



## **Enquire Learning Trust Application Pack**

### **Teacher (SEND Resource Base)**

**ELTSEP2616**

Endeavour Academy  
Walker Lane, Hyde, SK14 5PL



## Contents:



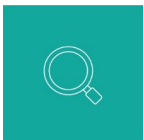
### 1. The Enquire Learning Trust Visions, Values and Mission



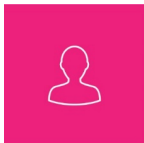
### 2. Academy Information



### 3. Job Advert



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## **The Enquire Learning Trust**

We are a multi-academy trust currently responsible for 32 academies in four clusters across the North of England; North East Lincolnshire, Hull, Manchester, Teesside and North Yorkshire.

We work in complete collaboration with each of our academies and place a strong emphasis on school-to-school support and learning. Our academies work in collaboration with one another, sharing both their talent and ideas with others, giving employees the opportunity to learn from individuals within our other academies.

We recognise that the most important assets we have are our employees, and for our academies to succeed we need to ensure we employ the very best people in every single role. Our core values and beliefs are consistent throughout all of our academies, and our keys to success are at the heart of everything we do.

Every role across the Trust is valued, appreciated and purposeful. We believe that the outcome of every role across the Trust should improve the education each of our learners receive. Whether teaching, support or leadership, every single role is vital to the success of our academies.

We also recognise that all of our academies are different, and we encourage individuality. Whilst we believe our academies should work together to support best practice and to share ideas, we don't believe that implementing blanket priorities and objectives is pertinent to a successful academy, and we encourage autonomy for academy leaders wherever possible.

### **Values**

- We believe that all learners can be powerful learners given access to extraordinary learning experiences. We want children and the academies they attend to be confident, successful and ambitious.
- We envisage a Trust where well led, highly skilled and committed professionals collaborate, learn and innovate together to ensure that all academies are successful and where all learners have access to effective and innovative provision that meets their needs and aspirations.
- We want to add value to achievement and raise standards. We also want to change lives. We know this requires our provision and our practice to be world-class – because of the distance we have to travel, we understand that good will not be good enough and that we need to develop a shared appreciation of excellence and then strive to enact this every day.
- We take learning seriously and work together to create a vibrant culture in which this can happen. We know that it's what we do that counts and that our thinking must be visible in classrooms if it is to have leverage. Children are at the forefront of all that we do and aspire to do. We take serious steps to engage them, to hear their voice in authentic ways and then to use their insight and expertise to develop radical pedagogies that tap into their passions and interests and use the potential of emergent technologies.

# Endeavour Academy

## Our Academy



Endeavour Academy is a welcoming and ambitious primary school at the heart of the Hyde community, serving a richly diverse population of children and families. As part of the Enquire Learning Trust, we are united by a belief that every child deserves an exceptional education and the opportunity to thrive both academically and personally.

Our work is underpinned by our CORE values of Commitment, Opportunity, Respect and Excellence. These values permeate every aspect of school life and shape the culture we expect all staff to embody. We are passionate about creating an environment where children feel safe, valued and inspired to achieve their very best. This was recognised by Ofsted in June 2026, which highlighted the school's unwavering determination to ensure that pupils become well-rounded individuals who are prepared for success in life.

At Endeavour Academy, high expectations sit alongside genuine care and support. We are proud of our strong sense of community and our dedicated team of professionals who work collaboratively to meet the needs of every child. Together, we create a calm, inclusive and purposeful environment where positive relationships flourish and where every pupil is known, respected and encouraged to succeed.

We are committed to helping children thrive educationally, socially and emotionally. Our carefully designed curriculum develops not only knowledge and skills but also character, confidence and resilience. Life skills are valued alongside academic achievement, and we place a deliberate focus on empowering pupils to make positive choices, contribute to their community and become responsible citizens.

From the moment children join us, they benefit from a culture of high-quality support, strong relationships and ambitious learning delivered through well-established routines and the consistently high-quality provision that helps children feel safe, happy and emotionally secure.

