



Careers at SHARE Multi- Academy Trust

**Teacher in Charge (Additionally
Resourced Provision)**

Royds Hall, A SHARE Academy

Application Pack



Valuing People, Supporting Personal Best

Welcome to SHARE Multi-Academy Trust, a supportive and close-knit family partnership of eight academies across West Yorkshire, and a Teaching School Hub.



At SHARE, we are committed to delivering strong educational standards within our academies and providing our people with excellent careers. This is all underpinned by an unwavering commitment to our vision of *Valuing People, and Supporting Personal Best.*

I believe our role as educators is to help children and young adults to instil a desire to learn, to overcome barriers to success, and to encourage an ambition to achieve. To reach this standard, we must first deliver for our people and ensure they feel valued, listened to and have a strong sense of belonging. In turn, our colleagues, pupils, and society all benefit enormously.

Two of our guiding principles are that 'quality is our driving force', and 'teams drive success'. We know that recruiting and retaining an outstanding workforce is fundamental to achieving our aims. We therefore make it our mission to ensure every colleague within the trust has access to exceptional training and personal development opportunities, alongside a positive teaching environment, clear and ambitious progression pathways, and highly competitive packages.

We are also committed to sharing best practice across our trust, creating networks for colleagues to learn from one another, and fostering a learning environment and workplace where everyone feels supported and inspired, and can truly thrive. As a result, we are proud to be an employer of choice.

Thank you for your interest in our academies and trust. I hope you will consider joining us as we continue to deliver the very best education for our pupils. Whether you are an education practitioner looking to start your journey, or an established professional wanting to bolster your career – we look forward to working together soon.

John McNally

Chief Executive Officer
SHARE Multi-Academy Trust

We must first deliver for our people and ensure they feel valued.

Quality is our driving force



Teams drive success



We are proud to be an employer of choice.

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About our Trust

SHARE Multi-Academy Trust was first established in 2014, and since then, we have built a solid reputation for high standards and strong achievements.

We operate four successful primary academies and four high-performing secondary academies across the region. Our outstanding provision is supported by our Calderdale and Kirklees Teaching School Hub and national training accreditations, which enable us to deliver exemplary training and development opportunities for education practitioners at every stage of their career, from initial training to executive leadership.

Our academies achieve excellent outcomes across the board. This includes academic attainment and school improvement, as well as maintaining exceptionally high standards in all aspects of school life including behaviour and attendance.

As a result of the trust's supportive and inclusive approach, senior leaders invest significant time in supporting positive pupil behaviour and attendance. Our pupils attend well and are positive about learning. In turn, this creates a positive and respectful teaching and learning environment for staff, with teachers able to focus on delivering an excellent education to students without distraction, and with a manageable workload.

Whilst being close-knit, we are ambitious for the future.

We are always looking for additional ways to expand our positive impact, be that by working with new schools on exciting initiatives, or by collaborating with our talented team of staff.

Our aim has long been to be the best trust, not the biggest. Our priority for the future is to keep improving standards, building on our successes, and raising aspirations so we can support even more pupils to achieve even better outcomes.



“

Behaviour is excellent, and there are high levels of mutual respect and tolerance amongst pupils and staff.

*Ofsted, 2023**

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*2023 Ofsted report for Thornhill Community Academy, A SHARE Academy

Your Career at SHARE

Our vision of ‘Valuing People, Supporting Personal Best’ underpins everything we do. Central to our work and ability to deliver a transformational education, is our dedication to developing our greatest asset, our staff.

That is why we have an outstanding pledge to teachers and support staff to provide professional development and training opportunities, particularly through our Teaching School Hub. We are committed to investing in our staff, ensuring that they have fulfilling careers and enjoy their jobs every day. This is fundamental to our ability to turn academies around and deliver the very best education to pupils.

We offer a competitive package to all our colleagues.

We have committed to offering our colleagues pay and conditions that are at least as good as those available to colleagues in maintained schools. In practice, we often exceed them. We continue to contribute to the generous Teachers and Local Government Pension Schemes and at least match pay awards agreed or recommended by the Local Government Association and School Teachers’ Pay and Review Body. We use the flexibilities available to us as an academy to enhance our offers where we can.

