



Heworth Grange
School

Enriching Lives, Inspiring Ambitions

BUILD YOUR DREAM CAREER

Join our Team!



RECRUITMENT PACK

Assistant Principal - SENDCO
Heworth Grange School, Gateshead

WELCOME FROM THE CEO



Dear Candidate,

Thank you for your interest in the position of Assistant Principal - SENDCO at Consilium Academies.

At Consilium, we are on a mission to be an excellent trust with excellent schools – we would love you to join us in that mission.

We are a values driven trust and bring this to life every day through our commitment to excellence, equity and integrity.

We recognise the unique value of everyone, whether they are staff or students and are dedicated to ensuring that every member of our Trust reaches their full potential. To achieve this, we collaborate with stakeholders and external organisations to build relationships that enhance opportunities for all members across the Trust.

We have a commitment to ensure each and every staff member is supported to achieve their goals within their career and have the skills and development to flourish. This commitment is reflected in our Centre for Professional Learning, where colleagues have access to tailored training opportunities and resources to meet their specific needs.

We firmly believe that every student, regardless of their background deserves an excellent education and an equal opportunity to fulfil their potential. This vision guides us in creating an environment where every pupil can thrive.

As part of our Trust, our academies align with collective aims, including prioritising holistic development of pupils academically, socially and emotionally. We aim to instil a passion for lifelong learning and continual improvement among our academies, staff and students, empowering them to pursue their aspirations and ambitions. Our goal is to create a family of academies that is inclusive and embraces diversity, fostering a supportive community where all members feel inspired and empowered to succeed.

We look forward to your application, thank you for your interest in joining the Consilium family.

A handwritten signature in black ink, appearing to read "Michael McCarthy".

Mr Michael McCarthy
Chief Executive Officer of Consilium Academies.

WELCOME FROM THE PRINCIPAL



Welcome to Heworth Grange School

Thank you for your interest in joining Heworth Grange School. As Principal, I am proud to lead a community that is committed to delivering an excellent education for every student who comes through our doors. Our ambition is clear: to be the school of choice for our community and beyond – a place where parents have confidence, students are proud to belong, and staff feel valued, supported and, as part of a determined team, able to make a meaningful and lasting impact.

Heworth Grange is a school that is more than an organisation focused solely on examination outcomes, although our students do achieve highly across a wide and diverse curriculum, from maths and Computing to Dance and Film Studies. What defines us is the breadth of opportunity we offer and our commitment to supporting and developing the whole child. We believe education should extend far beyond academic achievement, shaping character, ambition, and responsibility.

Our curriculum is intentionally broad and balanced to ensure there is a pathway to suit every learner's strengths, interests, and aspirations. We want our young people to uncover their talents, find their passions, and develop the confidence they need to succeed in life. Alongside academic rigour, we place significant emphasis on personal development, community engagement, and preparing students for the challenges and opportunities that lie ahead.

We are a large school with excellent facilities, yet we are increasingly known for the warmth, connection, and genuine care that underpin our culture. The strength of Heworth Grange lies in its people. Our talented and dedicated staff team bring expertise, integrity, and compassion to their roles, ensuring our students feel seen, supported, and inspired. Joining Heworth Grange means becoming part of a collegiate, ambitious, and highly committed professional community where your contribution will be valued and where you will be supported to grow and excel. It's a lively and vibrant place to work where the rewards of delivering real change to our students and community are more than worth the efforts.

As a member of staff, you will play a central role in delivering exceptional teaching and pastoral care, shaping the experience of our students, and contributing to our continuous drive for improvement. We expect high standards, but we invest heavily in professional development, collaboration, and the systems that enable staff to thrive in their work. We're on a journey of transformation and, as part of the DfE's RISE programme, we're receiving additional funding, support and opportunities to work with other local schools and trusts to ensure we become recognised as the excellent school our students deserve. Our most recent Ofsted inspection took place in November 2024 and celebrated the changes that had been put into place – those changes are now embedded and we're confident that our next inspection will show significant improvements in all key areas. We need the best people to join us and help accelerate those improvements.

If you've got the moral drive, enthusiasm and energy to join our team at Heworth and really make a difference to children's lives, I'd love to hear from you. If you are considering joining us, I encourage you to visit the school, meet the team and experience our culture in action. Seeing our community on a typical day is the best way to understand what makes Heworth Grange such a rewarding place to work.

Neil Rodgers
Principal

ABOUT THE SCHOOL



Heworth Grange is proud to be part of Consilium Academies' Multi-Academy Trust (MAT). As part of Consilium, we are dedicated to working towards the Consilium mission of providing an inclusive partnership with our community where lives are enriched by providing care, experience and opportunity, and where every student benefits from the same opportunities to succeed.

