



**HOLMFIRTH**  
HIGH SCHOOL

# Information Booklet

Assistant Headteacher:  
Strategic responsibility for SEND



# A Warm Welcome from Holmfirth High.....

Thank you for considering applying for this senior leadership post at Holmfirth High School.

We genuinely believe our school is a wonderful place to work and develop your career. We work hard to ensure that students get the very best quality of learning experience, thus supporting them to achieve the very best outcomes. We are a school community where relationships are positive, respectful and friendly.

We strive to do our best for all our students so that they leave here as well-rounded, decent young people who have achieved as highly as possible and have experienced a wide range of opportunities in and out of the classroom.

We strive to provide interesting and valuable developmental opportunities for our staff too so that they know their personal and professional skills are valued and that they are both supported and challenged in their careers.

We are a vibrant and busy school community with lots going on all year round. We are fortunate in having an exceptional staff team who enthusiastically provide a wealth of extra-curricular activities and experiences for our students to enjoy.

We have a well-established passion for collaboration; working in partnership with a range of other schools, colleges and universities to: share best practice; support and train entrants into the profession, and to provide exciting professional development for all our staff.

Should you choose to apply, you will be sure of a warm welcome and will be joining a highly committed, professional and friendly staff team.

Yours sincerely

*Ben Stitchman*

Mr B Stitchman  
Headteacher

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# Holmfirth High School

This highly successful school has 1320 students, a teaching staff of 80 and a support staff of 70.



Originally built in 1959, the school has undergone extensive refurbishment in recent years. Its facilities now include a Modern Foreign Language suite, 6 ICT rooms, a Drama studio, 8 Science laboratories, a Music suite with practice rooms, an SEN department and RE/PSCHE block. The specialist school initiative brought the building work of a Maths block.

Our catchment area comprises Holmfirth and surrounding villages. These provide an intake which is well-balanced socially and academically, as befits a comprehensive school. Our school is conveniently situated about seven miles from Huddersfield. The surrounding countryside is beautiful, set as we are in the Pennine Hills. Holmfirth is within 30-45 minutes of the centres of Leeds, Manchester and Sheffield and is easily accessible from the M1 and M62 motorways.

Our school takes its community responsibilities seriously. It adopts an open policy towards parents<sup>1</sup>, and students are encouraged to participate in the life of the school and locality in a positive and helpful manner. The school also manages the sports centre accommodation which is used by local individuals and community groups in the evenings. We became an extended school in April 2006.

As a school, we aim to be sympathetic and understanding while being purposeful and demanding. We encourage all students to strive to achieve the highest academic level of which they are capable.

Our students' high personal standards are also fundamental to our calm and purposeful ethos. We are aware of the difficulties that students may experience as they pass through a large school during adolescence, and we also recognise the special requirements of a small number of boys and girls who have personal or academic problems and we provide as much support as we are able.

The school is organised on a year basis, with Heads of Years overseeing a team of Form Tutors. Students are taught in their mixed ability tutorial groups in Year 7, although setting is introduced in a number of subjects in Year 8. Students are given the opportunity to study a very broad curriculum that places emphasis on the Arts, Technology, Social Sciences and PE as well as EBACC subjects. At GCSE students are provided with the maximum flexibility to select subjects that are seen as crucial for their future by others but also ones for which they have a special passion.