If you are an ambitious, reflective and committed professional who shares our values and belief in the potential of every child, we would be delighted to welcome you to Endeavour Academy. We encourage prospective applicants to visit our school and experience first-hand the positivity, ambition and sense of purpose that make Endeavour such a rewarding place to work. More information can also be found about us on our website: <https://endeavouracademy.org.uk/>

**Endeavour Academy**  
**Job Advert – Teacher**  
**(SEND Resource Base)**

|                      |                              |
|----------------------|------------------------------|
| <b>Job Title</b>     | Teacher (SEND Resource Base) |
| <b>Job Reference</b> | ELTSEP2616                   |
| <b>Job Type</b>      | Permanent                    |
| <b>Location</b>      | Endeavour Academy            |
| <b>Grade</b>         | MPS/UPS1 + TLR2a             |
| <b>Hours</b>         | Full time                    |
| <b>Reporting to</b>  | Principal                    |

**Closing Date: Sunday 11<sup>th</sup> October 2026**

**Shortlisting: Monday 12<sup>th</sup> October 2026**

**Interviews: Tuesday 20<sup>th</sup> October 2026**

**Start Date: 1<sup>st</sup> January 2026**

Endeavour Primary Academy is seeking to appoint an experienced, passionate and highly committed teacher to join our ambitious team.

In January 2027, Endeavour will extend its established 'Hive' SEND Resource Base for pupils with Autism Spectrum Disorder (ASD) and Speech, Language and Communication Needs (SLCN) from 12 to 24 places arranged across two classes. The Resource Base is a valued partnership with Tameside Local Authority and provides specialist support for pupils whose needs cannot be fully met through mainstream provision alone.

This is an exciting opportunity to play a leading role in the next stage of the provision's development. The successful candidate will join an established and successful SEND Unit and will help shape the newly expanded provision, including the development of our second classroom and the creation of a cohesive 24-place primary resource base that delivers consistently high-quality teaching, learning and support for all pupils.

We are seeking to appoint a Teacher with Responsibility for the SEND Unit (TLR2a) who will lead teaching, learning and curriculum provision across the Resource Base. The successful candidate will have a teaching responsibility within the Resource Base alongside dedicated non-contact leadership time to fulfil their additional responsibilities. Working closely alongside the Academy SENDCo, the existing Resource Base team, families and external professionals, the postholder will help ensure that every pupil receives an ambitious, personalised and inclusive education that enables them to thrive academically, socially and emotionally.

We are looking to appoint someone who:

- Is an experienced teacher with a strong track record of supporting children with complex SEND, particularly pupils with ASD and/or SLCN.
- Is passionate about the rights of children with SEND and unwavering in their ambition for every child to achieve and thrive.
- Demonstrates compassion, resilience and patience when supporting children and families.
- Holds every child and family in the highest regard and leads by example through consistently high expectations.
- Can create, model and sustain exemplary learning environments that are calm, orderly, engaging and responsive to pupils' communication, sensory and developmental needs.
- Has the ability to lead, motivate and develop colleagues to improve outcomes for children.
- Values partnership working and can build positive relationships with families, colleagues and external professionals.
- Is committed to inclusion and removing barriers so that every child can experience success.

We can offer:

- The opportunity to play a leading role in the expansion and continued development of an established SEND Resource Base.
- A newly refurbished specialist learning environment with high-quality resources to support outstanding teaching and learning.
- The opportunity to work alongside an experienced Academy SENDCo, an established Resource Base team and a supportive Senior Leadership Team.
- The support of Enquire Learning Trust, whose schools are committed to securing the very best outcomes for all children and are ambitious for their achievement.
- Dedicated leadership time to fulfil the responsibilities of the role alongside a teaching commitment within the SEND Unit.
- High-quality professional development through both Enquire Learning Trust and Tameside Local Authority.
- A school community that is ambitious, inclusive and committed to improving outcomes for every child.

