



Pennine Academies Yorkshire

RECRUITMENT BROCHURE





WELCOME FROM THE CEO

Welcome to Pennine Academies Yorkshire and may I start by expressing my thanks for taking an interest in our academies and what we are trying to achieve.

Formed in 2018, Pennine Academies Yorkshire now comprises seven successful primary schools and considers every one that is part of the Trust a family member.

DIVERSITY AND UNIQUENESS

Our schools are diverse - from a small rural school of fewer than 100 pupils nestled high up in the Dales, to a 720-place inner city school with a 24-place resource provision. All schools are in control of their own pedagogy, uniform, school day, curriculum, and staffing structures. Our central team provides extensive support services in finance, estates, people and culture, IT, governance, policy, SEND and school improvement support - the best of both worlds!

WE ARE ETHICALLY DRIVEN

We want to be the employer of choice; this means we support our staff with their Continued Professional Development and career aspirations. Working for us will afford you many different opportunities both within the school you work in and in supporting other schools. We regularly offer out and

encourage people to take secondments or to support other schools in a variety of guises. This has led to fantastic promotion opportunities for many.

Our strength comes from our ability to support one another across the schools.

WE VALUE ALL CHILDREN

Pennine schools are there to serve their local communities. We believe we should be there to support all children irrespective of background, disability or special educational need. We have three Resourced Provisions across the Trust supporting children with SEMH, Communication and Interaction Difficulties and Visual Impairment. This means we have access to a team of specialist teachers who also support our mainstream teachers. We work with integrity and inclusivity.

Pennine really is a different kind of Trust, one that has the value of people and relationships at its heart. Come visit us to see for yourself!

Michael Thorp CEO



WELCOME FROM THE HEADTEACHER

Dear Candidate

Let us tell you more about our amazing school! We are a **thriving, energetic and vibrant** three-form entry primary school, situated in the Fairweather Green area of Bradford. Our school stretches across three buildings, a mixture of traditional and modern. We form part of Pennine Academies Yorkshire Multi Academy Trust, a growing Trust consisting of 6 schools. Here at Crossley Hall, our team of dedicated teachers bring our curriculum to life, in line with our school values of **aspiration, inclusion** and **happiness**.

To us these values mean:

- **Aspiration** – being full of hope for something better and working hard to make it happen.
- **Inclusion** – we value diversity; everyone feels safe and has a sense of belonging.
- **Happiness** – being curious, being respectful and having confidence = happiness

Reading, writing and maths are taught using evidence-based principles such as 'White Rose Maths' and Read Write Inc. Our approach to teaching the wider curriculum uses our 'Bradford roots' as the underpinning starting point. We complement our classroom-based learning with lots of additional experiences to promote both academic achievement and **wellbeing**. Every year, each year group has the opportunity to visit three or more places to enhance their learning experiences. We believe all our children are included in all external visits so that they can experience the world beyond Bradford and aspire to be whatever they want to be.

The behaviour of our pupils is good because we build **positive relationships** based on mutual respect- everyone is expected to be kind, polite and hard working. As a school, we actively promote diversity, tolerance and respect for people of all faiths and backgrounds, and there is a real sense of harmony and dedication from staff and pupils alike. Our pupils love coming to school! We enjoy celebrating each other's successes in our weekly 'Celebration Assembly' which parents enjoy attending too.

Mental Health and Wellbeing are central to what we do here at Crossley Hall Primary School. Members of our SLT are trained Youth Mental Health First Aiders. We also actively support the wellbeing of our staff; two members of our staff are trained as Mental Health First Aiders and can provide support/advice to our staff.

Not only do we have **enthusiastic**, well-behaved pupils, we also have a talented team of motivated and dedicated professionals, who, along with the leadership team, are united in the strong sense of ambition for the school. Our team of Support Staff are confident and highly skilled. **Our inclusive ethos** resonates throughout the school, and we are proud to cater fully for our children with additional needs. Our Resourced Provision for children with Communication and Interaction Needs (including Autism) work closely and collaboratively with the rest of the school.

Finally, please be rest assured that we take the Professional Development of all staff seriously. We listen to our staff's needs and develop bespoke CPD opportunities across the year. We strongly advise you to come and visit and find out more!

