



**HUMMERSKNOTT
ACADEMY**



Assistant Headteacher - SENCO

Start Date: As soon as possible

...a school of possibilities.

Welcome from the **Headteacher**

Hummersknott Academy is a high performing, values driven school. All members of the school community strive to embody the school values:

- Show **Respect**
- Show you **Care**
- Take **Responsibility**
- Make a **Positive Contribution**

At Hummersknott Academy we are very proud of our academic standards, we celebrate academic success with our students. Our curriculum is well planned by subject experts to make it ambitious and relevant. We pride ourselves on giving our students the widest possible choice of curriculum subjects in order to help them progress towards their future ambitions and goals.

As a school we are committed to providing an education where the interests of students are always put first. We support, develop and challenge students and staff to be the best that they can be in all aspects of school life. Our students are at the heart of everything that we do at Hummersknott Academy.

We believe that education offered at Hummersknott Academy extends well beyond the academic, a strong program of sport, arts, music, drama and leadership opportunities give students a breadth of experience and opportunities. Students personal development is central in allowing them to flourish and grow. Through our Life Skills curriculum we equip young people with the skills to keep themselves physically and mentally healthy and flourish in a modern 21st Century society.

The school is a hub in the community, in partnership with ALP Active the facilities at Hummersknott Academy are available during evenings and weekends. We host a wide range of events, clubs and teams.

Mr Sowerby
Headteacher

Why work for **Advance Learning Partnership**

Advance Learning Partnership (ALP) is a child-centred, forward-thinking organisation where people truly matter. If you're looking for a role in a workplace that values collaboration, innovation, and professional growth, ALP offers the perfect opportunity to thrive.

A Culture of Excellence and Collaboration

- Our ethos, *'Your child is our child,'* underpins everything we do. We're proud to provide an environment where every decision prioritises the success of our children and the wellbeing of our team.
- As a **Times 100 Best Places to Work 2024** and **Investors in People Platinum Employer**, we are committed to creating a supportive and inclusive workplace. We were proud to be named **Medium Employer of the Year 2024** by Investors in People, highlighting our dedication to our employees.

Exceptional Benefits

- Pension Scheme with Generous Employer Contributions
- Flexible and Hybrid Working Opportunities
- Generous Annual Leave Entitlement
- Family-Friendly Policies

Wellbeing First

- Employee Assistance Programme including counselling and financial wellbeing advice.
- Health and Wellbeing Support including benefits like mental health support, physiotherapy, free flu jabs, and 24/7 GP services.
- Occupational Health Services ensuring you're looked after both physically and mentally.

Investing in Your Development

- Professional Growth: We're passionate about helping our staff develop. From bespoke CPD programmes to leadership pathways, we'll support you to achieve your career goals.
- Leadership Opportunities: Whether you're just starting out or ready to take the next step, we offer leadership development programmes to help you succeed.

Added Benefits

- Discount Schemes: Enjoy savings on shopping, travel and entertainment.
- Salary Sacrifice Options which include our electric car and cycle-to-work schemes.

Why Now?

This is an exciting time to join ALP. We are a growing organisation with a clear vision for the future, and our commitment to excellence means you'll be working in a dynamic, inclusive and forward-thinking environment.

At ALP, your contribution will make a real difference—not only to the lives of our children but also to your own personal and professional growth.

Join us and be part of something truly special.

The Department

Hummersknott Academy is seeking to appoint a dedicated, committed and successful individual with proven leadership experience and capability to design and drive policy and practice around special educational needs.

Our values are based on the belief that education is about partnership between parents, students and staff, honest and open conversations about concerns and a celebration of the achievements and contributions of all partners.

The senior leadership team at Hummersknott Academy provide strategic direction to the organisation. There is a strong sense of team amongst the senior leaders at Hummersknott, working collaboratively and effectively together enables the school to progress at pace.

The senior leaders at the school always act in the best interest of the children in our care, every decision that is made is in the pupil's interest. We hold high expectations of ourselves and each other, to ensure we are as effective as possible. All members of the senior leadership team are excellent classroom teachers, modelling the highest of standards in the classroom environment.

The Academy serves the local area in the West End of Darlington but also draws from a wide range of feeder primaries in areas across and beyond the town, with some Pupils accessing transport from surrounding rural areas to the west of the town and the Skerne Park Estate to the east.

The Academy benefits from excellent facilities. Set in large grounds, the sports facilities include a swimming pool, sports hall and 3G pitch. The local community benefits greatly from the facilities outside of school hours. ALP Active manages an extensive range of evening and weekend sport, leisure and learning activities which are used by over 3500 members of the public each week. In addition, the facilities are accessed by our own students including the Duke of Edinburgh Award Scheme and Army Cadets.

