



**TAME RIVER  
EDUCATIONAL  
TRUST**

# **Associate Assistant Headteacher (SENDCo) Mossley Hollins High School Candidate Information Pack**

**Great schools in which to learn, teach and belong.  
Welcome to Tame River Educational Trust**

Dear Candidate,

Thank you for your interest in the post of Associate Assistant Headteacher (SENDCo) with Tame River Educational Trust.

Tame River Educational Trust was established in 2022, with Tameside and Clarendon Sixth Form College as our sponsor. We grew from our desire to make a significant difference to the school days and life-chances of all our young people, including and especially young people who have fewer socio-economic or prior educational advantages.

Our mission is to establish great schools in which to learn, teach and belong. Schools which promote learning, develop character, value diversity and build cultural capital. By the age of 16 we aim for every student to progress to suitably challenging post-16 studies and apprenticeships.

Each of our schools is committed to academic rigour, a spirit of enquiry, talent and character development and providing our students with a significant educational dividend.

The Trust is currently comprised of three academies: Droylsden Academy, Hyde High School and Mossley Hollins High School.

As a Trust we do so much more, and we are growing! We are an ambitious Trust in which to study and work. All our members of staff, both teaching and support staff, are dedicated, committed professionals.

We recognise that our staff are our greatest asset and our Talent and HR strategy places people at the heart of our work.

If, after reading everything about us, this sounds like a Trust you would like to work for, we would very much welcome an application from you.



Phil Wilson  
Chief Executive Officer

## An Introduction to our Trust Schools



### **Mossley Hollins High School**

#### **Headteacher**

**Mrs A Din**

Mossley Hollins High School is an 11-16 Co-Educational Academy in Tameside, Greater Manchester. The school is currently rated 'Good' by Ofsted and serves over 900 students. The school is heavily over-subscribed and has an impressive modern building. We are a happy, academically ambitious and inclusive school and we are passionate about learning. At the heart of everything we do are our deeply held values of manners, hard work and honesty.

We believe that success should be measured both by academic progress and achievement, and also by one's personal and social development and one's contribution to our community and to society.

### **Hyde High School**

#### **Headteacher**

**Ms G Arnold**

Hyde High School is an 11-16 Co-Educational Academy in Tameside, Greater Manchester. The school serves over 1200 students, is heavily over-subscribed and has an impressive modern building. We provide an engaging and inspiring educational experience that instils in our students a lifelong love of learning and respect for themselves, our community and our environment. A place where warmth, high expectations and strong values are prevalent in everything we do. A learning environment where every student can thrive and belong. Our work is under-pinned by a clear set of values **Ready, Respectful and Safe**.

We are rooted in our community, and we celebrate the diversity and uniqueness of everyone. We know that a successful school depends on a strong partnership between school and home and this shared approach is key to the individual success and happiness of every student.

### **Droylsden Academy**

#### **Headteacher**

**Mr E Mayell**

Droylsden Academy is an 11-16 Co-Educational Academy in Tameside, Greater Manchester. The Academy is currently rated 'Good' by Ofsted and serves over 900 students. The school is heavily over-subscribed and has an impressive modern building. Our staff are driven by the belief that every child should go to a great school and we believe that every child can become a great learner through politeness, hard work and honesty.

We believe that success should be measured by both academic progress and by one's contribution to our community and wider society.



## Application Procedure

For a confidential discussion on current vacancies please contact the HR Team at [hr@mossleyhollins.com](mailto:hr@mossleyhollins.com)

To apply for the role please complete the application form – available to download from our website and return it to [hr@mossleyhollins.com](mailto:hr@mossleyhollins.com)

**In compliance with Safer Recruitment Guidelines, CVs will not be accepted.**

**Advertised:** 28 January 2026

**Closing date for Applications:** 9 February 2026 at noon

**Interview Date:** 12 February 2026

*Shortlisted candidates will be contacted with details of the interview process. If you have not heard from us within 5 days of the closing date, please assume your application has been unsuccessful, on this occasion.*

### Safer Recruitment

The Tame River Educational Trust is an equal opportunities employer and welcomes applications from all sectors of the community. We are committed to protecting our students and staff and therefore have a rigorous recruitment process which includes assessing candidates' suitability to work with children. All staff will be required to hold an enhanced DBS Disclosure, with Children's Barred List Check.