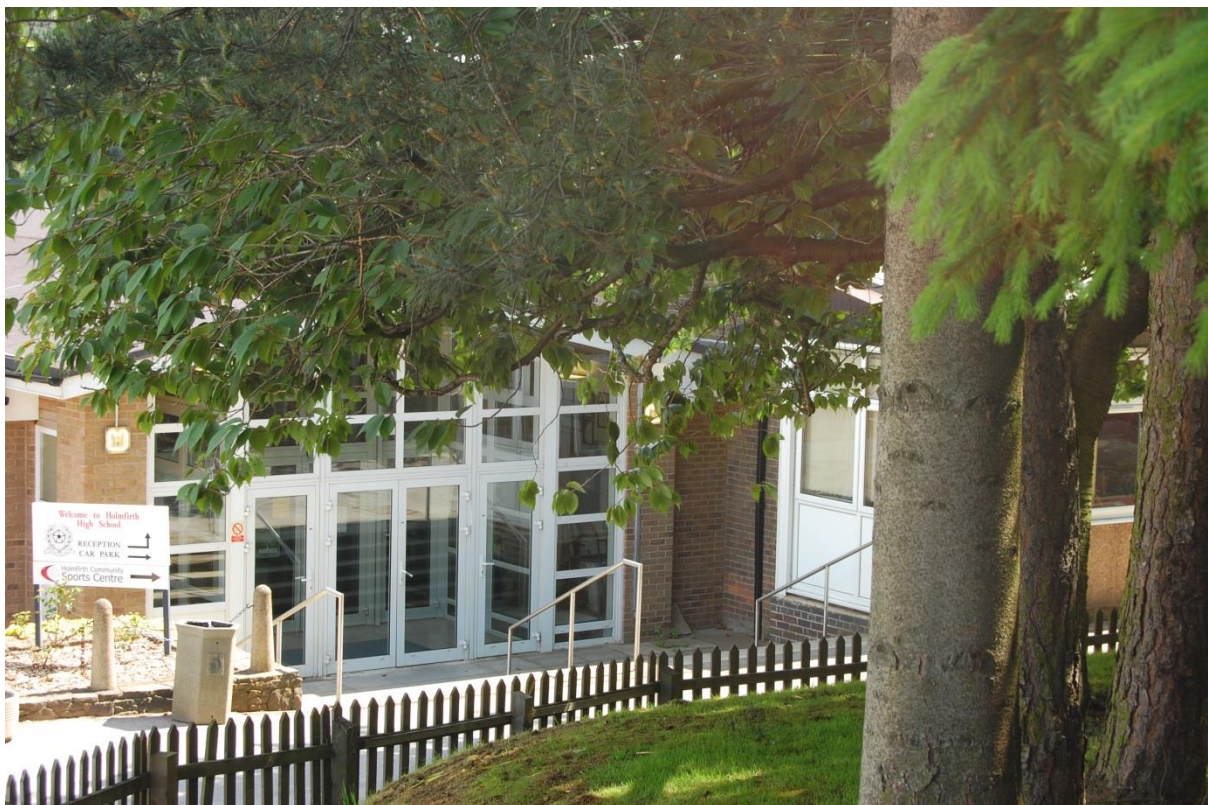
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<sup>1</sup> The term 'parent' includes any person or body with parental responsibility such as a foster parent, carer, guardian or local authority.

The school has an excellent record in public examinations; the great majority of our students achieve high standards at education or training beyond the age of sixteen. Over 50% of our students go on to university and less than 1% become NEET.

We attach great importance to the place of extra-curricular activities in the school programme. A wide variety of cultural, sporting, outdoor pursuits and other activities take place, with outstanding levels of success being achieved. It is hoped that applicants will give a clear indication of areas in which they are able and willing to participate.

We hope that this outline has been useful. If you have any questions, please do not hesitate to telephone the school. In normal circumstances, the appointment will be made within one month from the appearance of the advertisement. Unless applicants have been invited for interview within this period, it should be assumed that the post has been filled. It is regretted that expense makes it impossible to write personally to all unsuccessful candidates.



# Aims of our School

- ❖ Members of our school community are encouraged to achieve their potential – academically, emotionally, socially, physically and spiritually and our school aims for the highest possible standards for all.
  - ❖ Our school aims to ensure that members of our school community feel valued and appreciated.
  - ❖ Our school aims to encourage students to enjoy learning through a broad curriculum delivered in a wide variety of ways and thus helps prepare them for later life.
  - ❖ Our school aims to develop qualities of mind, body, and spirit through the encouragement and development of various senses; reasoned thought; the ability to question and discuss rationally; to state a point of view and accept other points of view.
  - ❖ Our school aims to help students to develop self-discipline, self-respect, respect for others and their property, thereby enhancing relationships with others and providing the capacity to live as independent, self-motivated adults with the ability to act as contributing members of society.
  - ❖ Our school aims to ensure all members of our school community respect religious and moral values, and show tolerance and understanding of other races, religions and ways of life.
  - ❖ Our school aims to provide a wide range of support services for our young people in order to help them manage and cope well with concerns and problems not just with their education, but more generally with their life in and beyond school and as preparation for later life.
  - ❖ Our school seeks to offer a wide variety of learning and activity opportunities through our extra-curricular programme and hope that these will help encourage the development of our students' interests and skills.
  - ❖ Our school seeks to work and interact with our wider community to support local efforts to address issues and provide services and to ensure good use of school facilities out of school hours.
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# Local Information

