



Prince Henry's Grammar School
COLLABORATIVE LEARNING TRUST



SEND Intervention Manager

INFORMATION FOR APPLICANTS

NJC Grade SO1 Scale Points 23 - 25
Actual Salary £28,250.99 - £29,833.47 Per Annum

Permanent, Term Time Plus 2 Days
37 Hours Per Week

Required from September 2025



SEND Intervention Manager

Location:	Prince Henry's Grammar School
Contract:	Permanent, 37 Hours Per Week Term Time Only, Plus 2 Days
Closing Date:	Wednesday 2 nd July 2025 at Noon
Selection Day:	Monday 7 th July 2025



SEND INTERVENTION MANAGER

Thank you for your enquiry regarding this post.

Please look on the school's website www.princehenrys.co.uk for more information about the school and for relevant policies e.g. Child Protection etc.

You will find in this booklet:

- Information about the post
- Information from the headteacher
- Job Description
- Person Specification
- Guidance for completing the application form

If you have a disability and require this information in a different format, for example, Braille, larger print or on CD, please contact the HR Administrator at the school:

hrs@princehenrys.co.uk

The closing date for applications is **Wednesday 2nd July at noon**. Please note that it is our policy not to accept late applications. Shortlisting will commence immediately, and it is anticipated that interviews will be held on **Monday 7th July 2025**.

Following the closing date, a recruitment panel will review the information provided and consider how well it matches the person specification. Shortlisted candidates will then be invited in for interview and references taken. On the interview day a number of sessions may be organised which may include completing a tour of the school, a classroom teaching observation, a written or data task, meeting with students or, dependent on the role, a combination of the above. The results of these sessions will inform the panel in their decision to take candidates through to a formal interview.

The school is committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment. All appointments will be subject to an Enhanced Disclosure and Barring Service check. Shortlisted candidates are also subject to a basic online search in line with current KCSiE policy.

We aim for diversity within our workforce. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age, disability, pregnancy/maternity, gender identity or gender transition.

All Collaborative Learning Trust schools are non-smoking/vaping sites.

Please note it is the Trust's policy that reimbursement will not be made with regard to candidates' expenses.

INFORMATION ABOUT THE POST

At Prince Henry's Grammar School, we are committed to ensuring that all students flourish and achieve, regardless of barriers to learning. The role of the SEND Intervention Manager is vital in supporting our SEND students to achieve their full potential. Based primarily in our SEND exclusive area, the NET centre, you will work with small groups of students to overcome barriers to learning. If you are keen to make a difference working with young people, whilst also developing your own skill set and expertise, then this could be the role for you.

This is a newly created role and as such provides a fresh and exciting opportunity for an enthusiastic and self-motivated individual. You will play a vital role in shaping our SEND provision, working closely with SEND students who may need help to overcome barriers to learning (including additional exams access arrangements)

THE INCLUSION TEAM

The Inclusion Team is a highly successful team led by the Special Educational Needs co-ordinator (SENCo) and managed by the Deputy Headteacher: Quality of Education. The Team currently comprises one Inclusion Officer: SEND, two Learning Mentors and a number of Teaching Assistants.

At present there are 26 students with Educational Health & Care Plans and there are approximately 250 students on the Special Educational Needs Register.

Since being revalidated with the Inclusion Chartermark, which gave us an opportunity to share and celebrate our inclusive practice, the team has continued to maintain and build highly successful relationships with faculties and staff in school. The input and achievement of our Learning Mentors and Teaching Assistants is greatly valued by staff, students and parents/carers.

ABOUT COLLABORATIVE LEARNING TRUST

Currently, the Trust comprises of:

1. Prince Henry's Grammar School, Otley, Leeds
2. Bramhope Primary School, Bramhope, Leeds
3. St Mary's Church of England Primary Academy, Hunslet, Leeds
4. Micklefield Church of England Primary Academy, Micklefield, Leeds
5. All Saints Church of England Primary School, Little Horton Green, Bradford
6. Trinity All Saints Church of England Primary School, Bingley
7. Ashfield Primary School, Otley, Leeds

VISION

The Collaborative Learning Trust will be recognised as a highly successful learning community that provides outstanding, sustainable, and inclusive 'nursery to 19' education for young people of all abilities. Students will leave Collaborative Learning Trust schools having enjoyed their education and developed into lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to, and succeed in, our 21st century society.

