



Teacher Recruitment Pack

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Principal: Keeley Murray
Email: info@westoaksschool.co.uk
www.westoaksschool.co.uk

27th March 2026

Dear Applicant

Teacher vacancies at West Oaks

Thank you for your interest in the post of Teacher at West Oaks School.

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

I hope you will enjoy reading through our recruitment pack and I look forward to receiving your application. Application forms should be completed online through the MyNewTerm portal, CVs will not be accepted. The closing date is Sunday 26th April 2026 at midnight. Should you have any questions regarding the role or the application process, please email recruitment@westoaksschool.co.uk.

Please note that it is our policy not to accept late applications except in exceptional circumstances which are outside of your control. If we have not contacted you within four weeks of the closing date please assume that your application has been unsuccessful. I hope you will appreciate that the decision not to acknowledge unsuccessful applicants has been taken in the interests of cost effectiveness.

If you have a disability and require this information in a different format, please contact Liz Mason, Director of Operations.

I look forward to receiving your application. Good Luck!

Yours faithfully

A handwritten signature in black ink, appearing to read "K. Murray".

Keeley Murray
Principal

WOODHOUSE LEARNING - Crowther Place, Leeds, LS6 2ST
BOSTON SPA LEARNING - Westwood Way, Boston Spa, Leeds, LS23 6DX
HEADINGLEY LEARNING, Buckingham Villas, Buckingham Road, Headingley, Leeds, LS6 1BP
Don't forget to look at our website www.westoaksschool.co.uk or follow us on Twitter @westoaksleeds



INFORMATION ABOUT THE SCHOOL

"Excellence for Everyone"

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

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

Our provision based in Boston Spa, a village on the North East outskirts of Leeds opened in 1977 and has a strong focus on outdoor learning and has recently been refurbished to include new teaching areas, 16+ Bistro, daily mile track and MUGA.

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

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

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

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

Boston Spa Learning

Boston Spa Learning is set within a small rural location and has been established in the village of Boston Spa, near Wetherby for over 45 years. It is very much a part of the village community, and we make good use of the rural setting to enrich our curriculum. We have created real and meaningful work-based experience for our 16+ learners through our WeCanDo Company.

The pupils' abilities range from very early developmental levels upwards. Pupils are transported from all parts of Leeds and some travel from North Yorkshire making our pupil population rich and culturally diverse.

Woodhouse Learning

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

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

Headingley Learning

Due to the demand for West Oaks places, we have expanded our provision for a third time. Our Headingley Learning site on Buckingham Road is situated only 1 mile from our Woodhouse Learning campus and complements our inner-city provision perfectly. This new provision opened in September 2022. Headingley Learning provides a further 125 places at KS2-KS5.

Vision and Values

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

Safeguarding

We are committed to safeguarding and promoting the wellbeing of all children and we expect our staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure Barring Service Check (formerly Criminal Records Bureau Disclosure).



JOB DESCRIPTION

Post Title:	Teacher
Accountable To:	Senior Leadership Team
Location:	West Oaks School
Scale:	MPS/UPS + SEN allowance of £4096

PURPOSE OF THE POST

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.

Members of staff should always work within the framework provided by the school's policy statements to fulfil the general aims and objectives of the school's Leading Learning Plan.

Posts are recruited to West Oaks School and staff may be required to work at either the Boston Spa Learning, Woodhouse Learning or Headingley Learning sites.

DEVELOPING PROFESSIONAL AND CONSTRUCTIVE RELATIONSHIPS

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Communicate effectively with children, young people, colleagues and parents/carers.
- Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Have a commitment to collaboration and co-operative working.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.

WORKING WITHIN THE LAW AND FRAMEWORKS

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.

- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

DEVELOPING PRACTICE

- Evaluate their performance and be committed to improving their practice through appropriate professional development (i.e. training, coaching, mentoring etc.)
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.

PROFESSIONAL SKILLS

- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- Teach challenging, fun, well-organised lessons and sequences of lessons across the age and ability range they teach in which they: use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion
- Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress
- Develop concepts and processes which enable learners to apply new knowledge, understanding and skills
- Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.

- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- Establish a purposeful and safe learning environment, which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the school's behaviour policy.
- Use a range of behaviour management techniques and strategies, with specific reference to staff with relevant training.
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

- Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local data to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

PERSONAL RESPONSIBILITIES

- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To take responsibility for safeguarding and promoting the welfare of children.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- To undertake training and professional development as appropriate.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.