We are guided by four key drivers.

Every child- No Excuses

At Heworth Grange, we want every single student to achieve their potential. We go the extra mile for our students and understand that some of our students will require more support to overcome barriers to learning than others. We work collaboratively to problem solve and find the best therapeutic and academic solutions for our students to achieve the best possible outcomes.

High Expectations

We know that expecting the best from all our students is integral to them achieving a world class education. We strive day in and day out to ensure the highest standards of behaviour where everyone can learn and develop in a safe and secure environment. We also work tirelessly to embed the importance of attendance as a vital employability skill and work collaboratively with parents and carers to ensure all students attend school.

Engaging Learning

We know that great teaching and learning everyday will make the difference for our students and will support them to achieve their very best. We want to ensure all students are fully engaged and inspired by the learning experiences at Heworth Grange and as educators we fully commit to professional development to ensure we are continuously developing and providing the best experiences for our students.

No Islands

We know that there is strength in unity and at Heworth Grange we do not want anyone to feel like an island. We care for each other and we support each other, this means that we learn better. Our No Islands culture means that we work collaboratively with parents, carers, outside agencies, governors and other Trust schools. We value relationships above all else because we know that trust is vital to the success of our organisation. We put students and staff at the heart of our decision making, ensuring everyone benefits from continuous improvement. We ensure that our staff have access to great professional development so that we continue to grow in expertise and provide the very best education for our young people.

We want to do everything in our power to ensure that the students at Heworth Grange leave school with the academic qualifications and personal skills to become happy and successful adults in their own right. We want our students to develop a life-long love of learning and to have the confidence to make a difference in their community as positive, proactive citizens within our society.

ABOUT THE TRUST



Consilium Academies is a Multi-Academy Trust dedicated to Excellence and Equity with Integrity. Consisting of eight schools across three hubs in Salford, South Yorkshire, and the North East of England, our culture is built on support, guidance, capacity building, and fostering a collaborative approach to school improvement.

Our Trust is committed to the highest standards of curriculum, teaching, and learning, leading to excellent outcomes for our pupils. This commitment extends to our staff, with a focus on high-quality learning, professional development, and an uncompromising approach to support and growth.

Schools within the Trust are encouraged to engage in rigorous self-evaluation and take swift action to address any areas of underperformance, guided by our School Improvement Framework.

Our Key Areas of Focus:

- **Expert Knowledge:** We prioritise school-to-school support, fostering expert knowledge, and providing effective assistance to our schools.
- **Ambitious Curriculum:** Our schools share a common language for curriculum development, with a focus on Enriching Lives, Inspiring Ambitions, and embedding Equity, Diversity, and Inclusion throughout.
- **Effective Pedagogy:** Our research-focused approach seeks impactful teaching methods, a shared language for pedagogy, and developing partnerships with external experts.
- **Purposeful Practice:** We respect each school's identity while promoting a shared understanding of high-quality practice and staff development.
- **Rigorous Assessment & Intervention:** We implement evidence-based benchmarking and targeted support through Rapid Action Plans, maintaining a relentless focus on achieving strong outcomes for all students.
- **Rich Culture:** Guided by Excellence, Equity, and Integrity, we aim to identify, attract, develop, and retain expertise at all levels, ensuring our schools contribute to the Trust's success over time.

Led by our Chief Executive Officer, Michael McCarthy, our Central Team provides direct services, accountability, leadership, and management to our schools. We operate a strong partnership model, where our partner schools play a crucial role in the Trust's continual growth and development.

Our collaborative approach respects each school's individual identity, empowering them to focus on student achievement and success while being part of a supportive network committed to excellence.

BENEFITS



As a Trust, we want our staff to feel supported and valued. Whether you are a teacher or member of the support team, we want your work to have a positive impact on your health and wellbeing.



A CONTRIBUTORY PENSION SCHEME, MEANING WE'LL SAVE TOGETHER

34 DAYS ANNUAL LEAVE + BANK HOLIDAYS FOR SUPPORT STAFF (PRO-RATED FOR PART-TIME) & 36 HOUR WORKING WEEK FOR FULL-TIME SUPPORT STAFF



EMPLOYEE ASSISTANCE PROGRAM WITH ACCESS TO COUNSELLING AND CBT 24 HOURS A DAY, 7 DAYS A WEEK

A CPD OFFER FOR EVERY MEMBER OF STAFF; TO HELP YOU PERFORM AS WELL AS YOU CAN IN YOUR ROLE, TO HELP YOU REACH YOUR CAREER ASPIRATION



FREE MEMBERSHIP TO VIVUP, WITH HUNDREDS OF EXCLUSIVE OFFERS AND DISCOUNTS AVAILABLE ONLINE AND IN STORE.