## Holmfirth – the Heart of the Holme Valley

Located in the heart of the beautiful Holme Valley, Holmfirth is a small town that sits just north of the Peak District in West Yorkshire. The town is better known as the location for the popular BBC TV series 'Last of the Summer Wine', with thousands of fans making the journey every year to visit such locations as Sid's Café and Nora Battye's Steps.



Whilst 'Last of the Summer Wine' is a major visitor attraction, it certainly is not the only reason people visit Holmfirth. With its breathtaking scenery across the Holme Valley, Holmfirth is also popular with walkers and wildlife enthusiasts alike as it is within easy reach of a number of beautiful reservoirs and picturesque surroundings, and if that isn't enough, there are some wonderful attractions to be seen in the town itself - from the last of the Summer Wine Exhibition, to the Holmfirth Vineyard, to the Postcard Museum or pop into The Nook for a cheeky pint!

Holmfirth is also home to a wide range of eating places, including restaurants, wine bars, pubs and take-aways that cater for a wide variety of tastes. It is one of the most popular and much loved destinations in West Yorkshire, with visitors flocking to the sleepy town all year round, Holmfirth is a wonderful place to visit, with lots of things to see and do.

Holmfirth is within easy reach of the major cities of Manchester, Leeds and Sheffield being accessible from both the M1 and M62 motorways. Our nearest town is Huddersfield which is home to Huddersfield University - winner of the Sunday Times Best University of the Year Award 2014. Huddersfield also has three sixth form colleges – Greenhead College, Kirklees College and New College.

There are many estate agents and letting agents in Holmfirth and Huddersfield, together with numerous high street banks and building societies.

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# Partner Primary Schools

## Hade Edge J & I School

Greave Road  
Hade Edge  
Holmfirth  
HD9 2DF

## Netherthong Primary School

School Street  
Netherthong  
Holmfirth  
HD9 3EB

## Hepworth J & I School

Maingate  
Hepworth  
Holmfirth  
HD9 1TJ

## Scholes J & I School

Wadman Road  
Scholes  
Holmfirth  
HD9 1SZ

## Hinchliffe Mill J & I School

Waterside Lane  
Holmbridge  
Holmfirth  
HD9 2PF

## Upperthong J & I School

Burnlee Road  
Holmfirth  
HD9 2LE

## Holme J & I School

Meal Hill Road  
Holme  
Holmfirth  
HD9 2QQ

## Wooldale Junior School

Royds Avenue  
New Mill  
Holmfirth  
HD9 1LJ

## Holmfirth J I & N School

Cartworth Road  
Holmfirth  
HD9 2RG



# Our SEND Department

## **This post**

This is a newly-created post at senior leadership level, which affirms the importance the Headteacher and Governors attach to ensuring that Holmfirth High School is a truly inclusive school where all students, regardless of starting point, additional needs and individual attributes, are known as individuals and receive an appropriately challenging learning experience which enables them to achieve a personal best in all endeavours.

The successful applicant will be an existing, effective SENDCo or will be an effective teacher and middle leader who has both the professional attributes and commitment to complete the mandatory post-graduate training to become an accredited SENDCo.

The postholder will have a key strategic leadership role in identifying and assessing student need and a key role in monitoring and evaluating the school's response to that identified need.

Schemes of Learning and support will involve practical support for learning, educational activities, developing social skills and for securing students' physical and emotional well-being. At the last Ofsted inspection, it was noted that, "pupils' well-being lies at the heart of the school's work," and where "pupils who have special educational needs and/or disabilities are making improving rates of progress in line with other pupils."