West Oaks School is committed to safeguarding and promoting the wellbeing of all children and we expect our staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure Barring Service Check (formally Criminal Records Bureau Disclosure). We promote diversity and aim to establish a workforce which reflects the population of Leeds.

Teacher - Person Specification

Category	Essential	Desirable	Where Identified		
			Applicati on Form	Interview	Referenc e
Personal					
▪ Evidence of a range of outside interests		✓	✓	✓	✓
▪ Ability to drive between our sites i.e. possession of UK driving Licence.		✓	✓	✓	
Professional Qualifications					
▪ Graduate	✓		✓		
▪ Qualified Teacher Status	✓		✓		
▪ Good Honours Degree		✓	✓		✓
▪ Additional relevant qualifications e.g. MEd, NPQH, MBA, Advanced Diploma SEN		✓	✓		
Experience					
▪ Substantial relevant teaching experience and proven track record of enhancing student progress and raising attainment	✓		✓	✓	✓
▪ Positive experience of initiating and managing change in a school		✓	✓	✓	✓
▪ Experience of curriculum innovation and staff development	✓			✓	
▪ Experience of a variety of teaching styles and diverse range of learning needs	✓				✓
▪ Experience in a specialist SEN setting with pupils with Autism/SLD		✓	✓		
Equal Opportunities					
▪ An acceptance of and commitment to the principles of equal opportunities and rights	✓			✓	

			Where Identified		
Category	Essential	Desirable	Applicati on Form	Interview	Referenc e
Skills, Knowledge, Competencies					
▪ Thorough knowledge of curriculum, current educational developments and legislative changes	✓		✓	✓	
▪ Ability to establish a stimulating and high-quality learning environment	✓		✓	✓	
▪ Ability to implement effective procedures to ensure good behaviour and discipline in the School	✓			✓	✓
▪ To be able to use data to evaluate the curriculum and impact positively on pupil attainment	✓		✓	✓	✓
▪ Be prepared to work at any of the bases	✓		✓	✓	
▪ High level of written and oral communication skills and ability to communicate with a wide range of audiences in a variety of settings	✓		✓	✓	✓
▪ Ability to use ICT to support planning and assessment as well as the development of high-quality resources	✓		✓	✓	✓
▪ Ability to inspire and motivate children to utilise and develop their skills	✓		✓	✓	✓
▪ Ability to work effectively as part of a team	✓		✓	✓	✓
▪ Ability to prioritise conflicting requirements	✓		✓	✓	✓
▪ Ability to establish good relationships with governors, staff, pupils, parents, and other agencies supporting the school	✓		✓	✓	✓
▪ Vision and energy	✓		✓	✓	✓
▪ Ability to make and maintain links with other schools to promote inclusive practice		✓		✓	
▪ Plan and prepare units of work in the relevant subject areas consistent with school policy	✓			✓	
▪ Ability to innovate		✓		✓	✓
▪ Prepare and maintain daily lesson plans consistent with School policy	✓				✓
▪ Knowledge and understanding of current legislation	✓			✓	
▪ Excellent inter-personal skills	✓		✓	✓	✓

GUIDANCE NOTES ON COMPLETING THE APPLICATION FORM

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

EXAMINE THE INFORMATION PACK

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

EQUAL OPPORTUNITIES

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

DISABLED APPLICANTS

A disability or health problem does not preclude prospective applicants from consideration for a job and applications are encouraged from disabled people. Disabled applicants whose impairment prevents them from carrying out any aspects of a post are still encouraged to apply since it may be possible to change the duties of a post. You are asked to indicate in the 'Additional Information' section of the Application Form whether your disability prevents you from undertaking any of the duties of the post and why. There is provision for information to be provided in large print and Braille or on tape. If you have difficulty completing the Application Form you may alternatively submit a CV. However, this should still follow the same format as the Application Form. Disabled applicants who meet the essential criteria of a vacant post are guaranteed an interview. You are asked to indicate in the 'Additional Information' section of the Application Form any arrangements which may need to be made for you to attend an interview.

CANVASSING

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

CRIMINAL CONVICTIONS

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

RIGHT TO WORK IN THE UK

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

PRESENTATION

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

COMPLETING THE APPLICATION FORM

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

INFORMATION IN SUPPORT OF APPLICATION

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

Recruitment of Ex-Offenders Policy

1. Introduction

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

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

2. Further information about conviction information

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

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

3. Policy

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

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