ACCESS TO THE LEADING HOME ELECTRONICS LEASE SCHEME, EXCLUSIVE TO PUBLIC SECTOR EMPLOYEES



ENHANCED CONTRACTUAL SICK PAY IN LINE WITH THE BURGUNDY BOOK AND GREEN BOOK, PROTECTING YOU AND YOUR FAMILY

AUTOMATIC PAY PROGRESSION FOR ALL STAFF IN LINE WITH THEIR CURRENT GRADING STRUCTURE



JOB DESCRIPTION



JOB TITLE:	Assistant Principal - SENDCO
REPORTS TO:	Principal
CONTRACT:	Permanent
SCALE:	L8 – L12
ACTUAL SALARY:	£61,533 - £67,897

MAIN PURPOSE OF THE ROLE

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

CORE RESPONSIBILITIES & TASKS

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-centered, 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.
- Provide support and guidance to pupils to enhance literacy and oracy development and remove barriers to learning in order to promote effective participation, enhance self-esteem, raise aspirations and enable them to achieve their full potential.
- Manage interventions for pupils with development needs.
- Provide opportunities for able pupils to work at higher cognitive levels, to develop specific skills and talents as well as coordinating pastoral support for them both socially and intellectually.
- Establish and maintain a framework for Personal Education Programmes (PEPs) to actively support class teachers in effective teaching delivery and keeping parents informed of progress.
- Identify pupils who had special requirement such as visual, speaking or learning difficulties and qualify for examination access arrangements.
- Lead the Pupil Premium Strategy.
- Monitoring the progress of Pupil Premium students against National benchmarks.
- 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.
- To plan, monitor and review health and safety within areas of personal control.
- To participate in the Trust's Professional Development Review 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

ADDITIONAL NOTES

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.

PERSON SPECIFICATION



Training and Qualifications	Essential	Desirable
Qualified Teacher Status (QTS)	✓	
Degree-level qualification or equivalent	✓	
SEND Qualification	✓	
Evidence of relevant and ongoing CPD	✓	
Postgraduate qualification in education, leadership or SEND		✓
NPQSL / NPQH or equivalent leadership qualification		✓
Experience	✓	
Successful experience as a classroom teacher with evidence of high-quality teaching	✓	
Leadership and management experience at middle or senior leadership level	✓	
Significant experience of SEND and inclusion practice	✓	
Experience of using data to improve outcomes for all learners	✓	
Experience of staff appraisal and performance management	✓	
Experience of working with parents and external agencies	✓	
Experience of monitoring and evaluating SEND and Pupil Premium provision	✓	
Whole-school SEND leadership experience		✓
Knowledge & Understanding	Essential	Desirable
Knowledge of SEND Code of Practice and legislation	✓	
Understanding of inclusive teaching and learning strategies	✓	
Knowledge of assessment, tracking and intervention	✓	
Understanding of curriculum design and DfE requirements	✓	
Knowledge of assessment, tracking and intervention	✓	
Understanding of curriculum design and DfE requirements	✓	
Knowledge of safeguarding and behaviour for learning	✓	
Knowledge of examination access arrangements	✓	
Skills & Abilities	Essential	Desirable
Outstanding classroom practice or clear potential	✓	
Ability to lead, inspire and motivate staff and pupils	✓	
Strong data analysis and evaluation skills	✓	
Excellent written and verbal communication skills	✓	
Ability to plan strategically and implement change	✓	
Strong organisation and time-management skills	✓	
Ability to coach, support and challenge staff	✓	
Ability to establish high expectations and accountability	✓	
Leadership & Management	Essential	Desirable
Ability to establish high expectations and accountability	✓	
Experience of delegating effectively and developing others	✓	
Ability to evaluate practice and give constructive feedback	✓	
Commitment to collaborative and inclusive leadership	✓	
Personal Qualities	Essential	Desirable
Strong commitment to inclusion, equality and safeguarding	✓	

Child-centered and values-driven approach	✓	
Professional integrity, resilience and adaptability	✓	
Reflective practitioner committed to continuous improvement	✓	
Ability to work under pressure and manage competing demands	✓	
English Fluency	Essential	Desirable
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English or Welsh by a recognized institution abroad	✓	
Passing an English or Welsh spoken language competency test or possessing a relevant spoken English qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad.	✓	