### Equal Opportunities

The Tame River Educational Trust believes that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in our schools have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation, religion or belief.

Tame River Educational Trust and all its schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

## Job Description

The Tame River Educational Trust and its schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

<b>Job Title:</b>	Associate Assistant Headteacher (SENDCo)
<b>Reporting to:</b>	Senior Deputy Headteacher
<b>Salary</b>	L7-11
<b>Role Overview</b>	<ul style="list-style-type: none"> <li>The post carries Leadership &amp; Management responsibility within the Learning Support Area and, through that, across each Faculty Area in the school as a whole, with primary responsibility for the quality and success of learning for students who require specific learning support.</li> <li>Lead the Learning Support Faculty and statutory provision for Looked After Children, as the designated LAC Officer.</li> <li>Establish and maintain a culture that secures excellence, equity and high expectations of all pupils and where the cultural and behavioural norms of the school are promoted and secured.</li> <li>Communicate highly effectively with leaders, all staff, parents and carers, including keeping very current and extremely accurate and timely records of all important exchanges with parents/carers on Bromcom/CPOMS on SEND and LAC matters.</li> </ul> <p>This job description is written at a specific time and is subject to change as the demands of the Trust and school grow and the role develops. The role requires flexibility and adaptability, and all employees need to be aware that they may be asked to perform tasks and be given responsibilities not detailed in this job description.</p>
<b>Child Protection and Safeguarding:</b>	<p>The successful candidate must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. It is the post holder's responsibility for promoting and safeguarding the welfare of children. You will comply with Child Protection and Safeguarding Policies, and the requirement to report to the Designated Safeguarding Lead any concerns relating to the safety or welfare of children.</p>

**Main duties and responsibilities:**

**As Associate Assistant Headteacher (SENDCo) your main responsibilities are:**

**Strategic Direction & Development of the Department**

1. Lead the school's SEND strategy, policy and practice to raise attainment and the quality of education and SEND support.
2. Analyse and interpret the latest national, local and school data, and other evidence, to inform policy and practice in relation to SEND and CLA pupils.
3. Secure outstanding SEND and SEMH provision.
4. Ensure there are robust systems for early and effective assessment of needs.
5. Secure the current best practice nationally in our school for LAC provision.
6. Lead on the application for and implementation of EHCPs to meet all statutory requirements.
7. Secure a highly effective programme of learning for such students with classroom teachers and with TAs.
8. Build an effective and united Learning Support Team whose influence permeates the work and direction of the school in line with the School Improvement Plan.
9. Ensure the development & implementation of SEND policy to raise attainment and the quality of education and SEND support.
10. Set objectives and achieve the stated academic targets for SEND & LAC pupils.
11. Lead and advise middle leaders, teachers, SLT, parents and relevant external agencies to develop, implement, monitor and review individual support plans and learning plans.
12. Manage and advise on school budgets and their effective use for SEND provision.
13. Secure a highly effective programme of learning and re-orientations for such students with classroom teachers and with TAs, in the On-Board Centre.
14. Teacher: Prepare and teach lessons to a good to outstanding standard in line with the teacher standards and Teacher Gold Standard, setting an example of how best to teach SEND and LAC learners.
15. Support Staff: Support class teachers to prepare and teach appropriately differentiated lessons to a good to outstanding standard in line with the teacher standards and Teacher Gold Standard, setting an example of how best to support SEND and LAC learners.
16. Share leadership and management responsibility for the school's SEN improvement at whole-school level.

**Teaching & Learning**

**Curriculum**

17. Prepare and teach appropriately differentiated lessons to a good to outstanding standard in line with the teacher standards, setting an example of how best to teach SEND and LAC learners.
18. Work to the AHT T&L and DHT Curriculum to support the identification of and promote good practice in relation to SEND pupils.

19. Working with AHT T&L and DHT Curriculum, support Faculty Leaders in securing the development of literacy and numeracy skills for SEND and all LAC students.
20. Ensure other school staff are fully aware of their roles and responsibilities in the teaching and learning of SEND pupils and ensure action is taken where this is not the case.
21. Work to the DHT Curriculum to monitor and review the Homework Policy in practice from the point of view of SEND & LAC learners.