The school is keen to build on its existing strengths and have a hugely positive impact on the achievement of all students who present with additional, including SEND, needs.

In March 2018, the school commissioned a review of SEND provision and impact and the resulting report will provide the successful candidate with some useful information regarding next steps.

## **Staffing and organisation**

The postholder will be supported in the leadership function by an Assistant SENDCo, a Senior Learning Support Assistant (LSA) and a well-established team of LSAs.

In addition to providing in-class support, LSAs also deliver literacy and numeracy programmes during morning registration and run the daily lunchtime Zig Zag Club.

We offer a range of strategies to support students, including:

- Individual and small group tuition;
  - Lunch and break time support;
  - Literacy and numeracy intervention programmes;
  - Personal care and hygiene.
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## Job Description

<b>Location :</b>	Holmfirth High School
<b>Job Title:</b>	Assistant Headteacher Inclusion (including SENDCo)
<b>Pay scale:</b>	L 10 - 14
<b>Accountable to:</b>	Deputy Headteacher: Achievement and Standards

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### **Purpose of job**

(As a qualified teacher who has completed the National Award in Special Educational Needs Coordination within 3 years of appointment)

To provide strategic leadership and operational management of all strands of the Additional Needs Team, including SEND provision, in order to accelerate the progress of students with identified additional needs, including special educational needs and/or disabilities.

The role of SENDCo is outlined in the SEN Code of Practice (6.87 - 6.90) as follows:

The SENDCO has an important role to play with the Headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

The SENDCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The SENDCO provides professional guidance to colleagues and will work closely with staff, parents<sup>2</sup> and other agencies. The SENDCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENDCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Please note that this job description should be read in conjunction with the *Teacher Standards*.

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<sup>2</sup> At Holmfirth High School, the term 'parent' includes any person or body with parental responsibility such as a foster parent, carer, guardian or local authority.

## **Specific Duties**

### **Strategic Development**

- To lead and promote the strategic direction of Additional Needs, including SEND, across the school
- To develop systems to ensure the comprehensive identification of students with additional needs, including SEND, across the school
- To develop provision for students with additional needs, including identified SEND, and ensure that the legal and statutory requirements are met for these students
- To raise standards of student progress through effective classroom teaching, targeted intervention and support so that all students with additional needs, identified SEND, make strong progress.
- To monitor, evaluate and adjust programmes of work so that the impact of provision on student achievement is maximised

### **Identification of Need**

- To work alongside the Deputy Headteacher: Achievement and Standards to routinely analyse school data (including behaviour, attendance and progress data), specialist assessment data (CATs, reading tests etc) and other information to identify students with additional needs, including SEND, and share this information with all key stakeholders
- To develop and maintain a central system that identifies students with additional needs, including SEND, and communicate this information to key staff to inform their planning and delivery of schemes of learning and to inform discussions with students and parents.
- To contribute to the school's transition programme so that students with additional needs, including identified SEND, make a successful start to their time at the school
- To contribute to the school's transition programme so that students with additional needs, including identified SEND, are able to transfer successfully to appropriate Post-16 education or training
- To respond to referrals through the Additional Needs Team (ANT) database to identify students whose progress is a concern as a result of their additional needs, including SEND, and to assess their need accordingly
- To identify students meeting the FFI criteria and provide appropriate evidence to support an application for FFI.
- To shadow and observe students to identify need in lessons as appropriate
- To use data to identify students who are on the Medical Register and to oversee the system where a Care Plan is created by the School Nurse and shared with key staff, student and parents appropriately. To co-ordinate the support and intervention a student with medical needs may have and instruct staff as to how to manage a student with medical needs. To liaise with external agencies such as School Nurse, Diabetic Nurse etc to ensure medical needs are met

### **Develop and deliver provision to meet student need**

- To ensure that all additional provision, including SEND provision, is appropriate to need
  - To communicate appropriate information about current provision to all relevant parties.
  - To develop and oversee the content of Student Support Plans (SSPs) which contain appropriate strategies to support the student and ensure that this is communicated with the student, parent and key staff.
  - To coordinate and map the provision of additional, including SEND, intervention in order to deploy resources, including Learning Support Assistants effectively. (The intervention programme may encompass breakfast sessions, lunch sessions, after school sessions, use of tutor time, withdrawal from lessons and may include
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supporting a physical need, such as ensuring students have access to classrooms etc.)

