

NORTHWICK MANOR PRIMARY SCHOOL



**Candidate brief for the position of
Assistant Head
To commence in September 2025**



Assistant Headteacher
Required from September 2025

A rare and exciting opportunity to join an exceptional school with a strong academic profile and pastoral traditions.

We are looking for a highly motivated, ambitious individual who relishes a challenge, having high expectation of oneself and others. We are seeking to appoint an Assistant Headteacher to support the strategic leadership of the school, to lead on Inclusion, SEND, Safeguarding and Behaviour. You will need to be forward thinking, innovative in leadership and display a passion for education.

The successful candidate will join our SLT working closely with the Headteacher, Deputy Head and Assistant Head (Teaching and Learning) to build on the excellent practice that currently exists, and will have the ability to further shape and develop the school's provision for the future as well as making a significant difference to children's lives in the present.

This exciting role will also enable the successful candidate to work in collaboration with others within the Trust at a very exciting time for SEND and Inclusion nationally.



This is a high-achieving school. Pupils have many varied opportunities to experience feelings of success.

Ofsted 2022



Closing date **Friday 2nd May 2025**

Interviews **Wednesday 21st May 2025**

Please contact Mrs Giddings, for further details on 01905 454430 or email mgiddings@riverscofe.co.uk

Northwick is committed to safeguarding and promoting the welfare of children. Applicants must be prepared to undergo child protection screening

ABOUT US

Northwick Manor Primary School is a leading school in Worcester, and is part of the Rivers Church of England Academy Trust. We are a three-form entry school with places for 630 pupils, aged 4 to 11 years old.

For decades the School has served the community and has attained an excellent reputation for the quality of education and pastoral care it offers.

The School prides itself on the strong family ethos that filters down through every level of school life. Our aim is to provide an outstanding range of opportunities for developing well-rounded, confident and happy young people. Ours is a school where each individual is known, valued and nurtured.



Our pupils can, and do, pursue high academic standards whilst enjoying, and succeeding in, many other interests. Key to our success are high expectations and a strong culture of excellent pupil behaviour and effort leads to truly extraordinary learning.

Beyond the classroom, life at Northwick is exciting and fulfilling. Our many and varied co-curricular and enrichment opportunities offer every child the chance to gain confidence in whichever area they discover their interests lie.

Parents are supportive and interested. Staff are energetic and positive, providing an excellent education for the students and a warm, caring setting where pupils can flourish.

This is truly a remarkable and welcoming community to be a part of, for both staff and pupils.



Parents are highly supportive of the school and many praise its work

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ABOUT US

Curriculum

Our curriculum, underpinned by our values, makes Northwick learners inquisitive and resilient. The curriculum has been carefully designed to ensure coverage and progression and thus equipping our children with the skills to succeed in life.

Our curriculum is designed to set high expectations, combine transferable skills and develop strong cross curricular links.



Pastoral care

Northwick aims to create an environment that fosters mutual respect and tolerance in a happy, safe, caring, inclusive and secure environment, where students enjoy their schooling and feel that they belong. Individual students matter, and this inclusive approach to pastoral care is a key contributor to the School's academic success. Relationships amongst the pupils and the staff are excellent and our house system further fosters a sense of community across the School.



Co-curricular and Enrichment

Academic work is just the beginning, and we firmly believe that the additional opportunities we provide through our co-curricular and enrichment programmes are equally important, playing a vital role in equipping our pupils with the skills and experiences they will need to help them succeed in life at school and beyond.

ABOUT RIVERS ACADEMY TRUST

Our mission

Our mission encapsulates both what we do as a trust every day and the ambition we have for our community. Our mission embraces the character, purpose and future direction of our trust. It defines what we do and why we do it:

Extraordinary Education
Extraordinary People
Extraordinary Futures

The repetition of the word 'extraordinary' conveys our ambition to be bold and out of the ordinary in our thinking, in the education we provide and in the expectations we have for pupils and staff to be the best they can be now and in the future.