#### **Assessment, Reporting & Target-Setting**

22. Ensure appropriate points of contact (Keyworker/HOY) for students with SEND/or who are CLA.
23. Target-set and monitor specific SEND pupils through appropriate individual support plans.
24. Work to the DHT Curriculum and with TAs and Faculty Leaders to monitor and drive the progress of identified SEND students and LAC students.
25. Carry out assessments and progress checks as agreed by the school (or subject) and ensure the highly effective marking of work of those students you teach, at least in line with policy (such learners often require more forensic marking and proper time to respond to that marking to make accelerated progress).
26. Make use of Bromcom and SISRA for analysis and intervention for individuals or groups of pupils who may be performing well or badly (e.g. CLA, SEND), working with the Raising Achievement Manager.
27. Attend parents' evenings to keep parents informed as to the progress of their child, in the role of teacher and as SENCO with appointments pre-booked (particularly for those with EHCPs, our LAC students – and their equivalent – those subject to review and those under-performing, where possible).

#### **Behaviour, Uniform, Attendance and Punctuality**

28. Lead the Learning Support team to secure a pervasive and highly positive school culture through providing a highly effective learning programme, as appropriate, in the Learning Support Area.
29. Set and work towards achieving strong expectations of behaviour and attainment of such pupils and with LAC students.
30. Praise and reward (formally) good examples of behaviour, uniform, attendance and punctuality.
31. Take a lead role in positive discipline and lead behaviour in the Learning Support Area.
32. Undertake responsibility for individuals as directed: teachers; support staff; and children.

#### **Leading & Managing Staff & Pupils**

33. Lead and manage staff working within Learning Support, including the On Board Centre Manager and Teaching Assistants, with the Faculty Leaders.
34. Provide updates to SLT on the effectiveness of provision for SEND & LAC pupils: with a focus on Catch-Up Classes, Key Skills' Groups and reading interventions.

35. Challenge, influence, motivate, support and hold to account those you line manage to achieve outstanding pupil and class progress, attainment and character objectives.
36. Lead and contribute to professional development to improve the manner in which colleagues in school work with SEND students.
37. Ensure all staff are aware of their statutory responsibilities and good practice in relation to such pupils: particularly in the case of the Code of Practice, the rights of SEND students and their families,
38. Lead staff meetings to provide updates on specific students.
39. Support the Headteacher and SLT colleagues with managing the school on a day-to-day basis.

#### **Efficient and Effective Deployment of Staff and Resources**

40. Lead the deployment of staff involved in working with SEND, SEMH and LAC pupils.
41. Ensure TA time is focused on progress and teaching
42. Ensure Bromcom/CPOMS is used efficiently and effectively for recording conversations, decisions, actions and action planning with pupils and parents.
43. Lead and conduct student reviews and/or make appropriate arrangements for this to be done by key workers.
44. With the transition team, lead on the transition process of SEND and CLA students from primary to secondary, taking key responsibility for such visits prior to starting and tours/meetings with prospective parents and the communication to staff in school.
45. Contribute to the school's newswatches and staff bulletin, promoting explicitly the contribution of the Learning Support Areas and the achievements of SEND and CLA students, regularly.

#### **Accountability**

46. Assure the quality of the Teaching and Learning of SEND students and LAC students every day and over time, reporting swiftly any concerns to the Faculty Leader.
47. Work closely with parents and carers to develop positive school links.
48. Liaise with external agencies in an effective way.
49. Intervene and respond appropriately to ensure SEND pupils & LAC students achieve target grades or beyond (for SEND learners to catch-up their progress needs to accelerate beyond non-SEND learners and so every second and every intervention needs to count).
50. Such other duties as reasonably correspond to the general character of the post and its level of responsibility.
51. Undertake lesson observations, deep-dives and spotlight checks as part of the FDC and QA team.

#### **As a member of staff, you are expected:**

52. To safeguard all students, promoting their safety, health, and welfare in accordance with school policy, both on the school premises and on school activities elsewhere.