- To liaise with parents about additional provision, including SEND provision and of any changes in it.
- To routinely monitor and review the impact of provision on student progress
- To provide CPD for Learning Support Assistants to ensure they are competent to deliver quality support and intervention across the school
- To liaise with, and make referrals to, external agencies, including local authority teams, to seek advice, research and utilise a range of activities, courses, organisations and professional bodies to enhance the provision for students
- To keep up-to-date with 'best practice' and new approaches to inform practice in line with the local offer
- To manage the ANT team and SEND budgets so that value for money services are provided
- To deliver rewards and a system to celebrate the effort and achievement for students with additional needs, including SEND

### **Exam Access Arrangements**

- To identify students who require additional exam Access Arrangements and apply for Access Arrangements following appropriate procedures.
- To work closely with both the Data and Exams managers to ensure all valid evidence is prepared to support all applications
- To ensure that all relevant colleagues are informed as to who has an access arrangement and what the practice should be in the classroom to further support this student
- To coordinate the work of Learning Support Assistants to implement agreed Access Arrangements and develop the resource by training additional school staff and using 'new technologies' as appropriate.

### **Monitoring of provision and intervention for impact**

- To develop and oversee a system to monitor and evaluate impact of the interventions and modify as appropriate. This ensures that the entitlement of a student can be reported as appropriate to student, parent, key staff, Governors, external agencies etc.
- To liaise with alternative educational providers to ensure they meet the additional, including SEND, needs of students referred to them
- To regularly report to the Deputy Headteacher: Achievement and Standards about the impact of intervention on student progress and review the provision as appropriate
- To prepare an annual report to the Governing Body to demonstrate the effective use of additional and SEND funding.

### **Promotion**

- To promote the ANT and SEND strategy to school staff
  - To promote work relating to ANT and SEND on the school website
  - To provide regular information to the Headteacher and the Governing Body on the effectiveness of provision for students with identified additional needs, including SEND
  - To lead staff training on additional needs and SEND, and to contribute to the school's induction programme for staff new to the school
  - To advise and support staff in development of additional and SEND practice through support in lessons, discussion forums, sharing practice at meetings etc
  - To develop understanding amongst staff of how to respond effectively to students' learning needs
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- To keep up-to-date with and advise on national initiatives and policy changes within the additional needs and SEND sector

### **Line Management**

- To line manage the SEN Manager/Deputy SENDCo
- To ensure appropriate line management arrangements are in place for Learning Support Assistants and that appropriate dialogue and action takes place as a result of this line management activity.

### **General Duties and Responsibilities:**

- Uphold and implement all school policies in the discharge of duties of the post
- Contribute to the assessment of students on entry to the school in order to provide accurate baselines of skills and appropriate needs analysis
- Liaise with primary schools/other providers to establish starting points on entry to the school and collate information to support subject staff in planning appropriate provision
- Assist with the assessment of on-going need in relation to specific behavioural and learning difficulties/concerns raised by subject teams, engaging further professional expertise as required
- Contribute to the compilation of Education Health Care plans as necessary, providing guidance to non-specialist colleagues regarding strategies to be implemented
- Lead the school's approach to inclusive classroom practice by defining standards and expectations of Wave One/Quality First class teaching
- Model best practice through providing role model/demo/team teaching lessons that exemplify approaches to scaffolding student progress
- Assist in the setting of challenging targets for student achievement in basic skills, particularly literacy, then monitor and account for progress towards them
- Contribute to school self-evaluation where required
- Assist in the reporting on standards and progress in the designated area of responsibility by tracking throughout the year and producing summative reports as required by senior leaders
- Contribute to the production of the annual ANT, including SEND, Improvement Plan within the overall School Improvement Plan priorities.
- Deploy classroom support/ intervention staff effectively in order that they deliver consistently effective support for learning
- Participate in school Performance Management processes, acting as performance manager for staff as agreed in structure
- Teach within subject area of expertise as agreed

