



# **Deputy Head Teacher Vacancy**

# Recruitment Pack

Dear Applicant,

Talbot House Children's Charity are looking to recruit a Deputy Head Teacher to join our team.

*"The school is continuing to grow from strength to strength and, with a new Deputy Head Teacher, I believe we can work together and continue on our journey to drive progress through a culture of continuous improvement and reflection."*

*The successful applicant will be prepared to work hard, always going the extra mile, to listen and observe, to challenge and share your thoughts, ideas, problem solve and motivate the pupils and our dedicated school staff.*

*We pride ourselves on 'changing children's lives'.*

*If you would like to join our team, I would like to invite you to attend one of our available show around dates, so that you can see our amazing school and facilities for yourself."*

*Deirdre Pearson - CEO*



## Our School

Our school provides education for up to 70 children. The age range of our pupils is from 4 to 16 years. We are a designated SEMH school and all pupils at our school have an Education Health Care Plan (EHCP). 83% of our current pupils have ASD as their primary need, with many having complex needs.

We are a 'Thrive' school and contract the services of an Occupational Therapist and Speech and Language Therapist. We pride ourselves that when our children leave Talbot House, they leave with some qualifications relevant to their abilities, including GCSEs, AQA's, and Functional Skills. Our ambition is for all pupils to progress to a college placement, or into a progressive work placement, supported by our careers advisors. It is important to us that we ensure every child achieves the best possible outcome for themselves while they are with us.

We can have pupils on roll from up to 6 local authorities around the Northeast. Enquires can come from several places, directly from local authorities, from parents, and from their current education provision. All placements come via the local authority. We take referrals all year round, not just for September.



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*“Our aim is to inspire young people to become resilient, motivated, and successful adults who are equipped to meet the challenges of today and the future. We do this by creating a positive, supportive, and stimulating environment that promotes their development, academically, spiritually and socially.*

*All pupils have an EHCP. Talbot House is a non-maintained special school and charity for children with complex needs specialising in SEMH / ASD. However, many of our children have multiple complex needs such as trauma and ADHD, alongside their primary need of SEMH / ASD. Some pupils have multiple diagnosis. We pride ourselves on knowing and understanding our pupils by building good relationships with them from day one, alongside their families.*

*The school is split into four Zones, Blue Zone, Orange Zone, Yellow Zone and Green Zone. We are passionate for every pupil to achieve their best. We do this by looking closely at each individual pupil and ensuring they access the best curriculum for their needs. Pupils have the opportunity to work towards a variety of qualifications including GCSEs, Entry Level 1, 2 & 3, Functional Skills Level 1, 2 & 3, and AQA Unit Awards depending on their ability. Our pupils progress through the school based on their stage not age.*

*Once a pupil is on roll, we will start preparing their support plan and complete this by the end of their second week, this information is based on their EHCP and information gathered during enrolment / transition.”*

*Christine Smiles – Head Teacher*



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## Our Zones

Many of our pupils experience significant and multiple barriers to learning, these include sensory needs, communication difficulties and learning disabilities that may impact on their learning. Therefore, our personalised planning must be tailored to suit each pupil, no matter what their difficulty is. There is a strong emphasis on engaging pupils and promoting self-regulation for them to be able to engage and build on resilience, experience and skills.

We look at stage, not age. All of our 'Zones' enable pupils to make progress over time and to become confident individuals, who will then be able to leave school prepared for adulthood, both socially, emotionally and academically. The structure also allows us to transition pupils between Zones seamlessly.

## Blue Zone

Blue Zone is for pupils between reception age and year 4. We have three classes within Blue Zone.

Staff in this Zone can offer Attention Autism, TacPac, Rebound Therapy, sensory skills and Makaton.

Speech and Language and Occupational Therapy are also available to all pupils in Blue Zone.



## Orange Zone



Orange Zone pupils follow KS2 national curriculum and part-informal equals curriculum. There are two classes within Orange Zone with age ranges between year 1 and year 6.

Alongside their curriculum, we offer preparation for adulthood, wellbeing, communication and interaction. If pupils are able, they will also receive reading intervention.