Our vision

The mission is substantiated by our vision statement, which sets out how this mission is realised:

Through an extraordinary education, we empower pupils to be life-long learners and see their limitless potential. Respectful relationships and an unwavering focus on discovering talents and interests, enable pupils to flourish and be extraordinary people. Together, we spark aspiration and drive achievement, so that pupils contribute positively to society and to their extraordinary futures in an ever-changing world.

Our values

Whilst each school's ethos and distinctive features are celebrated within our family of schools, we are united by our STARS values. These are the characteristics and behaviours that we all share. Our STARS values:

Sharing
Trust
Achievement
Respect
Safety

THE ROLE – MAIN PURPOSE

Job Title:	Assistant Headteacher - Inclusion Lead
Department:	Senior Leadership Team
Hours of work:	Full time
Responsible to:	Headteacher
Principal contacts:	Pupils, parents, visitors, teachers and other school support staff
Remuneration:	The pay range for the Assistant Head teacher is L3-L5, £52,301 - £54,938

Northwick Manor Primary School is currently seeking to appoint an experienced and passionate Assistant Head who can be our Inclusion Lead and with that be an important part of our leadership team from September 2025. The successful candidate will play a pivotal role in developing and implementing our inclusion strategy, supporting pupils with special educational needs and disabilities (SEND), and ensuring that all pupils have access to high-quality education.

As a member of the leadership team, the Assistant Head Teacher will play a major role in formulating the culture, vision, aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives and monitor and evaluate progress towards their achievement.

Collaborating with a diverse team of teaching and support staff, effective communication is crucial. The Assistant Head must naturally foster a positive team spirit. An approachable and empathetic leadership style is essential in contributing to an encouraging atmosphere for both pupils and colleagues at Northwick.

THE ROLE – MAIN PURPOSE

Key purpose

The Assistant Headteacher, under the direction of the Headteacher will lead on Inclusion at Northwick Manor Primary School, providing strategic direction for Inclusion, SEND, Safeguarding and Behaviour.

Strategic Leadership and Management

- Lead SEND provision across the school as a qualified SENCo.
- Manage the SEND team and Teaching Assistants so they support pupils effectively.
- Establish a fully inclusive culture for SEND pupils.
- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- Support and develop knowledge and understanding of SEND through high quality in-service training.
- Monitor and evaluate the effectiveness of SEND provision through quality assurance processes.
- Advise on the deployment of the school's delegated budget and other resources (including staffing) to meet pupils' needs effectively.
- Ensure that the School's SEND Policy is up to date and fit for purpose.
- Undertake development reviews for all staff within the SEND team (and any other members of the team as appropriate).
- Plan and deliver an effective training programme for whole school and SEND Team.

Compliance, Data and Record Keeping

- Ensure that the School is acting in compliance with the 2010 Equality Act, the 2015 Special educational needs and disability code of practice: 0 to 25 years ("the Code") and any other relevant statutory guidance.
- Compile and maintain an updated SEN register.
- Assess pupil needs and ensure all SEND records are updated regularly and available including EHCPs and SEN Support Plans.
- Review EHCPs and SEN Support plans in line with SEND Code of Practice.
- Maintain awareness of the SEND Code of Practice and review and update SEND Policy accordingly.
- Be responsible for ensuring effective examination arrangements are in place.
- Comply with statutory obligations regarding review of Education, Health and Care Plans.
- Track pupil progress and set targets for raising achievement for students with SEND.

THE ROLE

Compliance, Data and Record Keeping (continued)

- Analyse and use attendance, punctuality, assessment and behaviour data to implement effective target setting and timely interventions for students.
- Ensure that records of all pupils with SEND up to date including, in particular, that the SEND register is reviewed regularly.
- Ensure that effective provision mapping is in place for all pupils on the SEND register and that IPMs are completed and updated in line with our termly cycle

Teaching, Learning and Assessment

- Ensure that advice and support is available for teachers and teaching assistants in delivering high quality teaching and interventions
- Influence the whole school teaching and learning policy to ensure aspects of inclusive high quality daily teaching.
- Ensure access to mainstream classes for SEND pupils and deliver through quality first teaching.
- Monitor teaching and learning activities and research based interventions for SEND pupils to ensure they meet their needs.
- Model effective teaching and learning techniques supporting an inclusive approach.
- At all times including at assessment points liaise with colleagues about the progress of pupils with SEND.
- Collect and interpret assessment data and ensure teachers use this effectively when planning for individual pupils.
- Teach classes as required.