Eleanor Monnery
Headteacher, Crossley Hall Primary School





EMPLOYEE BENEFITS

WHAT WE OFFER

- Holistic Employee Assistance Programme: We provide comprehensive support through our Employee Assistance Programme (EAP), offering various services to help staff manage personal and work-related challenges. Services include:
 - Counselling Services
 - Mindfulness Services
 - Weight Management
 - Physiotherapy
 - GP Helpline
 - Cancer & Chronic Illness Support
 - Menopause Support
 - Nurse Support
 - Whole School & Leadership Support
 - Private Medical Operations
- A robust People and Culture strategy encompassing wellbeing and workload charters - please see the website for further details
- A full induction programme offering a welcoming, friendly and outstanding network of support
- Excellent opportunities for personal and career development within the Trust
- Effective, supportive and dynamic leadership
- If applicable, automatic enrolment into the national Teacher Pension Scheme with generous employer contribution rates
- If applicable, automatic enrolment into an increasingly rare Local Government Pension Scheme for support staff with generous employer contribution rates
- Flexible family policies available from day one
- Enhanced occupational benefits available (such as maternity, adoption and parental leave)
- Generous holiday allowance plus bank holidays (this increases with length of service and entitlement is based on grade and continuous service)
- A range of working patterns are available depending upon the role
- We are a wellbeing employer with dedicated wellbeing policies and practices
- We demonstrate we are morally committed to achieving true diversity throughout our whole organisation
- A shared ambition to provide outstanding education for our pupils
- A close knit trust which works together to recognise its social responsibility taking part in local charity and cultural activities





WHY JOIN US?

Pennine Academies Yorkshire was formed to bring clear, tangible and inspiring benefits to children, families, carers and all staff. We have expanded from three founding schools to a family of seven schools.

SO WHY WOULD YOU JOIN PENNINE?



1

WE PROVIDE HIGH QUALITY GOVERNANCE

The Board of Trustees are highly effective, transparent and are a skilled group of professionals who work with the executive team to set the vision and values. They hold the executive team to firm account and delegate the correct duties to scrutiny committees without giving their responsibility for standards away.

2

WE HAVE A PROVEN ABILITY TO PERFORM AND IMPROVE SCHOOLS

All schools in the Trust are high performing and understand good teaching and learning. We work effectively with one another across networks to raise standards and improve outcomes for pupils. We have a highly-skilled school improvement team that spans the Trust, who meet regularly to plan collaborative work, challenging and supporting each other in equal measure.

3

PENNINE VALUES AND DEVELOPS LEADERSHIP AT ALL LEVELS

Pennine Academies Yorkshire has ethical leadership at its core. As such the Trust provides key non-negotiables for its staff, which are an expectation whichever site you are working at:

- Be employed professionally, with equity and equality
- To be able to access flexible working arrangements when circumstances change
- To work in a safe environment and to be treated with respect
- To be developed professionally
- To have a reasonable work-life balance
- To have the opportunity to have career pathways opened
- To contribute to the strategic vision for the Trust and school

4

WHY WOULDN'T YOU WANT TO BE PART OF SOMETHING BIGGER?

At Pennine we want to put in place all the advantages of being part of a bigger organisation without losing any of the character of the individual schools. Each school has a great deal of autonomy and freedom to make changes designing their own curriculums, pedagogy and ethos - this means they all have a part to play in developing the Trust.

5

TO IMPROVE OUTCOMES FOR PUPILS WITHIN THE SYSTEM

It's not just about what our Trust can offer you. What can you offer to the Trust? We need great support staff, great teachers and great leaders - all with a great mindset!

SENDCo MATERNITY COVER APRIL 2026



Crossley Hall Primary School | T 01274 488703

Headteacher: Eleanor Monnery

CLOSING DATE:

Monday 8th December 2025 at 9am

INTERVIEWS:

Friday 12th December 2025

MPS-UPS plus SEN point. 32.5 hours per week. Fixed term maternity cover.

We are a dynamic, forward thinking, three form entry school with a dedicated staff team committed to ensuring all children reach their full potential. This is a fantastic opportunity for an experienced SENDCo to join our growing team for Inclusion. You will work collaboratively with the SLT, SEND Administrator and our Specialist Teachers. You will have the responsibility in leading exceptional SEND provision across school.