Hummersknott is committed to providing a wide range of learning opportunities both within and beyond the curriculum and the Academy, we are proud to be an inclusive school catering for students with a wide range of needs.

We believe education shapes the future for our children, opening doors of opportunity and shaping them as individuals. As such, you will take responsibility for ensuring that all doors are unlocked so that they can achieve their potential.

The Person

- Inspirational and well-qualified teacher.
- Has high expectations for all pupils.
- Possesses excellent listening and communication skills.
- Displays a high level of organisational skills, both verbal and written.
- Displays a high level of organisational and time management proficiency.
- Cultivates a positive and inclusive learning environment, encouraging intellectual curiosity and critical thinking.
- A positive decision maker.
- Embrace development and be willing to continue to develop.
- Exemplifies the values and ethos of the school as a positive role model.
- Collaborates as a team player, demonstrating flexibility and commitment to contributing actively to a full program of extra-activities.
- Exhibits excellent people management skills.
- A qualified SENCO, be working towards the qualification or be willing to work towards the qualification upon taking up the role.

Job Description

JOB TITLE	Assistant Headteacher - SENCO
CONTRACT TYPE	Permanent
ACCOUNTABLE TO	Headteacher
GRADE	Leadership Spine L11-15
SALARY	£68,691 - £75,664
REQUIRED	As soon as possible

RESPONSIBILITIES OF ALL POST HOLDERS

ETHOS

Employees are expected to support and contribute to the school ethos.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedure and tasks but sets the main expectations of the school in relation to the post holder's professional responsibilities and duties.

The Trust is committed to safeguarding and promoting the welfare of children and expects all employees and volunteers to share this commitment. This post is subject to signing our ICT Employee User Policy and having a satisfactory Enhanced DBS Certificate.

GENERAL EXPECTATIONS

Employees will:

- Contribute effectively to the work of the school and to the achievement of the 'School Improvement Priorities'.
- Play a full part in the life of the school community, to support our distinctive aims and ethos, to encourage employees and pupils to follow this example.
- Follow school policy regarding care, support and supervision of pupils.
- Attend training and development activities and courses, ensuring continuing, personal and professional development.
- Contribute to a welcoming school culture by promoting mutual respect for all.
- Comply with any reasonable request from a leader to undertake work of a similar level that is not specified in this job description.
- Work as a team member.
- Act as a role model to pupils in speech, dress, behaviour and attitude.
- Have common duties in the areas of: Quality Assurance, Communication, Professional Practice, Health & Safety, and General Management (where applicable), Financial Management (where applicable), Appraisal, Equality & Diversity, Confidentiality and Induction.

LEADERSHIP RESPONSIBILITIES

PERFORMANCE MANAGEMENT

- Performance management team leader responsibilities.
- Meet regularly with employees to monitor progress towards objectives.
- Carry out lesson observations as required as part of the monitoring arrangements.

CONTRIBUTION TO SCHOOL DEVELOPMENT

- Contribute to the development of school policy through participation in appropriate meeting groups, committees and working parties.
- Liaise as appropriate with external agencies including the LA achievement services.
- Support the school ethos and policies in relation to pupils, parents, the local community and other external groups.
- Provide reports as appropriate for Governors on activities and progress within the area of responsibility.

PERSONNEL

- Participate in and advise on the appointment and selection of employees.
- Provide support, guidance and leadership to all members of the team.
- Clearly articulate and promote a shared understanding of and commitment to the vision for the school and its development at both team and whole school level.
- Delegate tasks appropriately within the team.
- Chair team meetings.
- Mentor and support new employees.
- Provide advice to the Headteacher, as required, on matters including threshold and upper pay spine progression for members of the team.
- Prepare confidential references for members of the team as required.

The above list of duties and responsibilities are not an exhaustive definition of all tasks associated with the post.

SLT RESPONSIBILITIES

RESPONSIBILITIES AS A MEMBER OF THE SENIOR LEADERSHIP TEAM

- The Assistant Headteacher shall carry out the professional duties of a school teacher, including those duties particularly assigned by the Headteacher as set out below but not restricted to them.
- Undertake any professional duty of the Headteacher which may be delegated by the Headteacher.
- Attend regular briefings with the Headteacher.
- Take assemblies on a regular basis.
- Contribute significantly to Senior Leadership Team meetings.
- Be an expert and a champion for responsibilities delegated by the Head Teacher.
- Support and attend school events involving Pupils, including out of hours events.
- Maintain a high profile with staff, Pupils and parents and actively reinforcing the positive ethos of the school.
- Undertake the full range of duties and responsibilities as required by the Headteacher as set out in:
 - a) The School Teachers Pay and Conditions of Service.
 - b) The appropriate standards for School Leaders as set out by the Teaching Agency.