As well as two generous pension schemes, we also offer employee assistance and wellbeing packages; and flexible and family-friendly policies, such as flexible working, shared parental leave and enhanced maternity, paternity, and adoption entitlement, giving colleagues the control and freedom to work in a way that suits their needs. We offer incremental progression and cost-of-living pay increases, subscribe to local and national discount schemes, and provide exceptional onsite catering facilities.



We work as a collective group of professionals to achieve common goals. Watching new teachers and leaders become established in their roles gives me an immense sense of professional pride, as they help our pupils to achieve excellent outcomes.

Jack Wyatt

*Associate Principal
Shelley College*



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Our Shared Vision and Mission

Our Mission

We believe education is all about people. Our success is measured in how we help our pupils. We can only attain this success by employing talented, committed staff, and working in partnership with our whole academy communities.

Our mission means we endeavour to ensure every one of our pupils and members of staff enjoy coming to our academies, and that all of us try our very best in everything we do. We help everybody, regardless of background or starting point, to gain the knowledge, skills, and habits that lead to happy and successful lives, both now and in the future.

Our Vision

We want to transform education for the better, raising aspirations in diverse communities, increasing knowledge, and developing the skills that children and young people need to make their lives rewarding and successful.

Our vision is for our teachers and staff to continue to choose our academies and our trust as a working environment where, through our high-quality training and progression pathways, they can achieve their career aspirations. Our academies will be the first choice for parents because we provide a safe and nurturing environment, with excellent academic standards and a wealth of opportunities. Our trust will continue to be a well-regarded family network where other schools choose to join us, benefiting from strong support services, collaboration, and best practice sharing.

“ We live by our vision of 'Valuing people, Supporting personal best', bringing this to life in everything we do. We are all part of a family that has high expectations and a strong moral compass ”

Jenny Carr
*Executive Principal and
Headteacher, Royds Hall*

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Our Guiding Principles



We have a clear and ambitious strategy as a trust, so that we can ensure we collectively fulfil our overarching vision and mission. This is built upon our guiding principles, with distinct goals and objectives linked to accountability and performance measures.



Academies



Our secondary academies



Our primary academies

Click below to select the location of the vacancy you are interested in to find out more.



**Most recent Ofsted prior to academisation in 2022*

Our Outcomes

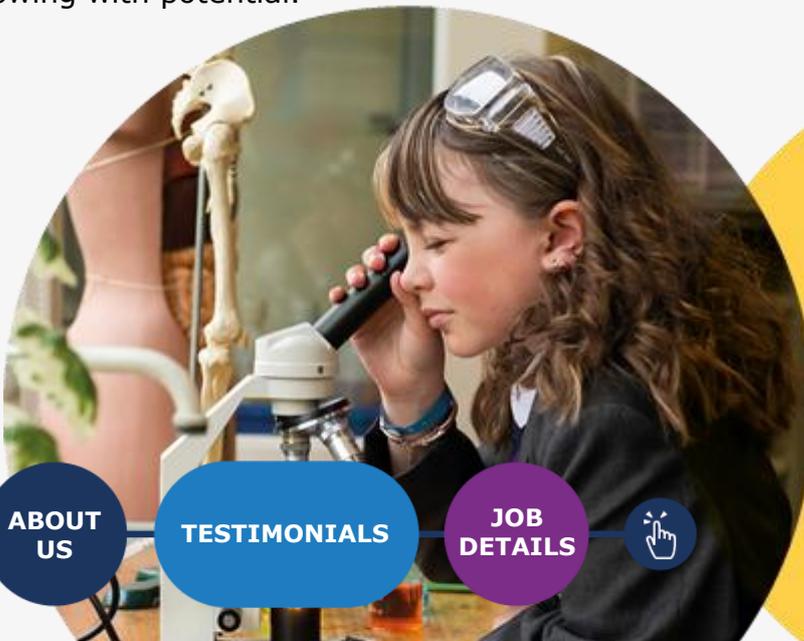
At SHARE, we are proud of the high standards and expectations we set and uphold, across the board. Consequently, we consistently surpass both national and regional school results. Our academies consistently secure excellent academic outcomes, with achievement levels being amongst the highest in our region.

Supported by robust, well-resourced, and accountable improvement plans, we have a proven track record of significantly improving our academies, as reflected in national performance measures and our strong Ofsted outcomes.