We offer Speech and Language and Occupational Therapy as well as Thrive within Orange Zone.



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## Yellow Zone



Yellow Zone pupils access KS2 national curriculum. There are two classes in this Zone, predominately with age ranges between year 3 and year 6. However, if required, pupils of others year groups can be placed within this Zone.

Pupils in Yellow Zone will transition to Green Zone when they are ready to take their next step.

We offer Speech and Language and Occupational Therapy as well as Thrive within Yellow Zone.

## Green Zone

Green Zone pupils follow KS3 / KS4 national curriculum with age ranges between year 7 and year 11.

From time to time, we have transitioned year 6 pupils into Green Zone because of their stage not age.

There are five teaching groups in Green Zone, usually with no more than 6 pupils in each group.

Green Zone can also access Thrive, along with accelerated reader, wellbeing, communication and interaction skills, and preparation for adulthood.



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## About the Role

**Role:** Deputy Head Teacher

**Salary:** Minimum of £56,316 per annum

**Contract Type:** Permanent, Full time

**Start Date:** As soon as possible

Working in close partnership with the Head Teacher, the Deputy Head Teacher will play a vital role in establishing and implementing an ambitious vision and ethos for the future of the school.

Contributing to the school development plan and school self-evaluation plan, you will lead on all pupil support plans

by consulting on, implementing and monitoring them. Alongside the support plans, you will be expected to maintain the SEND Information Report, SEND Policy and all other documentation linked to SEND information that can be reported on by way of analysis and feedback.

You will be expected to work alongside the Head Teacher to ensure our pupils have the appropriate curriculum and learning opportunities and resources to enable them to make progress to the best of their ability. Meeting with the Speech and Language Therapist and Occupational Therapist to discuss interventions and monitor progress, while maintaining a relentless focus on improving outcomes for all pupils. This dynamic and rewarding position offers the opportunity to make a meaningful impact on pupils' lives while helping to drive the school's continued success, values and vision for the future. You will motivate and work with others to promote a culture of inclusion within the school community where all views are valued and taken into account.

As Deputy Head Teacher, you will drive educational excellence and foster a nurturing and inclusive environment where every pupil can thrive. The post requires a strong level of emotional intelligence to react and work innovatively with all stakeholders. The role encompasses supporting the development and implementation of a broad, balanced, and ambitious curriculum.

As Line Manager to the SENDco, you will ensure that all of our pupils receive the support they need to reach their full potential within the school environment, from overseeing the EHCP review process, to ensuring all meetings are conducted in line with statutory responsibilities. You will support staff in understanding the needs of our pupils and monitor progress towards their outcomes. Alongside the SENDco, you will analyse and interpret relevant school, local and national data and liaise with staff, parents, and external agencies to provide maximum support and ensure continuity of provision.

As senior leaders and teachers, we ensure high standards of teaching and learning across all Zones. You will have the skills, awareness and current pedagogical understanding to be able to lead by example on developing an excellent learning environment.

*"Leaders are ambitious for pupils at Talbot House. Pupils experience a rich and varied curriculum. It includes a range of academic subjects with a wide variety of enrichment opportunities." Ofsted July 2023*

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## Deputy Head Teacher Job Description:

### Job Overview

Under the overall direction of the Head Teacher, the Deputy Head Teacher will play a lead role in:

- Reviewing the curriculum annually to ensure that it is fit for purpose for all pupils, including monitoring and evaluation.
- Proactively managing staff, and resources, establishing and implementing an ambitious vision and ethos for the future of the school.
- Contributing to the school development plan and school self-evaluation plan.
- Take responsibility for the school in the absence of the Head Teacher.
- You may from time to time be required to carry out the professional duties of a teacher as required.

### Main Responsibilities:

#### Shaping the future

- Implement and monitor action plans and other policy developments.
- Lead by example to motivate and work with others.
- Lead by example when implementing and managing change initiatives.
- Promote a culture of inclusion within the school community where all views are valued and taken into account.