Visits to the school are strongly encouraged before application. Please contact Miss Williams – Academy Business Manager on 0161 368 3366 to arrange an appointment. Appointments are available on:

- Monday 21<sup>st</sup> September @ 4pm
- Friday 2<sup>nd</sup> October @ 9am
- Tuesday 6<sup>th</sup> October @ 4pm

To apply, please complete the online application form on the Enquire Learning Trust website:

<https://www.enquirelearningtrust.org/job-vacancies/>

Further information about our Academy can be found at [www.endeavouracademy.org.uk](http://www.endeavouracademy.org.uk)

*The Enquire Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All ID and qualification checks will be made prior to appointment, as will online searches of candidates (Keeping Children Safe in Education 2023). Any offer of employment will be subject to receipt of a satisfactory Disclosure & Barring Service check and Disqualification by Association Disclosure.*

## **DISCLOSURE AND BARRING AND RECRUITMENT CHECKS**

The Trust is legally obligated to process an enhanced Disclosure and Barring Service (DBS) check before making appointments to relevant posts. The DBS check will reveal both spent and unspent convictions, cautions, reprimands and final warnings, and any other information held by local police that's considered relevant to the role. Any information that is "protected" under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 will not appear on a DBS certificate.

For posts in regulated activity, the DBS check will include a barred list check. It is an offence to seek employment in regulated activity if you are on a barred list.

We'll use the DBS check to ensure we comply with the Childcare Disqualification Regulations. It is an offence to provide or manage childcare covered by these regulations if you are disqualified.

Any data processed as part of the DBS check will be processed in accordance with data protection regulations and the trusts information governance policy which can be found on the website.

*Please note this post is in regulated activity and exempt from the rehabilitation of Offenders Act 1974 and subject to satisfactory references and an enhanced DBS criminal records and barred list check for work with children. An online search may be undertaken as part of the recruitment process on information available in the public domain. Candidates should disclose anything that may be relevant in line with Keeping Children Safe in Education.*

Any job offer will be conditional on the satisfactory completion of the necessary pre-employment checks. Only applicants who have been shortlisted will be asked for a self-declaration of their criminal record or information that would make them unsuitable for the position. Any convictions that are self-disclosed or listed on a DBS check will be considered on a case-by-case basis. All documentation will be treated confidentially and processed in accordance with Data Protection regulations.

## Endeavour Academy

### Job Description – Teacher (SEND Resource Base)

|                      |                              |
|----------------------|------------------------------|
| <b>Job Title</b>     | Teacher (SEND Resource Base) |
| <b>Job Reference</b> | ELTSEP2616                   |
| <b>Location</b>      | Endeavour Academy            |
| <b>Grade</b>         | MPS/UPS1 + TLR2a             |
| <b>Hours</b>         | Full time                    |
| <b>Reporting to</b>  | SENDCo / Principal           |

#### JOB PURPOSE

To provide high-quality teaching for pupils within the Hive, ASD/SLCN Resource Base whilst leading the day-to-day operation of the provision. The postholder will have responsibility for a teaching commitment within the Resource Base alongside dedicated leadership and management time to oversee the quality of provision, coordinate support staff, monitor pupil progress and ensure the effective implementation of Education, Health and Care Plans (EHCPs) and the Graduated Approach.

Working in close partnership with the Academy SENDCo, families and external professionals, the postholder will ensure that pupils with Autism Spectrum Disorder (ASD) and Speech, Language and Communication Needs (SLCN) receive a personalised, ambitious and inclusive education that enables them to thrive academically, socially and emotionally.

The postholder will model excellent classroom practice, lead and develop colleagues within the provision, and create an orderly, engaging and responsive learning environment that promotes communication, independence, wellbeing and positive outcomes for all pupils

#### KEY RESPONSIBILITIES

##### Leadership & Management

- Lead the day-to-day operation of the SEND Unit, ensuring a high-quality learning experience for pupils with ASD and Speech, Language and Communication Needs (SLCN).
- Plan, coordinate and evaluate the curriculum, provision and interventions delivered within the SEND Unit.
- Work in partnership with the Academy SENDCo to lead the Graduated Approach for pupils within the provision, ensuring effective implementation, monitoring and review.
- Work alongside the Academy SENDCo to implement, monitor and review Education, Health and Care Plans (EHCPs), including annual and interim reviews.
- Monitor and evaluate the progress of pupils within the SEND Unit and use this information to identify priorities for provision and intervention.
- Set and maintain high expectations for all adults working within the provision and model effective practice.
- Contribute to Local Authority consultations regarding placement requests within the SEND Unit.
- Work collaboratively with the SENDCo, senior leaders and external professionals to ensure that provision meets pupils' individual needs.