Through our broad curriculum, first-class careers education and guidance, and our wide-ranging enrichment offer, we successfully prepare our young people for life beyond the classroom. We ensure no child is left behind, and do so by fostering a safe, inclusive, and nurturing environment where all barriers can be overcome.

We remain committed to developing our staff, who are our greatest asset in achieving our mission.

Alongside our successful Teaching School Hub and training accreditations, we take great pride in one another's individual successes. Many of our most senior leaders have progressed through the routes. That includes the countless colleagues who have enjoyed varied, rewarding, and long careers with our academies and trust, as well as those who are just starting on their journey and are glowing with potential.



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What our colleagues say



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Since joining SHARE as an RQT, the trust has always supported me in my career, giving me ample opportunity to develop and demonstrate my skills, whether through official training courses such as the National Professional Qualification (NPQ) or by offering opportunities to deliver CPD and build leadership skills.

My career progression at SHARE has been rapid thanks to the encouragement of leaders. With every role I have applied for, or training opportunity considered, leaders have always been approachable, supportive, and encouraged these conversations.

There are regular opportunities within the trust to try new things and gain experience in areas that interest us. **I am really glad I joined Share MAT because the culture of recognition, support, and celebration gave me the confidence I needed to chase my career goals.**

Lewis Day

Trust Improvement Leader (Personal Development); PSHE Leader; Teacher of English at Shelley College

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“

The care and support that has been provided during my time with the trust has not only allowed me to help make a difference to young people's lives but it has **enabled me to excel in a fantastic career and in a role which is so fulfilling.** It has been life changing!

Melanie Delaney-Hudson

Assistant Headteacher (SEND and Inclusion), Thornhill Community Academy

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What our colleagues say



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Alongside being part of the central trust team, **I enjoy getting the chance to meet and work with other colleagues across the trust.** I started as an apprentice and every year SHARE has helped me to progress further, either by supporting me with professional development in the form of external or internal training, which constantly bridges the gap to progress onto the next level when the opportunity arises.

”

Kieran Miller-Walker
Finance Officer, SHARE
Multi-Academy Trust



“

As Phase Leader, I am pleased to be able to support other teachers with passion and excitement to help them lay the foundations that mean pupils thrive throughout their educational journey.

Being a part of the Share MAT family, means there is always a vast amount of knowledge, guidance and support available. The trust annual training day on the first day back really makes you feel like part of a team, with common goals to provide a unique learning journey for all children.

”

Ben Modeste
Phase Leader of Lower Key Stage 2,
Luck Lane Primary School

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First-class careers, through bespoke training and support

Our success as a trust depends entirely on our colleagues who are the bedrock of all we do. That's why we're determined to recruit and retain the best staff by offering first-class training and support, alongside highly competitive packages.

Across the trust, we pledge to deliver outstanding professional development and training opportunities that are bespoke for our teaching and support staff. We support colleagues through ongoing training, coaching, and mentoring using the latest evidence-based research, to strengthen their expertise.

Alongside career pathways carved out for our support staff, we similarly offer a variety of progression and promotion routes for teachers. In addition to the traditional progression journey, we deliver a full suite of specialist and leadership National Professional Qualifications (NPQs), offer Lead Practitioner positions for those with classroom-based preferences, alongside middle and senior leadership training programmes for new and aspiring leaders. With additional development opportunities for staff including research projects, subject enhancement training, and access to The National College online development platform, we are dedicated to supporting our staff to develop and grow as educators.

We also champion cross-trust collaboration and best practice sharing, maximising the opportunities and expertise available across our schools. All colleagues are encouraged to meet regularly, including through various forums where they can discuss ideas, and share experiences and resources.

We are committed to protecting our staff's wellbeing by providing the support, guidance, and training needed to achieve the highest standards they are capable of.

Just as we encourage our pupils to achieve their personal best, we want the same for our staff, with colleagues having their own personal development plans.



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Endless opportunities through our **Teaching School Hub and Training Accreditations**



Our commitment to professional development and raising opportunities and aspirations in the communities we serve and beyond, is best reflected through our Teaching School Hub and Training Accreditations.