As a SENDCo at Crossley Hall Primary School, we will offer you:

- ✓ Working as part of an experienced SEND team
- ✓ The support of working alongside an experienced Senior Leadership Team
- ✓ A straight talking and energetic team

Pennine Academies Yorkshire Trust is committed to safeguarding and promoting the welfare of young people and we expect all staff to share this commitment. All posts are subject to the safer recruitment process including an enhanced Disclosure and Barring Service Check. The post includes engaging in regulated activity with children and young people. It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children

Please see our website <https://crossleyhallprimary.co.uk/> to view our Safeguarding Policy.

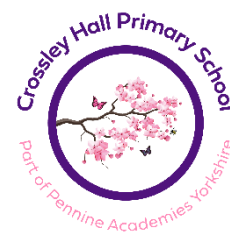
Shortlisted applicants will need to provide evidence of their eligibility to work in the UK.

Visits to the school are warmly welcomed by arrangement. Please contact the Operations Manager to arrange an appointment or to ask for further information on 07741 164878 or e.jarockyj@chps.paymat.org

What Ofsted say (May 2023)

"Staff have equally high expectations of pupils' learning. This includes the youngest children. Pupils in all key stages achieve well."

JOB DESCRIPTION



JOB TITLE/POST:

SENDCo

SALARY:

MAIN PAY SCALE - UPPER PAY SCALE + SEN POINT

RESPONSIBLE TO:

HEADTEACHER

DATE:

APRIL 2026

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

- Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
- Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
- Pennine Academies Yorkshire is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
- Pennine Academies Yorkshire is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.



PRIME OBJECTIVES OF THE POST:

- To work as part of an SEND team with current SENDCO (Assistant Headteacher) and SEND Administrator to manage and oversee SEND provision across school.
- To provide support for class teachers with children with SEND
- To assist in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for pupils with special educational needs.
- Be consistent in the delivery of all the School policies and practices
- Managing, developing and maintaining high-quality SEND provision
- Observing pupils in the classroom, to coach and train colleagues
- Keeping all paperwork including records and policies, up to date and actioned, as appropriate
- Meet with parents to support SEND and pupils' healthcare
- To monitor the quality of SEND support delivered both by teachers and support staff
- To support and maintain the SEND register of pupils
- To ensure that awareness of SEND issues is maintained across all of the teaching staff
- Be a role model for pupils through personal presentation and professional conduct
- Perform particular duties in accordance with school procedures to ensure pupil safety
- Model a determination to succeed and a positive attitude to your work

KNOWLEDGE AND SKILLS:

(See Personnel Specification)

RANGE OF DUTIES INCLUDE:

Strategic direction and development of SEND Provision in the School (with the support of, and under the direction of the Headteacher, AHT for Inclusion and the Trust Strategic Inclusion Manager)

- Exercise a key role in assisting colleagues with the strategic development of SEND policy/provision;
- Support all staff in understanding the needs of SEND pupils and ensure the objectives to develop SEND are reflected in the school development plan;
- Monitor progress of objectives and targets for pupils with SEND from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements;
- Analyse and interpret relevant school, local and national data and advise colleagues on the level of resources required to maximise achievement;
- Liaise with staff, parents, external agencies and other schools to coordinate their contribution, provide maximum support and ensure continuity of provision.
- Participate in professional development.
- To have knowledge of and implement all school policies.
- Participate in all team planning meetings where appropriate.
- Participate in national and school-based assessment procedures.
- Ensure the teaching areas are tidy, with drawers clearly labelled, equipment neatly arranged and accessible.
- To encourage parental interest and involvement within school guidelines.
- To abide by the internet acceptable use policy
- Support annual reviews and attend / chair when necessary

KNOWLEDGE, SKILLS AND APTITUDES:

(See Personnel Specification)

SUBJECT SPECIFIC KNOWLEDGE AND SKILLS:

- To monitor and evaluate the planning and delivery of a subject curriculum area

EFFORT DEMANDS:

- Will contribute to the overall ethos/work/aims of the school.
 - Will appreciate and support the role of other professionals.
 - Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the Designated Safeguarding Leads in line with school policy and procedure.
 - Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.
-

RESPONSIBILITIES

TEACHING & LEARNING:

- Support the identification of and disseminate the most effective teaching approaches for pupils with SEND
- Work with colleagues to develop effective ways of bridging barriers to learning through:
 - assessment of needs
 - monitoring of teaching quality and pupil achievement
 - target setting, including MSPs
 - developing a recording system for progress
- Collect and interpret specialist assessment data to inform practice
- Undertake day-to-day coordination of SEND pupils' provisions through close liaison with staff, parents and external agencies
- Work with colleagues to ensure all pupils learning is of equal importance and that there are realistic expectations of pupils
- Consider the range of teaching strategies / equipment that could be utilised for pupils requiring specialist provision

HEALTH, SAFETY AND DISCIPLINE:

- To ensure a safe, secure and healthy environment for pupils
- To manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of misbehaviour
- To actively encourage good practice with regard to punctuality, behaviour, standards of work and independent learning.