Our vision is underpinned by the following values:

- **Education for the common good of the whole community** – supporting the development of lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to society
- **Education for dignity and respect** – a focus on equality for all, trust, integrity, respect and an appreciation of diversity
- **Education for wisdom, knowledge and skills** – high quality teaching and learning designed to secure the 'all round' education of young people and engender a passion and enthusiasm for learning
- **Education for hope and aspiration** – a culture of aspiration and success (in students, staff and governance)

This will be achieved through:

- A commitment to a genuinely collaborative approach to ensure sustained school improvement towards the vision
- Strong ethical leadership and behaviour at all levels
- Autonomous ethos and identity for each school, whilst sharing core values and vision across both church and non-church schools
- Effective staff professional development and opportunities for excellent practitioners to develop their career

We as a Trust have signed up to the Yorkshire and Humber climate action pledge, making a commitment to protecting the climate and nature

COLLABORATIVE LEARNING TRUST EMPLOYEE BENEFITS

The Collaborative Learning Trust promotes employee wellbeing across all of our schools. Our well-being charter defines well-being as "The State of being comfortable, healthy and happy". We understand that the responsibility for well-being is shared across all members of our community and it aligns perfectly with the values of our Trust.

One of the many ways we implement this is through our fantastic employee benefits, which include:

Employee Assistance Programme:

A 24/7 confidential advice and counselling helpline available at no cost to all employees.

Pension Scheme:

We offer a fantastic teaching and support staff pension scheme.

Cycle to work scheme:

Spread the cost of a new bike over 12 or 24 months through salary sacrifice (terms and conditions apply).

Home and Tech scheme:

Spread the cost of a Curry's or Ikea gift card over 12 months through salary sacrifice (terms and conditions apply).

bYond:

A pre-paid card that lets you earn cashback when shopping at your favourite stores.

Extras discounts:

Save up to 10% on the upfront cost of a wide range of big-brand gift cards.

Tastecard Promotions:

Discount on an annual subscription which allows you to Save up to 50% off at hundreds of participating restaurants.

RAC Membership Cover:

A 12-month salary sacrifice offering different levels of cover options for up to 4 vehicles (terms and conditions apply).

INFORMATION ABOUT PRINCE HENRY'S GRAMMAR SCHOOL

Prince Henry's is an over-subscribed comprehensive school with over 1660 students, including around 370 in the Sixth Form. It has been named in the Times Parent Power guide as one of the top comprehensive schools in the North of England. Our extremely positive Ofsted report (November 2024) confirms us as an outstanding school across all areas. Regardless of our current success, we strive for the continuous improvement of our educational provision so that our students are fully prepared for 21st century society. We serve the market town of Otley (in the Wharfe Valley) and the surrounding villages including Pool, Bramhope and Adel. The Wharfe Valley is a wonderful region in which to live and work. It is close to areas of outstanding natural beauty, yet also benefits from good transport links to key towns and cities across the country.

Prince Henry's Grammar School has a rich history dating back to its Royal Charter of 1607 and to this day the school remains at the heart of the local community. We work hard to maintain strong links, for example through community use of our sporting facilities and our provision of an extensive Community Education Programme.

High standards, in both the academic and broadest sense of the word, continue as the underlying principles of all that we do. Our behaviour and achievement policy, known as Positive Discipline, is central to this. The system rewards students for what they do well, whilst also providing a framework within which misdemeanors are challenged and sanctioned in a consistent manner. This results in the extremely positive attitudes to learning that exists amongst our students. Prince Henry's is an enjoyable place to work and learn and we aim to appoint colleagues who shares our commitment to high professional standards.

Our focus on equality and diversity has a significant impact on the philosophy and operation of the whole school. An international perspective is evident in all areas of school life and all colleagues are expected to deal with issues of global citizenship and equality through their role in school. Typically, over 500 students take part in one of a dozen or more foreign trips and exchanges each year.

