



# HEADTEACHER RECRUITMENT PACK Talbot House Children's Charity

PEOPLE, PLACE, PRIDE.

## A message from our Chair of the Trust Board...



We are delighted that you are interested in applying for the post of headteacher at Talbot House Children's Charity. The Charity is an exciting place to work, and we pride ourselves on improving the experience and achievements of the children who attend. We recognise that our children have a range of needs, often complex, and we strive to meet those needs and deliver the very best for our children.

The appointment of a new headteacher, together with a supportive group of Trustees, CEO, and, a strong financial position, means that Talbot House has a great opportunity to move forward. We are looking for someone with the skills to consolidate all that has been achieved in recent years, while also leading the charity in new initiatives that can enrich the lives of the children further.

On behalf of our trustees and governors, thank you again for your interest in this position, and we look forward to receiving your application.

Rev. Allison Harding

## A message from our CEO...



This is an exciting time to be considering a career with Talbot House, as the school is continuing to go from strength to strength, and, with a new headteacher, I believe we can work together and continue on our journey to drive progress through a culture of continuous improvement and reflection.

We are looking for a leader who will fully embrace our ethos, who wants to be part of a dynamic and exciting learning environment, and who will bring fresh ideas and challenge to everyone in our school community to be even more ambitious for our children. We are looking for someone who has the capacity to inspire and to learn from colleagues, who will be inclusive, reflective and decisive in their leadership, who will bring empathy, curiosity and compassion to every interaction, and above all, who will embrace the joy of getting to know every child in our school.

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

If you are passionate about working with us and our children, 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 can have pupils on roll from up to 6 local authorities around the North East. Enquiries 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.

The school is split into four zones, Blue Zone, Orange Zone, Yellow Zone and Green Zone. Pupils are placed within these zones based on stage, not age. 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. 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.

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 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 advisor. It is important to us that we ensure every child achieves the best possible outcome for themselves while they are with us.

## 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.



## 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.



# About the Role

**Role:** Headteacher

**Salary:** £71,330 - £97,136

**Contract Type:** Permanent, Full time

**Start Date:** To start April 2026 or before

## Core Purpose

The headteacher is accountable to the CEO, and the Board of Trustees/Governors for ensuring the educational success of Talbot House. The headteacher will have overall responsibility for all aspects of the internal organisation, professional leadership and management of the school. They should create a culture of constant improvement, and be an inspiring leader, committed to the highest achievement for all, in all areas. The core purpose of the headteacher is to provide high quality professional leadership and management for the school. The headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets.

## Main Responsibilities:

### Shaping the future

- Responsible for the quality of teaching and learning, the internal organisation, management of the school and for leading and managing staff.
- Create a culture of constant improvement and be an inspirational leader, committed to the highest achievement for all, in all areas of the school.
- Create and implement a clear strategic plan, which identifies priorities and targets for ensuring that pupils make progress, increasing teachers' effectiveness and securing school improvement.
- Work with the CEO, Trustees/Governors and staff to define and implement the schools vision and strategic direction, so that it is understood and acted upon by all.
- Consult, develop, implement, monitor, review and evaluate policies for the delivery of overall aims and objectives, ensuring these take account inspection and research findings.
- Ensure the commitment of all those involved in the school to its vision, aims and objectives.
- Promote a culture of inclusion within the school community where all views are valued and taken into account.

### Leading teaching and learning

- Determine, organise and implement a diverse, flexible, appropriate curriculum for the school and implement an effective assessment framework.
- Create and maintain an environment and code of behaviour which promotes and secures good teaching, effective learning, and high standards of achievement, good behaviour and discipline.
- Secure and sustain effective teaching and learning throughout the school by monitoring and evaluating the standards of learning and teaching, ensuring that appropriate standards of professional performance are established and maintained and that underperformance at all levels is challenged and addressed.

- Assess, monitor and evaluate the curriculum in order to identify and act upon areas for improvement and to develop a personalised learning culture within the school which promotes independent learning.
- Produce and revise, as appropriate, a School Development Plan (SDP) relevant to the needs of the school, the development of the pupils, and within the potential resources available to the school.
- Monitor and evaluate the quality of learning and teaching in the school, using data to support and implement strategies for ensuring inclusion, diversity and access.
- Ensure that a high-quality educational experience is available for all children and young people.
- Develop an inclusive and supportive approach so that the school is a place where all young people feel welcome.
- Develop and maintain effective partnerships with parents, carers, other professionals and the community.
- Extend pupils' learning experiences, their achievement and personal development, by creating effective links with business and industry, and promote outdoor learning through trips, residential visits and related opportunities.
- Ensure, through leading by example, the active involvement of the pupils and staff voices.