	<p>53. To follow and uphold all school policies and be an excellent ambassador for the Trust and Mossley Hollins High School.</p> <p>54. To have a responsible and diplomatic approach to matters of a confidential nature.</p> <p>55. To ensure awareness of what is happening in and around the school; checking and responding, where necessary, to school emails regularly and at least once every school day.</p> <p>56. To develop yourself through engaging with CPD, including ICT training, in order to maximise effective use of all school systems.</p> <p>57. To undertake any other duties that might be reasonably requested, by the Headteacher, Faculty Leader, Line Manager, or any other member of the Senior Leadership Team. Any request will correspond with the general character of the post and are commensurate with the level of responsibility.</p>
<b>Health and Safety:</b>	<p>The post holder must, at all times, work within the requirement of the Health and Safety at Work Act 1974, current Health and Safety legislation and the School's and LEA's policies and procedures. The postholder is responsible for their own Health and Safety, as well as that of their colleagues.</p> <p>All Trust schools are non-smoking sites.</p>

<b>General:</b>	<p>This job description may be reviewed at the end of each academic year or earlier if necessary. In addition, it may be amended at any time in consultation with the post holder. The post holder will be expected to participate in the Academy's appraisal programme and to participate in appropriate staff training and development activities.</p>
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## Person Specification

	Essential	Desirable	Method of assessment
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>A good degree in a relevant subject</li> <li>QTS Status</li> <li>Evidence of continuous professional development and training</li> <li>NASENCo or NPQ for SENCOs qualification, or evidence of pursuing a place on this course</li> </ul>	<ul style="list-style-type: none"> <li>Leadership qualification</li> </ul>	<ul style="list-style-type: none"> <li>Production of the Applicant's original certificates</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Experience of working with special educational needs or as a SENCO</li> <li>Experience of monitoring teaching, learning and assessment that meets the</li> </ul>	<ul style="list-style-type: none"> <li>Clean Driving Licence</li> <li>SEND leadership experience, including</li> </ul>	<ul style="list-style-type: none"> <li>Contents of the application form</li> <li>Interview</li> <li>Professional references</li> </ul>



	<p>needs of pupils with SEND and those pupils eligible for pupil premium funding</p> <ul style="list-style-type: none"> <li>• Experience of writing IEPs and provision maps</li> <li>• Experience of managing and supporting challenging behaviour</li> <li>• Experience of working with parents to ensure best possible outcomes for pupils</li> <li>• Experience of leading workshops and meetings for staff and parents</li> <li>• Experience of teaching students in the relevant age range</li> </ul> <p><i>Evidence of results achieved at GCSE</i></p>	<p>managing staff and students</p> <ul style="list-style-type: none"> <li>• Evidence of teaching experience beyond PGCE</li> <li>• Experience as a current or recently practising SENCO</li> </ul>	
<b>Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>• A thorough knowledge and understanding of the SEND Code of Practice</li> <li>• Understanding of what makes a good or outstanding lesson and the ability to put this consistently into action</li> <li>• Analysing and using data to enable students' progress.</li> <li>• Working knowledge of the 5-a-day EEF strategies</li> <li>• Ability to provide a clear vision and direction for the development of inclusive practice.</li> <li>• Ability to liaise with all stakeholders, including education and medical professionals, governors and parents</li> <li>• Excellent subject knowledge</li> <li>• An ability to deliver creative and engaging lessons</li> <li>• Up to date knowledge of child welfare issues</li> </ul>		<ul style="list-style-type: none"> <li>• Contents of the application form</li> <li>• Interview</li> <li>• Professional references</li> </ul>



	<ul style="list-style-type: none"><li>• Excellent classroom management</li><li>• Excellent organisational skills</li><li>• Excellent command of English both spoken and written</li><li>• Excellent interpersonal skills</li><li>• Ability to use ICT as a teaching tool and for administrative purposes</li></ul>		
<b>Personal competencies and qualities</b>	<ul style="list-style-type: none"><li>• Passion for helping children and young people learn</li><li>• Trustworthiness and integrity</li><li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li><li>• Ability to engender confidence in young people</li><li>• A warm, friendly, and patient manner</li><li>• Ability to build positive relationships with all students that allow them to achieve to their highest potential</li><li>• Discipline and time management skills</li><li>• A belief in the value of others</li><li>• A willingness to learn new skills and approaches and to share experiences with others</li><li>• A sense of humour</li><li>• Willingness to contribute to the extra-curricular work of the faculty</li></ul>		<ul style="list-style-type: none"><li>• Contents of the application form</li><li>• Interview</li><li>• Professional references</li></ul>



## **Employee Acknowledgement**

I have received a copy of my job description.

I have read and understand the duties of my job.

I confirm that I can fulfil the requirements of the role of Associate Assistant Headteacher (SENDCo).

Signed: .....

Date: .....