Our commitment to promoting equality and celebrating diversity lies at the heart of our vision, and we have received national acclaim for our work in this respect. The school holds the highest level of the Stephen Lawrence Education Standard and has supported several other schools to develop their own inclusive practices through the RED award developed internally.

Extra-curricular and enrichment provision is rich and varied. There are strong sporting traditions (including rugby, netball, hockey, athletics and swimming) and considerable interest in outdoor pursuits through a successful Duke of Edinburgh Award programme. Music, drama and a variety of other activities also flourish. Governors and trustees are keen to appoint staff who will support the vibrancy of our school.

For further information about Prince Henry's, including details of the current curriculum offer, please see the school website www.princehenrys.co.uk and the school's prospectus documents [here](#)

INFORMATION FROM THE HEADTEACHER

Dear Prospective Applicant,

We would like to thank you for your interest in applying for this post at Prince Henry's Grammar School.

Of particular interest to new members of staff is the emphasis placed on high quality professional development. Prince Henry's is a strategic partner in the Red Kite Teaching School Alliance and as such we work with our partners to develop and deliver high quality CPL to staff in our own school and across the region. This ensures good access to development opportunities for our teaching and associate staff.

A number of services and benefits have been developed including such things as free coffee/tea at break time, parking, annual flu vaccinations, access to Cycle to Work and Computer schemes, corporate gym membership, staff takeaway meal service through Henry's Diner, long service awards and social events organised by the Staff Committee. There is also an opportunity for the children of staff to access the excellent education available at Prince Henry's in line with the Admissions Policy.

Over recent years the already strong educational provision at Prince Henry's has improved even further, and consequently the reputation of the school. As a result, Prince Henry's has grown in size, including significant growth in the sixth form. Despite the school's achievements, governors and school leaders are not complacent, and seek to employ staff with the ambition, knowledge and skills to contribute to further improvement in this larger than average comprehensive school.

This is an exciting time to join a forward-thinking and ambitious school. Having recently been judged as 'Outstanding in all areas' from Ofsted (November 2024), our focus is on maintaining the exceptional offer and experience whilst pushing ourselves even further to ambitious levels. This includes the offer of CPL which includes leadership development and bespoke packages, and the opportunity to be outward facing with other schools within the Trust and alliances of which we are a member.

We hope that after reading the information about this vacancy you will want to apply. Please clearly describe your relevant skills and abilities, knowledge and experience (see Person Specification) in the appropriate sections of the application form and explain why these make you an ideal candidate for your chosen post. We look forward to receiving your application.

Yours faithfully

Sally Bishop
Headteacher



JOB DESCRIPTION: SEND Intervention Manager

Name:	
Role	SEND Intervention Manager
Faculty / Area	SEND department
Salary Grade:	NJC Grade SO1 Scale Points 23 - 25 Actual Salary £28,250.99 - £29,833.47 Per annum
Contract Type:	Permanent, 37 Hours Per Week Term Time Only, Plus 2 Days
Responsible to:	SENCO

PURPOSE OF ROLE

- To manage 'the NET centre' interventions, our SEND student provision support base (comprising of a larger, primary intervention/social space and a small, intervention room).
- To support and provide interventions for SEND students who may struggle to engage in all of their mainstream lessons
- To work with teaching, SEND, pastoral and senior staff
- To support the school in addressing the needs of all students, but especially those SEND students who need help to overcome barriers to learning
- To deliver packages of support to SEND students who are experiencing significant issues that are damaging their academic progression
- To support the SENCo in ensuring that all students have appropriate access arrangements for external examinations
- To help the school to build on the breadth of the educational experiences offered both in and out of the classroom

Main Duties:

1. To oversee, supervise and timetable the interventions which take place with our NET centre provision.
2. To supervise and support students who are timetabled for interventions within the NET centre provision.
3. To establish productive working relationships with students, acting as a role model and setting high expectations
4. Where required, liaise with subject teachers and appropriate support staff to ensure that appropriate work is provided for student interventions
5. To ensure that students are working in a calm and focused environment which meets their needs
6. To challenge and motivate students, promoting and reinforcing their self-esteem