We are immensely proud to be the Teaching School Hub for Calderdale and Kirklees, enabling us to connect with, shape, and inspire teachers and practitioners of the future.

Through our Teaching School Hub and training platforms, we induct Early Career Teachers (ECTs) into the profession through an outstanding Initial Teacher Training programme. All our academies similarly play an important role in supporting trainee teacher placements through the Hub and with other local trainee teacher providers. We also offer a full suite of specialist and leadership NPQs through the Hub, including for staff themselves to facilitate Early Career and NPQ frameworks.

Since its launch, we are delighted that 1,000 new teachers have progressed or are progressing through our Early Careers Framework Course, with over 600 studying NPQs. We also continue to provide the Appropriate Body Service for nearly 500 new teachers.

Having the Hub as a central part of our trust family means it continually informs our approach to staff development and how we can enhance our training based on learnings and insights. It has also shaped our approach in recognising that development is a long-term, meaningful investment in our colleagues and therefore our pupils.

Since the launch of the hub...

1,000 teachers
have progressed or are progressing through
the **Early Career Framework**

600 teachers
are studying
NPQs

500 teachers
using our
Appropriate Body Service

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Job title:

Teacher in Charge of the Additionally Resourced Provision (ARP)

Academy:

Royds Hall, A SHARE Academy

Headteacher:

Emily Devane

Section:

ARP

Reporting to:

Assistant Headteacher (Inclusion)

Contract type:

Permanent **Fixed Term**

Time commitment:

Full-time

Band/Range:

MPS / UPS

Further salary information:

SEN2 and TLR2a (eligibility for the SEN allowance is dependent on a specialist qualification in ACR or a commitment to completing one).

An enhanced TLR could be offered if the candidate meets the skills required.



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JOB ADVERT

Academy information:

Rated Good by Ofsted in 2023, Royds Hall is a small secondary academy with a positive attitude to learning and a curriculum that is ambitious for all and well-sequenced. Staff are central to the academy's vision of 'Valuing People, Supporting Personal Best', and the academy offers a supportive and inclusive working environment where colleagues can make a difference every single day.

Royds Hall is one of eight academies within the well-regarded and high-performing SHARE Multi-Academy Trust. It is situated within a close-knit, diverse community, and is in good commuting distance from Leeds, Huddersfield, and Wakefield. The academy is proud to offer:

- A supportive and ambitious environment where all students are encouraged to go beyond what they think they can achieve and to enjoy learning, helping them to lead successful, healthy and happy lives
- A vibrant place to work which equips staff to deliver their best every day, under the strong belief that Valuing People, Supporting Personal Best is the key
- A commitment that staff are happy, engaged and well supported at work, taking pride in students' attendance, behaviour, progress and development as well as their own
- Excellent training and guidance relevant to individual job roles, so expectations are understood and staff are motivated
- Great benefits, as an employer of choice, including outstanding CPD, supportive line management, and meaningful networking opportunities across the trust to aid personal development
- Supportive leadership, encouraging healthy work-life balance
- A high-quality teaching and learning environment, alongside good facilities
- A culture where children are happy, settled and confident, accessing a broad and balanced curriculum which provides a memorable educational experience for pupils and staff.

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JOB ADVERT

We are looking to recruit:

Our Trust is determined to overcome disadvantage, and we place a strong inclusion offer at the heart of this goal. We are now seeking somebody to help lead our Additional Resourced Provision (ARP) at Royds Hall, to provide exceptional levels of support and achievement. Our definition of achievement goes well beyond academic results – we want all our pupils to be happy and successful for life.

Our ideal candidate will be an individual who has extensive experience of working with pupils with SEND or is a passionate teacher who wishes to have leadership experience and would like to specialise in the area of SEND. You should have a good understanding of how to support colleagues, to get the best out of all children and young people. You will lead the teacher and teaching assistants in the ARP and ensure that pupils are supported to achieve their personal best. This is an excellent opportunity to shape the quality of provision of ARP pupils at Royds Hall and change lives for the better.

Royds Hall has been transformed since joining the trust. You will join the ARP team, which is exceptionally strong with an excellent reputation across the local authority.

We are committed to developing our colleagues. As the Teaching School Hub for Calderdale and Kirklees, we think it is vitally important to invest in our staff through training, coaching and career development opportunities. You will be given lots of responsibility but this will be matched with outstanding support from caring colleagues, who are committed to our belief in 'Valuing People, Supporting Personal Best'.