SPECIFIC RESPONSIBILITIES FOR THIS POST

- Ensure that the needs of individual students are met through a broad, balanced, relevant and differentiated curriculum.
- Update the SEND register.
- Assist staff in the development and implementation of targets for individual students on Individual Education Plans (IEPs) or Student Passports.
- Work with colleagues to produce detailed plans/programmes to meet the needs of individual students and targeted groups of students.
- Set up systems for identifying, assessing, tracking and reviewing student needs.
- To liaise with feeder schools and Sixth Form institutions to aid transition of students with SEND.
- Monitor actively and respond immediately to curriculum developments related to Inclusion.
- Arrange, attend and prepare materials, where appropriate, for annual and/or termly review meetings.
- Ensure that parents are consulted and informed about their child's progress at all times.
- Develop supported and improved home learning.
- Hold responsibility for the school's access arrangements for students with SEND so that they receive appropriate support during mock and public exams.
- Identify students who qualify for access arrangements and liaise with appropriate authorities to confirm and carry out these arrangements.
- Ensure the school is legally compliant with all element of special educational needs.
- Work with parents to ensure the best possible outcomes for children.
- Liaise with other schools and outside agencies to ensure the best possible outcomes for students.
- Attend and contribute to appropriate middle leadership, senior leadership and governing body meetings.
- Attend meetings with external agencies to support progress and well-being of students.

Person Specification

		Essential	Desirable
APPLICATION	A well-structured letter of application indicating interests and strengths in the subject.	*	
	Fully supported in references.	*	
QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT	Qualified Teacher Status.	*	
	Ability to teach examination classes.	*	
	A degree in a relevant subject.	*	
	Ability to use ICT as a learning tool.	*	
	Evidence of further CPD.	*	
	A demonstrable deep understanding of the new SEND Code of Practice 2014		*
	A clear understanding of keeping pupils safe in schools.	*	
	Thorough knowledge and understanding of current SEND provision both nationally and within the classroom		*
	A post graduate qualification.		*
	Recent and relevant Continued Professional Development.		*
EXPERIENCE	Evidence of involvement in developing Teaching and Learning.		*
	Ability to demonstrate high standards of classroom practice.	*	
	Proven ability to plan and deliver successful and inspiring lessons.	*	
	Use of data to inform planning, teaching and measuring progress.		*
	A commitment to extra-curricular activity.		*
	Experience in more than one school.		*
QUALITIES & VALUES	A drive to make learning fun, engaging and exciting for all pupils.	*	
	A passion for the subject.	*	
	Ability to motivate and inspire teaching.	*	
	The ability to inspire others and share good practice.	*	
	Good communication skills with the ability to relate effectively to all.	*	
	A commitment to promoting inclusion.	*	
	A desire to extend learning outside of the classroom.	*	
	A commitment to Equal Opportunities.	*	
	Ability to adapt teaching to recognise new and emerging technologies.		*
PERSONAL ATTRIBUTES	Ability to work successfully under pressure and retain a sense of perspective.	*	
	A strong moral purpose and drive.	*	
	Ability to work as a team member to achieve common goals.	*	
	Enthusiasm and self-confidence.	*	
	High expectations for all pupils.	*	
	Initiative, energy and perseverance.	*	
	Caring and supportive.	*	
	Ambition to go on to a higher position of responsibility.		*

Assessment against the criteria above will be through the application form, letter of application, work related assessments, interview process and references.

Application Guidance

Please return a completed application form in full ensuring you have provided accurate information, including the names, addresses and relevant contact details of two referees together with your letter of application.

The letter of application should be no more than two sides of A4 and should set out the particular strengths that you would bring to the post and how you feel you meet the criteria outlined in the job description and person specification. Applications received after the closing date/time will not be considered.

Please ensure you also complete and return the required DCCR form. Completed applications must be received by the school by **8am, Wednesday 7th October 2026 addressed to:**

PA to SLT
Hummersknott Academy
Edinburgh Drive
Darlington
County Durham
DL3 8AR

or by e-mail to the school, jobapplications@hummersknott.org.uk

Provisional Interview dates – Wednesday 14th & Thursday 15th October 2026

AFTER SUBMITTING YOUR APPLICATION

If you have not heard from us within 4 weeks, please assume that you have been unsuccessful on this occasion.

Candidate Information Guidance

REFERENCES

References will be requested prior to interview, except for non-teaching roles where there are exceptional circumstances, and the applicant does not give consent to do so on the application form.

DBS

Advance Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment.

An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

DIGITAL CHECKS

Online searches may be conducted as part of the Trust's due diligence checks. [Section 226. KCSIE 2025.](#)

PRE-OCCUPATIONAL HEALTH

Pre-occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

EQUAL OPPORTUNITIES

We are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met.

As a disability confident employer, we are committed to employing disabled people and people with health conditions making reasonable adjustments to support disabled applicants when required.

