plans.
- Analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
- Write an annual departmental development plan and self-evaluation plan that are informed by data analysis and the School Improvement Plan.
- Being responsible for the development and coordination of whole school strategies to lead SEND & Inclusion.
- Support the overall ethos of the school as a child-centred, well ordered community.

Teaching and Learning

- Aim to be an outstanding classroom teacher, seeking to improve the quality of teaching and learning.
- To have knowledge and understanding of the characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students.
- Ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs.
- Establish, monitor and adapt schemes of work in line with curriculum changes and DfE requirements.
- Ensure the planning, delivery and assessment of students is consistent, monitored and evaluated through clear policies and practices and use of this information to recognise achievement and to assist students in setting targets for further improvement.
- Monitoring the setting and marking of homework and conducting work scrutinies.
- Establish clear targets for students' achievement, and evaluate progress and achievement by all students, including those with special educational needs.
- Use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support those students.
- To set targets for each publicly examined group on the basis of available data.
- Ensure effective development of students' individual and collaborative study skills necessary for them to become increasingly independent when out of school.
- Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching.
- Support the school's Behaviour for Learning Policy.
- Ensure effective communication systems within the department, making use of ICT where possible.

Leading and Managing Staff

- Support staff to identify areas for improvement and offer advice on appropriate Inset.
- Ensure that the sharing of good practice regarding teaching and learning is high on the department's agenda.
- To ensure all staff within the department are observed, proportionate to need, but not exceeding 3 times per year.
- Ensure all staff are given constructive feedback, including strengths and areas for development, following lesson observations.
- Appraise staff as required by the school policy on Performance Management/Appraisal and use the process to develop the personal and professional effectiveness of the teacher.
- To develop effective skills of communication so all staff within the department feel they have a significant role to play.
- Ensure the effective management and leadership of Classroom Assistants assigned to the department.
- Work with the SENCO and any other staff with Special Educational Needs expertise, to ensure appropriate targets are set and work is well matched to students' needs.
- Ensuring the staff at key points of transition (new staff, NQT, Threshold, GTP) are supported and coached in relation to the standards.
- Ensure accurate examination entries are made.
- To lead, plan and record departmental meetings, informing Senior Leaders of key plans and successes.
- To carry out whole school roles as designated by the Headteacher.
- Ensure that staff commit to supporting the inclusion team by establishing and maintaining effective working relationships.

Wider Professional Effectiveness

- To contribute to the Trust leadership strategy.
- Contribute to a school culture which is positive, purposeful and professional.
- Make an active contribution to the policies and aspirations of the school, including those in relation to behaviour, discipline, bullying and racial harassment.
- To aim for 'best practice' regarding resources within the department by establishing staff and resource needs and allocating available resources with maximum efficiency to meet the objectives of the school and subject plans.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.
- To take reasonable care of the Health and Safety of themselves and of others who may be affected by what they do or forget to do.
- To work with other Heads of Department and SLT to review and develop the school curriculum.
- Strive to develop and improve leadership skills.
- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.
- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development.
- Develop and implement policies and practices, as appropriate, to ensure Governors are well informed about subject policies, plans and the success in meeting objectives and targets.
- To undertake any other duties that are commensurate with the grade and scope of the post as determined by the Headteacher.

SEND & Inclusion Responsibilities

- Supporting the identification of children with special educational needs and disabilities.
- Co-ordinating provision for children with SEND.

- Liaising with parents of children with SEND.
- Liaising with other providers, outside agencies, educational psychologists and external agencies.
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- Manage the effectiveness of provisions for pupils with SEN development needs.

Corporate Responsibilities

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust's activities
- To plan, monitor and review health and safety within areas of personal control
- To participate in the Trust's Performance Management process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues

Other

- The duties and responsibilities listed in this job description provide a summary of the main aspects of the role. This is not an exhaustive list and the post holder may be required to carry out other tasks, as deemed appropriate to the grade and nature of the post.
- This job description is current at the date indicated below but, in consultation with the post holder, it may be changed by the Headteacher to reflect or anticipate changes in the post commensurate with the grade or job title.
- Due to the routine of the school, the workload may not be evenly spread throughout the year. Flexibility of hours, and a flexible attitude and willingness to assist others in the team, when required is necessary.
- Where the post holder has a budgetary responsibility, it is a requirement of the role to work within the Academy's financial regulations.
- The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all children and young people.

Person Specification		
	Essential/ Desirable	Method of Assessment
Honours Degree	E	AF/C
Relevant Teaching Qualification	E	AF/C
Evidence of CPD linked to SEND, curriculum and teaching	E	AF
SENDCO Qualification or evidence of working towards completion	E	AF/C
Experience and Knowledge		
Outstanding classroom practitioner with evidence of successful outcomes for students	E	AF/I
Substantial teaching experience	E	AF
Experience of developing the curriculum	D	AF
Experience of line-managing colleagues and holding them to account	E	AF/R
Successful experience of using data analysis to raise standards	E	AF/I
Successful experience of leading an aspect of school improvement	D	AF/I
Previous experience of SENDCo responsibilities	E	AF
Skills		
A clear vision of what constitutes an excellent department	E	AF/I
Ability to think strategically and lead change where necessary	E	AF/I
Ability to communicate clearly, inspire, motivate and challenge students and staff	E	AF/I
Ability to lead and work as part of an effective, high-performing team	E	R/I
Personal Attributes		
Reliability, commitment and integrity	E	R/I
Diligence, tenacity, enthusiasm, drive and self-motivation	E	R/I
Ability to respond positively to pressure, whilst maintaining accessibility and consistency	E	R/I
Ability to maintain a healthy work/life balance	E	R/I
Ability to relate positively with colleagues	E	R/I
Leadership and management – The ability to demonstrate		
An effective leadership style that inspires confidence and collegiality in those they lead, which motivates and encourages others to participate and go the extra mile	E	AF/I
Versatility and flexibility in terms of one's own leadership style. To be aware of different management styles	E	AF/I
Resilience and motivation to lead the school through day-to-day challenges whilst maintaining a clear strategic vision, staying positive, and focusing on key priorities	E	AF/I
Genuine passion and belief in the potential of every student	E	AF/I
An educational vision aligned with the school's high aspirations and high expectations of themselves and others	E	AF/I