The ideal candidate will:

- have Qualified Teacher Status (QTS).
- be qualified to degree level or equivalent.
- have experience of working with students with SEND.
- be familiar with the SEN Code of Practice.
- have excellent behaviour management skills.

For more information, get in touch with:

Rebecca Corcoran, PA to Headteacher via royds.recruitment@sharemat.co.uk

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JOB DESCRIPTION

Overall purpose of the role:

As the Teacher in Charge of Additional Resourced Provision (ARP), you will be required to lead a team of teachers, support staff and a range of other professionals to support the learning and welfare of all targeted pupils. You will provide the vision and direction for the team to develop and lead strategies which will impact upon the learning and inclusion of children with complex needs, ensuring successful transition into mainstream schools. In addition, you will meet the general requirements of this post.

The post will require you to work in partnership with the ARP team, SENDCo, TLR holders, Senior Leadership Team and Governors to promote the continuous improvement of SEN students within our ARP.

This post is sited in the Secondary ARP within Royds Hall which provides support for KS3 and KS4 children with complex communication and interaction needs in mainstream school. The maximum student capacity of the provision is 24 students. The ARP forms one of four strands of support for children with: Autistic Spectrum Disorders; Speech, Language and Communication Needs; Sensory Impairments and Physical Impairments.

You will be involved with organising, delivering and evaluating learning for children with complex needs across complex communication and interaction needs in Kirklees Schools. The post also involves working in partnership with parents/carers and families in order to build confidence and trust. The role would include leading an outreach team to support pupils with complex needs in other mainstream schools.

This role will involve close liaison with the Strand Lead for complex needs and coordination of the activities involved in running the specialist provision. It will also involve working with headteachers, SENDCos, class teachers and support staff in a range of mainstream schools.

Safeguarding requirements:

This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS). People who may have contact with younger children (i.e. primary school age) are also required to complete a declaration about family or other members of their household. Applicants MUST complete the MAT's standard application form to be considered, will be required to provide evidence of identity and qualifications and offers of employment will be subject to satisfactory references. For applicants who work or have recently worked in a school, one of the references must be from the Headteacher.

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JOB DESCRIPTION

Key Outputs:

1. Lead and model excellent classroom practice for a high-quality SEN support service and assist teachers in meeting their responsibility to help ARP SEND pupils make good progress.
2. Plan and deliver improvements to SEN provision, evaluate the impact of strategies and take action to secure further improvements based on the evidence available.
3. Take a leading role to ensure the school complies with the SEN Code of Practice and achieves a high standard of provision and keep up to date with legislation, guidance, policies and current research, ensuring the provision complies fully.
4. Attend review meetings and produce SEN provision maps and EHC plans to support learning.
5. Line manage and carry out performance management for the ARP team.
6. Monitor and evaluate the effectiveness of interventions, through an annual report to the Headteacher, Line Manager and Strand Lead for complex needs, the main focus of which is outcome and evidence-based judgements to inform the whole school and strand self-evaluation and development planning.
7. Establish and maintain effective and high-quality relationships with parents/carers and other professionals.
8. Co-ordinate with the SENCO and SEN teams, to promote and facilitate the delivery of excellent teaching and learning for pupils with special needs:
 - a. Lead the ARP in accordance with the school's aims and ethos.
 - b. Improve students' levels of progress and attainment, lead and support improvements in the quality of teaching and learning for pupils with special needs (particularly Complex Needs).
 - c. Maintain high standards of students' behaviour for learning and engagement.
 - d. Lead on maintaining a safe environment for students.
9. Lead on the development of an individual learning plan appropriate for each student to enable them to engage positively for learning within ARP settings and around school.
10. Ensure a suitable curriculum and appropriate qualifications are in place for children with Complex Needs and other SEN students. Prepare and plan appropriate resources to meet students' needs and ensure any reasonable adjustments or access arrangements are planned and made to the learning area.
11. Prepare an appropriate supportive learning plan for each student which covers the essential subjects for the school curriculum, vocational areas and activities for each student to gain skills, engage positively within the wider school community and make good progress

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in their learning, so they are able to progress in their education or onto meaningful employment.

