



CHILDREN'S CHARITY

HEAD TEACHER
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 children is from 4 to 16 years. We are a designated SEMH school and all children at our school have an Education Health Care Plan (EHCP). 83% of our current children have ASD as their primary need, with many having additional complex needs.

We have children 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.

The school is split into four zones, Blue Zone, Orange Zone, Yellow Zone and Green Zone. Children are placed within these zones based on stage, not age. We are passionate about every child achieving to the best of their ability. We do this by looking closely at each individual child and ensuring they access the best curriculum for their needs. All of our 'Zones' enable children 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 children between Zones seamlessly.

Many of our children experience significant and multiple barriers to learning. Therefore, our personalised planning must be tailored to suit each child, no matter what their difficulty is. We promote self regulation to enable them to engage in their learning, as well as build resilience, have personalised experiences, and develop life long skills.

We are a 'Thrive' school and contract the services of an Occupational Therapist and Speech and Language Therapist. We are proud that when children leave Talbot House, they do so with qualifications that reflect their abilities and achievements, including GCSEs, AQA awards, and Functional Skills. Our ambition is for every child to progress successfully to a college placement or a supported and progressive work placement, guided by our careers advisor. We are committed to ensuring that every child achieves the best possible outcomes during their time with us.

Blue Zone

Children in Blue Zone may have significant communication issues and access a bespoke curriculum. In this zone, we offer Attention Autism, TacPac, Rebound Therapy, and support communication through Makaton.

Through enrichment, children are taken out into the community to develop their social skills, physical development and life skills.



Orange Zone



In Orange Zone, a bespoke curriculum offer is available which incorporates National Curriculum objectives. To enhance the curriculum, we have many enrichment activities, as well as, sessions to prepare children for adulthood.

Communication and Interaction is supported through the use of Makaton.

Yellow Zone



Our Yellow Zone, access all National Curriculum subjects. Through a range of activities, children develop their communication skills and build upon their resilience and social interaction skills.

From this zone, children transition into Green Zone (KS3/KS4)

Green Zone

Green Zone children, follow KS3 / KS4 National Curriculum. There are currently 4 groups of children in this Zone, where they move around the Zone, to access different subjects, creating a more independent learning environment.

Children access a range of qualification in this zone, including, Duke of Edinburgh, AQA, GCSE's and Functional Skills. They are also prepared for adulthood and are taught life skills.



About the Role

Role: Head Teacher

Salary: Salary is competitive for a school our size and enhancement may be offered depending on experience.

Contract Type: Permanent, Full time

Core Purpose

The Head Teacher is accountable to the CEO, and the Board of Trustees/Governors for ensuring the success of Talbot House. The Head Teacher will have responsibility for the leadership and management of the school. They should create a culture of consistent and constant improvement, and be an inspiring leader, committed to the highest achievement for all, in all areas. The core purpose of the Head Teacher is to provide high quality professional leadership and management for the school. The Head Teacher provides clear vision and strategic direction to ensure the school is effectively managed.

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 children make progress, increasing teachers' effectiveness and securing school improvement.
- Work with the CEO, Trustees/Governors and staff to define and implement the school's 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 of 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 children.
- 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 children's 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.
- Lead by example, and ensure all stakeholders are heard.

Developing self and others

- Treat everyone within school fairly, equally and with respect.
- Promote a culture of personal responsibility, recognising excellence and addressing underperformance through appropriate and effective strategies, including the management of 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.

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 the collection of data and making returns of statutory requirements for the Department of Education.
- Ensure all school 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 children and staff.
- Take responsibility for promoting and safeguarding children.
- 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 and 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.
- Act as the strategic lead for Children in Care, ensuring that their educational, emotional, and pastoral needs are prioritised and met. Provide strong leadership to promote high expectations, stability, and positive outcomes for Children in Care, working closely with designated staff, local authorities, carers, and external agencies. Ensure effective systems are in place to monitor progress, promote inclusion, and secure timely support, enabling every child to thrive academically and personally.

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
Qualifications, Training, Knowledge & Experience		
1	Qualified Teacher Status (QTS) and degree.	E
2	National Professional Qualification for Headship (NPQH).	E
3	A minimum of 2 years' experience in senior management at Head Teacher or Deputy Head Teacher level, and evidence of further development in leadership skills.	E
4	Minimum of 2 years' experience of working with SEND children.	E
5	Recent experience of working successfully as a senior leader in a SEND school.	E
6	Previous experience of being part of the Safeguarding Team (with previous DSL / DDSL training / certificate)	E
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
Skills & Abilities		
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 child behaviour and achievement.	E
27	Proven record of effective engagement with parents and carers.	E
28	Work successfully with a range of external agencies	E
Personal Qualities		
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	Resilience.	E
33	Promotes the school's vision and ethos.	E
34	Absolute commitment to delivering outstanding education for all students.	E
35	Committed to safeguarding and child protection of children	E
Other		
36	Full driving licence	E
37	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

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, or on 0191 229 0111.

Application deadline is midnight: Sunday, 01 March 2026

Short listing for this role will take place w/c: Monday, 02 March 2026

Interview dates to take place w/c: Monday, 16 March 2026

Any further information, including application packs, can be requested by email: hr@talbothousecc.org.uk.

Talbot House Children's Charity
Hexham Road
Walbottle
Newcastle upon Tyne
NE15 8HW
0191 229 0111
Email: hr@talbothousecc.org.uk
Web: www.talbothousecc.org.uk

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.