##### Teaching and Learning

- Deliver consistently high-quality teaching that enables all pupils to achieve well and make progress from their individual starting points.
- Plan and deliver an ambitious, personalised curriculum that meets pupils' communication, sensory, social, emotional and academic needs.
- Adapt teaching, learning and assessment to remove barriers and maximise participation, independence and achievement.
- Take account of advice and recommendations from external professionals when planning learning, interventions and support.
- Provide a broad, balanced and engaging curriculum, with appropriate emphasis on communication, language, personal development and the Prime and Core areas of learning.
- Demonstrate unwavering ambition for pupils with SEND and a commitment to ensuring that every child can achieve and thrive.
- Enrich learning through meaningful experiences that reflect pupils' interests and promote curiosity, engagement, awe and wonder.
- Create, model and champion exemplary learning environments that are orderly, engaging and responsive to pupils' communication, sensory and developmental needs, enabling them to feel safe, regulated and ready to learn.
- Work closely with the SENDCo to monitor progress, review provision and identify next steps for learning.
- Maintain accurate records and assess, monitor and report on pupil progress in line with academy policies and statutory requirements.

### **Care and Support**

- Promote and safeguard the welfare of all pupils in accordance with statutory guidance and academy policies.
- Ensure that pupils learn within a safe, nurturing and inclusive environment that supports wellbeing, regulation and independence.
- Demonstrate unconditional positive regard for every child and their family.
- Develop and maintain positive, productive relationships with parents and carers to support pupil development and success.
- Work collaboratively with external agencies and professionals to secure the best possible outcomes for pupils.
- Ensure pupils' personal care, medical and hygiene needs are met safely, discreetly and with dignity.
- Promote pupils' confidence, independence, communication and social development.
- Foster a culture of belonging, respect and inclusion within the SEND Unit.

### **OTHER DUTIES AND RESPONSIBILITIES (Generic to all posts)**

- Promote the Academy as an inclusive organisation that celebrates diversity and values every learner.
- Support and uphold the ethos, vision and CORE values of Endeavour Academy and Enquire Learning Trust.
- Comply with all Academy and Trust policies, procedures and statutory requirements, including those relating to safeguarding, SEND, equality, health and safety and confidentiality.
- Participate fully in appraisal, professional development and quality assurance processes.
- Attend and contribute to relevant meetings, reviews and training.
- Support partnerships with the wider community and external agencies.
- Provide support, guidance and supervision for trainees, volunteers and other colleagues as required.
- Undertake any other duties commensurate with the grade and nature of the post.

**Person Specification – Teacher  
(SEND Resource Base)**

|                                        | <b>Essential</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Desirable</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Professional Qualifications & Training | <ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS) with a minimum of 4 years' teaching experience.</li> <li>• Evidence of ongoing professional development relating to SEND, particularly autism and speech, language and communication needs.</li> <li>• Commitment to continuous professional learning and the professional development of others.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• NASENCO, NPQ SENCO or equivalent SEND leadership qualification.</li> <li>• Specialist training in autism education, speech and language development, sensory processing, attachment or trauma-informed practice.</li> <li>• Training in therapeutic or communication approaches such as Makaton, PECS or similar interventions.</li> </ul>                                                                      |
| Experience                             | <ul style="list-style-type: none"> <li>• Successful teaching experience working with pupils with ASD and/or SLCN.</li> <li>• Experience planning, delivering and adapting learning to meet a wide range of SEND needs.</li> <li>• Experience assessing, tracking and communicating progress for pupils with SEND.</li> <li>• Experience contributing to Education, Health and Care Plans (EHCPs), annual reviews and professional reports.</li> <li>• Experience contributing to the Graduated Approach (Assess-Plan-Do-Review) and implementing provision for pupils with SEND.</li> <li>• Experience working effectively with parents, carers and external professionals.</li> <li>• Experience leading, mentoring or developing support staff and/or teachers.</li> <li>• Experience deploying additional adults effectively to maximise pupil outcomes.</li> <li>• Experience using assessment information to inform teaching, intervention and provision planning.</li> <li>• Proven ability to meet the needs of children with complex learning, communication and sensory needs.</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Experience working within a SEND resource base or specialist provision.</li> <li>• Experience delivering staff training or professional development for colleagues.</li> <li>• Experience teaching within EYFS and/or Key Stage 1.</li> <li>• Experience working alongside specialist professionals including Educational Psychologists, Speech and Language Therapists and Occupational Therapists.</li> </ul> |
| Skills and knowledge                   | <ul style="list-style-type: none"> <li>• Secure knowledge of autism, speech, language and communication needs and their impact on learning, behaviour and social development.</li> <li>• Secure knowledge of SEND legislation, including the SEND Code of Practice, Equality Act, safeguarding and child protection requirements.</li> <li>• Ability to adapt curriculum, teaching and provision to meet individual needs.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Knowledge of alternative and augmentative communication approaches such as Makaton, PECS or similar systems.</li> <li>• Experience of assistive technology to support communication and learning.</li> </ul>                                                                                                                                                                                                    |