### **Classroom Teachers: Expectations of all school staff**

- Ensure good progress for all students within groups taught through the planning and preparation of high quality lessons which engage, motivate and support learners and adhere to the school's core expectations
  - Strive to deliver a consistently good standard of teaching
  - Take responsibility within own teaching areas and in the execution of general duties for the creation of a positive climate for learning which results in positive, respectful attitudes from students
  - Consistently apply the school behaviour policy to support all colleagues in establishing high standards of behaviour from students, and in order that students have parity of treatment and expectations in all areas of the school
  - Assess, record and report on the development, progress and attainment of students with additional needs, including SEND.
  - Contribute to the planning, design and production of good quality teaching materials and resources, appropriate to age and ability, in accordance with the ANT Improvement Plan
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- Be a mentor for a specified group of students, establishing the rapport necessary to support their social, emotional and citizenship education and development
- Make a strong contribution to agreed PSHCE areas as designated to the subject area
- Contribute to the wider life of the school
- Attend meetings, including parents' consultation sessions, and fulfil duties on rotas as specified in the Staff Handbook
- Implement all school policies with regard to registration, student absence, student uniform, use of planners and other routines detailed in the staff handbook
- Observe school protocols relating to the safeguarding of students, health and safety requirements, and equality policies
- Participate in full staff and area meetings, actively contributing to school decision making and consultation procedures
- Participate fully in the school Performance Management process, engaging in professional development activities which enhance personal performance, fulfil personal potential and contribute effectively to the implementation of the school's goal to be an outstanding place of learning
- Uphold the professional standards of dress, behaviour, attitudes and team spirit which will ensure the Holmfirth High School is a pleasant, positive place to learn and work

### **Equal Opportunities:**

- Promote equal opportunities in education in order that all students will gain optimum benefit from the service provided.
- Promote policy to ensure that all students and young people are happy, healthy, safe, successful and achieve economic wellbeing.

### **Generic Requirements**

- Uphold the professional standards expected of every member of school staff in all dealings with colleagues, students, parents and the wider community.
- Adhere to the principles expressed in the aims and vision of the school.
- Actively contribute to the continued development of the school by attending training, participating in relevant meetings, and putting forward ideas for improvement.
- Be a positive, collaborative team member.
- Apply school policies in all aspects of the role.
- Keep up-to-date with all aspects of the safeguarding children policy as it applies to the post.
- To promote equality, diversity and inclusion and demonstrate this within the role.
- To be jointly responsible for promoting and safeguarding the welfare of students.

Holmfirth High School is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to an Enhanced DBS check.

All teaching personnel are expected to maintain the relevant standards as set out in the 'Professional Standards for Teachers'. All postholders are accountable through the school's Performance Management Policy.

The Governing Body and Headteacher are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place.

This job description will be reviewed annually. The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the school.

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**Assistant Headteacher: Leader of Additional Needs Team – Person Specification**
**You should be able to demonstrate that you meet the following criteria:**
**E = Essential  
D = Desirable**
**Measured by:**
**A. Application Form                      B. Test / Exercise  
C. Interview                                      D. References**