7. To intervene and evaluate the progress of students
8. To keep accurate and up to date records of students' progress in the support area
9. To support the assessment of students to determine those in need of additional investigation including the use of dyslexia screener tool to inform exam access arrangements
10. To provide objective and accurate feedback to other staff and parents on students' achievement, progress and other matters where required
11. To liaise with Year Managers and Key Stage Directors regarding issues relating to the students in their year groups
12. To liaise with Year Managers, Key Stage Directors and the Senior Leadership Team regarding student SEND needs and appropriate modification programmes
13. To assist staff with the development and implementation of individual SEND plans and strategies
14. To provide appropriate administration support e.g. phone calls, correspondence, exam access paperwork.
15. To assist the SENCo in the organisation and administration of the SEND team where required.
16. To assist with the general supervision of students during break and lunchtimes within the NET centre space as required.
17. To offer restorative support to SEND students in order to reflect and minimise future repeated patterns of dysregulation and possible negative behaviours.

Generic duties and Responsibilities:

21. Tasks in connection with the operation and maintenance of the school's management information system
22. To assist in the preparation and despatch of information to governors, parents/carers, staff and students
23. To set a good example to all students in their presentation and their personal conduct
24. To be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person
25. To be aware of equal opportunities legislation and, along with colleagues, work towards ensuring that the school complies with its requirements
26. To contribute to the ethos, aims and objectives of the school including the school's commitment to safeguarding and promoting the welfare of children and young people
27. To appreciate and support the role of other professionals
28. To attend and participate in relevant meetings as required
29. To participate in the school's Performance Appraisal process and seek to develop skills further through professional development opportunities
30. To attend whole school training events as appropriate

To carry out any other duties commensurate with the grade of the post, as directed by the Headteacher

All job descriptions may change and/or be amended, the postholder may be required to fulfil other duties commensurate with the role.

HEALTH & SAFETY

All staff will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

SAFEGUARDING

Collaborative Learning Trust is committed to promoting and safeguarding the welfare of all children and expect all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) checks.

In line with current KCSiE policy, we will carry out an online search as part of our due diligence on shortlisted candidates. This may help identify any matters that are publicly available online, which we might want to explore with you at interview.

Signed.....

Date.....

PERSON SPECIFICATION – SEND Intervention Manager

Title of Post		SEND Intervention Manager	
Specification Prepared By		JOS/HTR	
Date		JUNE 2025	
Qualifications		Essential/ Desirable (E/D)	How identified
1.	English & Mathematics GCSE Grade A*-C or equivalent	E	Application and Selection process
2.	Recognised relevant qualification or equivalent experience at NVQ Level III, GNVQ or A Level	D	
3.	Evidence of recent relevant training related to students with additional educational needs	D	
Experience and Professional Development		Essential/ Desirable (E/D)	How identified
1.	Recent work in a school or other organisation working with young people	E	Application and Selection process
2.	Recent relevant experience working with young people whose learning may have been impeded due to a range of additional needs	D	
3.	Recent experience of supporting young people and their development	D	
Knowledge		Essential/ Desirable (E/D)	How identified
1.	Knowledge of school/education provision	E	Application and Selection process
2.	Knowledge of how to identify potential barriers to learning, particularly SEND needs	E	
Skills and Abilities		Essential/ Desirable (E/D)	How identified

1.	Ability to work effectively with the Deputy Headteacher, Assistant Headteachers, SENCo Key Stage Directors, Year Managers, SEND support staff and other staff in the school	E	Application and Selection process
2.	Ability to engage constructively with, and relate to, a wide range of young people with different SEND needs and social backgrounds	E	
3.	Ability to support the assessment of students to determine those in need of particular help	E	
4.	Ability to challenge and motivate students, promoting and reinforcing their self-esteem	E	
5.	Ability to work effectively in a student-centred way to fulfil the duties on the job description	E	
6.	Ability to work in a positive and flexible way	E	
7.	Ability to work under own initiative and be innovative	E	
8.	Good ICT skills	E	
Personal Attributes		Essential/ Desirable (E/D)	How identified
1.	Ability and desire to learn new skills and to take part in further training in the field of SEND	E	Application and Selection process
2.	Professional demeanour and appearance with the ability to maintain confidentiality	E	
3.	Flexible attitude towards working hours e.g. start and finish times, to fit in with the needs of the school	E	
4.	Commitment to upholding the school's aims, procedures and policies	E	
5.	Commitment to continued professional development	E	
Equal Opportunities		Essential/ Desirable (E/D)	How identified