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                   |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    | <ul style="list-style-type: none"> <li>• Ability to create personalised learning pathways that enable pupils with SEND to succeed and thrive.</li> <li>• Ability to create, model and sustain exemplary learning environments that are calm, orderly, engaging and responsive to pupils' communication, sensory and developmental needs, enabling them to feel safe, regulated and ready to learn.</li> <li>• Skilled in assessing pupil progress and using a range of assessment approaches to inform teaching, intervention and provision planning.</li> <li>• Ability to monitor, evaluate and improve provision to secure strong outcomes for pupils with SEND.</li> <li>• Knowledge of positive behaviour support, de-escalation strategies and trauma-informed practice.</li> <li>• Understanding of sensory processing needs and effective strategies to support regulation and engagement.</li> <li>• Ability to lead, motivate and develop a high-performing team.</li> <li>• Excellent communication, organisation and interpersonal skills.</li> <li>• Ability to build strong relationships with pupils, families, colleagues and external professionals.</li> <li>• Ability to identify, manage and reduce risk for pupils with complex needs.</li> <li>• Commitment to inclusive education and removing barriers to learning.</li> </ul> | <ul style="list-style-type: none"> <li>• Specialist knowledge or expertise that would further enhance provision within the SEND resource base.</li> </ul>                                         |
| Personal Qualities | <ul style="list-style-type: none"> <li>• High expectations and ambition: belief that all pupils can achieve and a commitment to removing barriers to learning; refuses to allow need to become a ceiling on achievement.</li> <li>• Passion for SEND and commitment to improving outcomes for pupils with ASD and SLCN.</li> <li>• Ability to remain calm under pressure, adapt to changing circumstances and respond flexibly to pupils' needs.</li> <li>• Strong organisational skills and attention to detail.</li> <li>• Compassionate, nurturing and child-centred approach.</li> <li>• Team player who values partnership working with colleagues, families and external professionals.</li> <li>• Ability to inspire, motivate and develop others.</li> <li>• Proactive attitude towards learning and continuous improvement.</li> <li>• Maintains confidentiality, acts with integrity and upholds professional standards at all times.</li> <li>• Dedication to promoting and safeguarding the welfare of children and young people.</li> <li>• Promotes and models inclusive practice and respects diversity.</li> <li>• Commitment to upholding the school's ethos and values and demonstrating 'botheredness' every day.</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>• Creativity and innovation in overcoming barriers to learning.</li> <li>• Willingness to contribute to the wider life of the school and Trust.</li> </ul> |

|  |                                                                                                                                                                                                                                                    |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <ul style="list-style-type: none"> <li>• Evidence of commitment to lifelong learning and supporting the professional development of others.</li> <li>• <input type="checkbox"/> Proven commitment to equality, diversity and inclusion.</li> </ul> |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**Contact details for the academy:**



**ENDEAVOUR  
ACADEMY**

Endeavour Academy  
Walker Lane  
Hyde  
SK14 5PL

Tel: 0161 368 3366

Email: [secretary@endeavouracademy.org.uk](mailto:secretary@endeavouracademy.org.uk)

Principal: Mrs Carol Rhodes