12. Provide guidance for colleagues working within the ARP and help monitor and evaluate the quality of teaching and learning in the ARP.

13. Ensure students work well and are supported in a safe environment, taking responsibility for ensuring risks are identified and managed well.

14. Conduct quality assurance activities to provide evidence that is used to improve standards of teaching and learning and help teachers fulfil their teaching and learning responsibilities with specific reference to students with Complex Needs.

15. Co-ordinate with the SENCO, and SEN teams to provide support to other curriculum areas, to raise standards by sharing good practice (with specific reference to SEN & complex needs students).

16. Agree clear, achievable outcomes with staff and/or students.

17. Conduct appropriate research to identify best practice in SEN teaching and provision and then to recommend strategies and best practice to support students to reach their full potential, particularly for Complex needs pupils.

18. Help develop schemes of learning and associated resources for specialist SEN settings.

19. Help track students' progress, rewarding success and intervening to improve outcomes.

20. Provide regular updates for parents and other professionals on progress and to discuss any supportive action required to maintain progress and support for each student.

21. Liaise with educational specialists, nurses, psychologists, health and social care professionals, independent and voluntary bodies for student needs and support plans.

22. Ensure all relevant school records are kept up to date.

23. To undertake any other duties associated with the role, as may be decided by your line manager or the Headteacher.

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JOB DESCRIPTION

Dimensions:

- Range of Teachers / Support staff: approximately 80 across the whole school.
- Range of Students: approximately 20 SEN students for the ARP.
- Number of direct reports: up to 10.

Work/Business contacts:

Internal: All teachers and support staff to advise how effectively to support students to achieve their Personal Best. Education professionals, SENDCo, SLT, Safeguarding lead.

External: Parents and Families, Examinations Boards, early years providers, other schools, educational psychologists, health and social care professionals, independent and voluntary bodies.

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JOB DESCRIPTION

Expertise in role required (At selection – Level 1):

ESSENTIAL

- Qualified Teacher Status.
- Degree or equivalent.
- Experience of teaching and working with students with SEND.
- Must hold or be willing to work towards a recognised Specialist ASC qualification.
- Familiar with the SEN Code of Practice.
- Excellent behaviour management skills.
- Able to develop strategies for engaging students, develop the curriculum and secure improvements.
- Ability to promote inclusion and meet the additional needs of all students.
- Able to monitor and evaluate impact of interventions and strategies.
- Knowledge of SEN best practice and national developments.
- Excellent communication skills.
- Commitment to the safeguarding of young people.
- Is willing to undertake Designated Safeguarding Lead training.
- Is willing to work flexibly within scope of overall hours, e.g., evening meetings.

DESIRABLE

- A willingness to be fully involved in the wider life of Royds Hall, including extra-curricular activities.
- Experience of leading a team of professionals.
- Successful experience or the ability to teach essential subject areas for Maths/English/Science.
- Experience of implementing SEN strategies and interventions for key student groups.
- Highly competent in ICT and the use of computers.

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JOB DESCRIPTION

Expertise in role – After initial and advanced development:

- Development of individual learning plans and strategies for the Complex Needs pupils, resulting in improved outcomes for SEN & less able students.
- Evidence that successful strategies have been shared and developed with other faculties, via the SENCO, SLT and wider school.
- Evidence of monitoring and evaluating interventions and strategies
- Evidence of data analysis and strategies used to improve performance (with specific reference to SEN & less able students).
- Evidence of on-going continuing professional development.

Structure/Department Information:

Assistant Headteacher (Inclusion)



Teacher in Charge (ARP)



ARP Teachers & Teaching Assistants

HOW TO APPLY

Please note that CVs will not be accepted. To apply, please complete an application form on My New Term using the application link below.

Application link:

<https://mynewterm.com/jobs/146327/EDV-2026-RHSA-59854>

Closing date:

9am Thursday 19th March

Interview date:

w/c 23rd March

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*Valuing People,
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Ready to start your career with Share MAT?

Get in touch:

Visit

roydshall.org

Email

royds.office@sharemat.co.uk

Call

01484 463366

Address

Royds Hall, A SHARE Academy
Luck Lane, Huddersfield, West Yorkshire
HD3 4HA