<b>Qualifications</b>		
<b>E</b>	• Degree in relevant subject	<b>A</b>
<b>E</b>	• PGCE or equivalent	<b>A</b>
<b>D</b>	• Post-graduate study	<b>A</b>
<b>D</b>	• Completion of postgraduate SENDCo qualification	<b>A</b>
<b>E</b>	• If not already a SENDCo, willingness to complete post-graduate qualification	<b>A</b>
<b>E</b>	• QTS – the post is not suitable for NQT candidates	<b>A</b>
<b>Experience/Knowledge</b>		
<b>E</b>	• Recent experience as an effective SENDCo	<b>A</b>
<b>E</b>	• Experience in accelerating the progress of groups of students in key groups	<b>A C</b>
<b>D</b>	• A good understanding of the range of additional needs which are presented by students and how to address these needs so students make strong progress at school	<b>A C</b>
<b>E</b>	• Experience of providing effective leadership to other colleagues	<b>A C</b>
<b>D</b>	• Experience of working with external agencies and developing effective links	<b>A D</b>
<b>E</b>	• Experience of strategic work relating to addressing students' additional needs	<b>A D</b>
<b>E</b>	• Evidence of working with young people effectively	<b>A B</b>
<b>E</b>	• Successful contributions to team work related to meeting students' additional needs	<b>A B</b>
<b>D</b>	• Experience of writing and delivering a range of analytical and evaluative reports, matched to the needs of the audience	<b>A D</b>
<b>E</b>	• Experience of leading and managing systems and procedures and effectively deploying staff to meet students' additional needs	<b>A D</b>
<b>E</b>	• Teach to a high standard across all key stages, making use of appropriate training opportunities	<b>A B</b>
<b>E</b>	• Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	<b>A B</b>
<b>E</b>	• Knowledge, understanding and commitment to safeguarding and promoting the welfare of students	<b>A C</b>
<b>Skills, Attributes and Abilities</b>		
<b>E</b>	• Good all round ICT skills to support both teaching and leadership roles	<b>A</b>
<b>E</b>	• Able to write detailed and accurate reports, matched to the needs of the audience	<b>A</b>
<b>E</b>	• Be an effective teacher	<b>D</b>
<b>E</b>	• Be resilient, reliable, and able to reflect on own performance	<b>D</b>
<b>E</b>	• Able to speak convincingly and engagingly to a range of different audiences, including students, staff and parents	<b>C</b>
<b>E</b>	• Ability to use progress data of students to benchmark, track and accelerate the progress of relevant students and groups of students in key groups	<b>C</b>
<b>E</b>	• Good working knowledge of assessment for learning approaches and their classroom application	<b>C</b>
<b>E</b>	• Possess strong interpersonal skills and be able to work effectively as part of a team	<b>D C</b>
<b>E</b>	• To promote equality, diversity and inclusion and demonstrate this within the role.	<b>A C</b>
<b>E</b>	• To be jointly responsible for promoting and safeguarding the welfare of students	<b>A C</b>
<b>E</b>	• Ability to form and maintain appropriate relationships and personal boundaries with students	<b>A C</b>

<b>General</b>		
<b>E</b>	<ul style="list-style-type: none"> <li>Respectful towards all students, with total belief in their entitlement to a high quality education, whatever their circumstances and starting point</li> </ul>	<b>A C</b>
<b>E</b>	<ul style="list-style-type: none"> <li>Committed to raising standards of achievement through high quality classroom practice</li> </ul>	<b>C</b>
<b>E</b>	<ul style="list-style-type: none"> <li>Committed to the principles of comprehensive education</li> </ul>	<b>A C</b>
<b>E</b>	<ul style="list-style-type: none"> <li>Possess personal integrity, warmth and a willingness to grow and learn</li> </ul>	<b>C</b>
<b>E</b>	<ul style="list-style-type: none"> <li>Commitment to the education of the 'whole child,' i.e. social, emotional and citizenship development</li> </ul>	<b>C</b>
<b>E</b>	<ul style="list-style-type: none"> <li>Enhanced DBS Disclosure</li> </ul>	<b>B</b>

## Next steps.....

Thank you for taking the time to read this pack. If you wish to apply for the post of Assistant Headteacher with strategic leadership of SEND at Holmfirth High School then please complete the standard Kirklees application form which is found on our website, together with a letter of application, not more than 3 sides of A4) which provides your response to the following:

- How my experience to date has prepared me for this role
- An example of my recent impact on student achievement
- An example of my recent impact as a leader

Completed applications should be returned to:

The Headteacher  
Holmfirth High School  
Heys Road  
Thongsbridge  
HOLMFIRTH  
HD9 7SE

Or via email to [vacancies@holmfirthhigh.co.uk](mailto:vacancies@holmfirthhigh.co.uk) or office.holmfirth@holmfirthhigh.co.uk

**The closing date for applications is: 12 noon on Monday 30 April**

**Interviews will take place: Thursday 10 May**

If we have not contacted you by early May you will know that on this occasion your application has not been successful. Please accept this as acknowledgement of the time and interest you have shown.

Thank you

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