LEADING & MANAGING:

- Provide professional guidance to staff to secure good teaching for SEND pupils, through both written guidance and meetings;
- Contribute to the appraisal process for identified staff;
- Advise on and contribute to the professional development of staff, including whole school INSET provision;
- Provide regular information to relevant members of SLT within school and trust wide on the evaluation of SEND provision and the impact on improving outcomes.
- Attend the Trust Scrutiny Committee and provide SEND feedback.

MONITORING, ASSESSMENT, PLANNING & TRACKING:

- To assist in the identification of pupils' Special Educational Needs through observation in the classroom, individual screening and assessment of reports
- To oversee the writing and regular review and updating of My Support Plans
- To liaise with external agencies in regard to particular pupils to ensure that the school is providing appropriate support for the child
- To liaise with classroom teachers concerning the needs and progress of individual pupils and to provide advice as appropriate about teaching strategies to assist particular pupils
- To interpret the recommendations of Educational Psychologist, Occupational Therapist and other professional reports and disseminate them so that they are effectively implemented in the classroom
- To use data generated by school assessments effectively to inform future pupil progress

PROFESSIONAL KNOWLEDGE & DEVELOPMENT:

- To maintain a thorough and up to date knowledge and understanding of the current SEND Code of Practice and of the school's curriculum and policies
- To participate in INSET provided by the School and where appropriate to lead INSET/ twilights/ staff meetings on SEND issues
- To ensure that the School's Health and Safety Policy is followed
- To understand the funding for SEN and how this is spent effectively/efficiently.

COMMUNICATION:

- To write reports for parents on the pupils receiving specific teaching
- To liaise with parents and carers concerning pupil progress and concerns, and concerning updates to the MSPs, and to be proactive in communication about these issues
- To make recommendations to parents concerning the use of external agencies for identifying SEND
- Liaise with other school SENDCOs as required.

WORKING WITH COLLEAGUES AND OTHER RELEVANT PROFESSIONALS:

- To liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, education welfare officers etc.

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g., teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

SPECIAL CONDITIONS OF SERVICE:

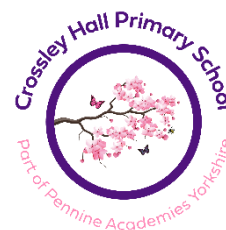
- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g., access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.



PERSONNEL SPECIFICATION



ESSENTIAL CRITERIA

- A degree or equivalent higher degree qualification, postgraduate courses
- QTS status
- Hold the National Award for SEN Coordination (NASENCO)

JOB SPECIFIC EVIDENCE:

EXPERIENCE

- At least 4 years' experience as a class teacher with secure judgements of good and outstanding teaching
- Prior experience related to SENDCo role
- Experience of successful leadership and management within a school or other educational setting including target setting and monitoring the quality of provision
- Knowledge of relevant legislation - in particular of the SEND Code of Practice, equal opportunities and disability discrimination legislation and how these apply to pupils with EHCPs as well as those without
- Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the school's resources and the individual child
- Knowledge of current educational issues and their relationship to inclusion, behaviour support and SEND
- Experience of leading on developing provision of more able children
- Experience of inter-agency work

QUALIFICATIONS / TRAINING

- Evidence of on-going professional development; attendance on courses, INSET, action research personnel study

ABILITY/SKILLS:

- Ability to provide professional leadership and management of a staff team and contribute to the work of other teams to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school
- Excellent written and oral communication skills
- Excellent presentation and interpersonal skills

PERSONAL CIRCUMSTANCES:

- Must be legally entitled to work in the UK (Asylum and Immigration Act 1996)
- Will not require holiday leave during term time
- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required)
- Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2012.
- Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties.
- For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the post holder to be capable of lifting and carrying pupils, within school policies and practices and training.



Pennine Academies Yorkshire

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