### **Developing self and others**

- Treat everyone within school fairly, equally and with respect.
- Develop a culture of personal responsibility that recognises excellence and supports appropriate strategies to deal with underperformance and experience of dealing with conflict and challenging situations.
- Ensure a high standard of professional development for all staff, as well as having experience working alongside colleagues to improve their classroom practice.
- Motivate and enable all staff to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs.
- Work with all staff to build effective teams.
- Sustain their own motivation and that of other staff.
- Ensure the induction of new staff and those being trained within the school is implemented and completed.
- Be part of the annual appraisal processes and continuous professional development opportunities for teaching and support staff.
- Displays the ability to think creatively, to anticipate and solve problems.
- Keep abreast of educational developments and best management practice in order to introduce appropriate innovation.

### **Managing the organisation**

- Demonstrates understanding of the need to develop and sustain a safe, secure, healthy and fair school environment.
- Ability to identify, establish and sustain appropriate leadership structures and systems.
- Work with the CEO and HR manager to recruit and retain staff of the highest quality, including overseeing the work of supply staff/volunteers in the school.
- Deploy all staff effectively in order to improve the quality of education provided.
- Ensure effective planning, management, and monitoring of the curriculum is taking place across the school.
- Work with HR, when appropriate, concerning staff matters, for example, sickness absence, disciplinary, capability, etc.
- Responsible for project management for planning and implementing change.
- Responsible for the collection of data and making returns of statutory requirements for the Department of Education.

- Ensure all policies are developed, implemented, monitored and evaluated.
- Ensure a consistent approach to standards of behaviour, preparation for adulthood, quality of education and leadership, attendance and punctuality are implemented across the school.
- 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.
- Ensure all staff have clearly defined responsibilities and accountabilities.
- Establish strong middle leadership roles within a distributed leadership structure.
- Secure robust school self-evaluation and quality assurance procedures.
- 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**

- Develop 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.

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.



## Personal Specification:

Essential and desirable criteria for the role and where to evidence		Essential / Desirable
<b>Qualifications, Training, Knowledge &amp; Experience</b>		
1	Qualified teacher status or recognised equivalent.	E
2	Has achieved NPQH.	D
3	A minimum of 2 years' experience in senior management at headteacher or deputy headteacher level.	E
4	Minimum of 2 years' experience of working with SEND pupils.	E
5	Recent experience of working successfully as a senior leader in a SEND school.	D
6	Previous experience of being part of the Safeguarding Team (with previous DSL / DDSL training / certificate)	D
7	Up to date knowledge of statutory regulations and guidance relating to the post.	E
8	Detailed knowledge of the Ofsted framework	E
9	First hand experience and involvement in school improvement planning.	E
10	Current knowledge of school performance measures and tracking systems.	E
11	Curriculum planning and implementation.	E
12	Current safer recruitment training.	D
13	Staff appraisal systems	E
<b>Skills &amp; Abilities</b>		
14	Ability to develop and review whole school systems to ensure robust evaluation of school performance and actions to secure improvements.	E
15	Ability to develop, communicate and successfully implement strategies.	E
16	Ability to generate and deliver a collective vision and shared purpose.	E
17	Demonstrates personal and professional integrity, including modelling values and vision.	E
18	Ability to create, build and retain effective staffing structures, delegating where appropriate.	E
19	Ability to monitor and evaluate the work of others; to offer support and intervention where necessary.	E
20	Ability to inspire, challenge, motivate and empower teams and individuals to achieve high performance and agreed objectives.	E
21	Be an effective team player who works collaboratively and effectively with others.	E
22	Well-developed interpersonal and communication skills to a wide range of different audiences (verbal, written, using ICT as appropriate).	E
23	Demonstrate high quality teaching and knowledge of what contributes to quality first teaching.	E

24	Demonstrates personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people and raising standards.	E
25	Proven record of dealing with and tackling difficult situations and conflict resolution.	E
26	Proven record of improving pupil behaviour and achievement.	E
27	Proven record of effective engagement with parents/carers.	E
28	Work successfully with a range of external agencies	E
<b>Personal Qualities</b>		
29	Flexibility and adaptability to meet unexpected challenges.	E
30	Ambition, drive and determination.	E
31	Ability to use reflection to learn from experiences.	E
32	Kindness and courtesy in all interactions, including when under pressure.	E
33	Resilience.	E
34	Promotes the school's vision and ethos.	E
35	Absolute commitment to delivering outstanding education for all students.	E
36	Committed to safeguarding and child protection of pupils.	E
<b>Other</b>		
37	Full manual driving licence and business insurance.	E
38	Enhanced clearance from Disclosure and Barring Service (DBS).	E

## 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.

## 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, 30 November 2025

Short listing for this role will take place on: Monday, 01 December 2025

Interview dates to take place w/c: Monday, 08 December 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.