#### Leading teaching and learning

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community.
- Work with the Head Teacher to raise standards through staff continued professional development.
- Support the Head Teacher in the development and delivery of training and support for staff.
- Work in partnership with the Head Teacher in managing the school through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented.
- With the Head Teacher, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school to ensure consistency and quality.
- Ensure the systematic teaching of basic skills and recording of impact is consistently high across the school.
- Ensure, through leading by example, the active involvement of the pupils and staff voice.

#### Developing self and others

- Support the development of collaborative approaches to learning within the school and beyond.
- Ensure the induction of new staff and those being trained within the school is implemented and completed.
- Participate as required in the selection and appointment of teaching and support staff, including overseeing the work of supply staff / volunteers in the school.

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- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn.
- Be part of the annual appraisal processes, and continuous professional development opportunities for teaching and support staff.
- Lead the ECT programme and be part of the monitoring and evaluating team to ensure we quality assure outstanding teaching and learning, as required.

## **Managing the organisation**

- Working with HR, when appropriate, with regards to staff matters, for example, sickness absence, disciplinary, capability, etc.
- Ensure a consistent approach to standards of behaviour, preparation for adulthood, quality of education and leadership, attendance and punctuality are implemented across the school.
- Be a proactive and effective member of the senior leadership team.
- Ensure the day-to-day effective organisation and running of the school including the deployment of staff as appropriate.
- To undertake any professional duties, reasonably delegated by the Head Teacher.
- Attend quarterly Governing Body and Board meetings.

## **Securing accountability**

- Lead and support all staff and Governing Body in fulfilling their responsibilities with regard to the school's performance and standards.
- Support the Head Teacher in reporting the school's performance to its community and partners.
- Promote and protect the health, safety and welfare of pupils and staff.
- Take responsibility for promoting and safeguarding pupils.
- Work with the Board and the Governing Body to enable them to meet statutory requirements.

## **Strengthening community**

- Work with the Head Teacher in developing policies and practices, which promote inclusion, equality and services that the school offers.
- Develop and maintain contact with all specialist support services as appropriate.
- Promote the positive relationships and involvement of parents / carers in school life.
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties.
- Strengthen partnership and community working.

## **Safeguarding and child protection**

- Ensure that the child protection policies and procedures are fully implemented and followed by all staff.
- Ensure that sufficient resources and time are allocated to enable staff to discharge their child protection related responsibilities effectively.
- As part of the Safeguarding Team, you will ensure referrals are fully completed, attend meetings, as appropriate, alongside other Designated Safeguarding Leads (DSLs) and / or Deputy DSLs.
- Complete and keep up to date with safeguarding and DSL training requirements.



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## **SENDco line management responsibilities**

- Establish a robust EHCP process and proactively line manage the SENDco to ensure all EHCP annual review meetings and documents are fully completed in a timely manner.
- Ensure the SENDco is sharing relevant EHCP information with staff regarding outcomes, and that progress is being tracked.
- Ensure clear policies, processes and practices are in place for assessing, recording and reporting on pupil achievement, and that this information is used to recognise achievement, set targets, and secure good progress for our pupils.
- Oversee programmes of interventions to accelerate the progress of any pupils not making expected progress, alongside the Head Teacher, teaching and support staff across the school, including where appropriate,
- Promote best practice and provide support, challenge, training and development to colleagues.

The above list is not exhaustive and other duties may be attached to the post from time to time. Variation may also occur in the duties and responsibilities without changing the general character of the post.

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## Personal Specification:

Essential and desirable criteria for the role and where to evidence		Essential / Desirable	Evidence
<b>Qualifications, Training, Knowledge &amp; Experience</b>			
1	Qualified teacher status or recognised equivalent.	E	A
2	Holds a NQT certificate with a minimum of 2 years' experience of working as a Deputy / Assistant Head Teacher.	E	A
3	Minimum of 2 years' experience of working with SEND pupils.	D	A
4	Recent experience of working successfully as a senior leader in a SEND school.	D	A/I
5	Experience of leading on ECT programmes.	D	A/I
6	Previous experience of being part of the Safeguarding Team (with previous DSL / DDSL training / certificate)	D	A/I
7	Up to date knowledge of statutory regulations and guidance relating to the post.	E	A/I
<b>Skills &amp; Abilities</b>			
8	Ability to develop and review whole school systems to ensure robust evaluation of school performance and actions to secure improvements.	E	A/I/R
9	Lead and manage a school team to successfully achieve agreed objectives.	E	A/I/R
10	Be an effective team player that works collaboratively and effectively with others.	E	A/I/R
11	Develop and deliver effective and inspirational professional development for staff.	E	A/I/R
12	Communicate effectively to a wide range of different audiences (verbal, written, using ICT as appropriate).	E	A/I/R
13	Demonstrate high quality teaching and knowledge of what contributes to quality first teaching.	E	A/I/R
14	Contribute effectively to the work of the Head Teacher.	E	A/I/R
15	Work successfully with a range of external agencies.	E	A/I/R
16	Experience of working strategically as part of the SLT to develop provision for our pupils.	E	A/I/R
17	Evidence of delivering excellent progress, through planned interventions for pupils.	E	A/I/R
18	Experience of contribution to multi-agency, pupil review and EHCP meetings.	E	A/I/R
19	Knowledge of relevant legislation - in particular of the SEN Code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils.	E	A/I/R
20	Proven record of dealing with, and tackling, difficult situations and conflict resolution.	E	A/I/R
21	Ability to encourage pupils to develop self-esteem and tolerance.	E	A/I/R

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22	Ability to relate appropriately to staff in a variety of contexts and be a supportive team member.	E	A/I/R
23	Demonstrable written and oral communication skills.	E	A/I/R
24	Excellent time management and organisation skills.	E	A/I/R
25	Excellent teaching skills.	E	A/I/R
<b>Personal Qualities</b>			
26	Resilience.	E	A
27	Promotes the school's vision and ethos.	E	A
28	Shows a commitment to deliver a high quality, stimulating learning environment.	E	A/I
29	Can relate positively to and show respect for all members of the school and wider community.	E	A
30	Willingness to complete further training and demonstrate ongoing relevant continued professional development.	E	A
31	Committed to safeguarding and child protection of pupils.	E	A/I
<b>Other</b>			
32	Full manual driving licence and business insurance.	E	Licence
33	Enhanced clearance from Disclosure and Barring Service (DBS).	E	Certificate

*A = Application Form, I = Interview, R = Reference*

## Safeguarding

The Charity is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Please see the Job Description and Personal Specification for full details.

This post is subject to a disclosure and barring service check under the arrangements established by DBS.

To apply, please complete our application form in full, using the personal specification to help you complete the 'Personal Statement' section of the form. Applicants who read our Tips for Applicants document before completing this section of our application form are more likely to be offered an interview. You will find our Tips for Applicants document and Application Form attached above. Please send your completed application form to: [hr@talbothousecc.org.uk](mailto:hr@talbothousecc.org.uk)

We can only accept our Application Form for this role. We are not able to accept CVs. Please view our Safer Recruitment Policy. Applicants should be aware that any relevant issues arising from their declarations and references will be addressed at interview.



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## Show Arounds, Close Date & Interviews

We can offer show arounds at various times. If you would like to arrange a visit, please contact the HR Manager at [hr@talbothousecc.org.uk](mailto:hr@talbothousecc.org.uk), or on 0191 229 0111.

Application deadline is midnight: Sunday, 28 September 2025

Short listing for this role will take place on: Monday, 29 September 2025

First Interview dates to take place w/c: Monday, 6 October 2025

Any further information, including application packs, can be requested by email: [hr@talbothousecc.org.uk](mailto:hr@talbothousecc.org.uk).

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## Mission Statement

Talbot House Children's Charity is a children's charitable organisation which is a non-maintained special School. We exist to improve the lives of the children we work with.

The School provides education for children who have complex needs centred around their social, emotional, or mental health.

## The Charity's core values are:

**People** – passionate people are at the heart of Talbot House.

**Place** – providing a safe, nurturing environment where we are all equally valued and encouraged.

**Pride** – we take pride in celebrating our achievements and inspire self-belief.