1.	Acceptance of, and a commitment to, the principles of the schools' and the Trust's equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the students and community	E	Application and Selection process
2.	Commitment to equal opportunities policies relating to all protected characteristic in an educational context	E	
Safeguarding		Essential/ Desirable (E/D)	How identified
1.	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	Selection process and completion of an Enhanced DBS check
2.	Has appropriate motivation to work with children and young people and can relate to them	E	
3.	Displays commitment to the protection and safeguarding of children and young people	E	
4.	Good knowledge and understanding of the importance of safeguarding students and the welfare of staff and the action to take to support this	E	

GUIDANCE FOR COMPLETION OF THE ON-LINE APPLICATION FORM

Please complete the application form in full, giving as much information as possible and answering **all** questions before submitting the application.

REFERENCES

Please supply details of two referees, one of which must be your current or most recent employer. If you are currently working in a school setting then one of the referees must be the current Headteacher. Friends and family cannot be used as referees.

If you are not currently working with children, but have done so in the past, then an additional reference from that employer will be required.

Safer Recruitment procedures require that we contact at least one referee before interview.

EMPLOYMENT HISTORY

Please list previous appointments in sequence, current or most recent first. Please include your salary grade in the Position Title e.g Reception Teacher M4 + TLR2A. Please also include at the end of the Responsibilities section the reason why you left the post e.g. promotion, relocation etc. Please also list other work experience and the details and nature of the work/activity. If you were not in work at any time please give details of what you were doing e.g. Gap Year Jan 2011-Jan 2012, Unemployed July 2010–December 2010 etc.

EDUCATION HISTORY

Please ensure that you advise all your qualifications, in date order current or most recent first, including those obtained at school. Please advise the grade achieved with regard to degree qualification i.e. BA in History 2:i. Please list all A levels together in one box and in another box list all GCSEs together, along with the grades obtained.

OTHER COURSES OR PROFESSIONAL DEVELOPMENT

Please include any professional development that may be relevant including dates and grades obtained.

INFORMATION TO ADDRESS THE PERSON SPECIFICATION

Please use the sections provided to detail your Skills and Abilities, Knowledge and Experience as described in the Person Specification and relevant to the Job Description. You can use the Additional Information section to detail anything else that you feel is relevant to the role and why you feel you would be an ideal candidate for this post.

STATEMENT ON THE RECRUITMENT OF EX-OFFENDERS

- As an organisation which is exempt from the Rehabilitation of Offenders Act and using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions of trust, we comply fully with the DBS Code of Practice and undertake to treat all applicants for positions fairly. We do not discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We are committed to the fair treatment of our staff, potential staff or users of our services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background
- We actively promote 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. We select all candidates for interview based on their skills, qualifications, and experience.
- All applicants who are offered employment in a school will be subject to an Enhanced Disclosure and Barring Service check. This will include details of cautions, reprimands and warnings as well as spent and unspent convictions. An enhanced disclosure may also contain non-conviction information from local police records which a chief police officer thinks may be relevant. A statement advising that a Disclosure will be requested in the event of the individual being offered the position will be shown in all job adverts and recruitment packs.
- We can only ask an individual to provide details of convictions and cautions that we are legally entitled to know about. Applicants must therefore disclose all spent and unspent convictions, cautions, reprimands and final warnings that are not 'protected' (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013).
- We ensure that staff involved in recruitment have received appropriate guidance on the relevant legislation relating to the employment of ex-offenders (e.g. the Rehabilitation of Offenders Act 1974 and its amendments in 2013) and know how to access advice and support.
- You will have the opportunity for an open and measured discussion on the subject of any offences or other matter 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 or disciplinary action which could result in dismissal.

- We make every subject of a DBS check aware of the existence of the DBS Code of Practice and make a copy available on request.
- We undertake to ensure that any matter revealed in a Disclosure is discussed with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences.



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COLLABORATIVE LEARNING TRUST



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A PROUD PART OF THE



**COLLABORATIVE
LEARNING TRUST**

Working Together to Secure Success