Partnerships

- Build strong and effective partnerships with parents and the local community.
- Liaise with parents and arrange parent meetings and provide up-to-date progress information.
- Ensure effective and smooth transition for incoming pupils to the school and to develop strong links with partner primary schools/nursery settings.
- Promote multi-agency working and collaborate with outside agencies regarding students with SEND.
- Lead SEND review meetings.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be the key point of contact with external agencies, especially the local authority and its support services.
- Ensure that there is effective liaison with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.

THE ROLE

Designated Safeguarding Lead (DSL)

- To take the lead responsibility for safeguarding and child protection (including on-line safety) ensuring safeguarding policies and procedures are followed in line with statutory guidance and best practice.
- Act as the senior mental health lead for the school, Act as the Designated Teacher for Looked After Children.
- Take the lead on all safeguarding issues, including identifying, investigating, and responding to concerns of abuse, neglect, or other child protection issues.
- Provide advice and support to staff on safeguarding issues and ensure they are trained to identify and report concerns.
- Work closely with external agencies (social workers, local authority services, etc.) to coordinate safeguarding interventions and support for vulnerable students and their families.
- Taking part in strategy discussions and inter-agency meetings and / contribute to the assessment of children.
- Deliver appropriate safeguarding and child protection training, including online safety, and staff responsibilities in relation to filtering and monitoring.
- Maintain accurate, confidential records of all safeguarding concerns, referrals, and actions taken, ensuring compliance with the school's safeguarding protocols and data protection policies.
- Regularly review and update safeguarding practices in line with changes in legislation (e.g., Keeping Children Safe in Education), ensuring the school is compliant with all relevant safeguarding requirements.
- Provide regular updates to the Headteacher and SLT on safeguarding matters, including trends, incidents, and the effectiveness of safeguarding measures.
- Review filtering and monitoring provision.

Behaviour Management Responsibilities

- Lead and manage the school's behaviour policy, ensuring it is consistently applied across the school and supports students with SEND and SEMH needs.
- Develop, implement, and monitor personalised pastoral support plans for students, in collaboration with teaching staff and external professionals.
- Provide advice and training to staff on effective strategies for managing challenging behaviour and promoting positive behaviour.
- Support the development of individualised interventions for students at risk of exclusion, ensuring the right support is in place to help them stay engaged and succeed.
- Track and monitor students' behaviour patterns, making data-driven decisions to adjust strategies and interventions as necessary.
- Work closely with parents to ensure a consistent approach to behaviour management at home and in school, including regular communication about student progress.

THE ROLE

Behaviour Management Responsibilities (continued)

- Develop restorative approaches and strategies to address conflicts and support students in rebuilding relationships.
- Support the leadership team in the development of a school culture that promotes inclusion, emotional well-being, and positive behaviour.

SLT Responsibilities

- Make significant contributions to meetings of the Senior Leadership Team and Extended Leadership team
- Contribute to the day-to-day organisation of the school and ensure it functions efficiently and effectively
- Be a highly visible presence around the school and model expectations of staff and pupils Leadership of the school's Inclusion, SEND, Behaviour and Safeguarding policies: its monitoring, review and evaluation.
- Support staff to ensure all pupils make good or better than expected progress based on their starting points · Make a significant contribution to the Trust's monitoring visits, including completing appropriate documentation.
- Make a significant contribution to the school's self-evaluation process, including the SDP and SEF.
- Ensure the website is up to date with all information and policies that are relevant to this role.
- With the Headteacher, ensure the effective implementation of the School's Development Review process.
- Participate in external networks such as Inclusion, SEND, Behaviour and Safeguarding to share and strengthen practices.
- Remain positive at all times and lead staff by example.
- Lead INSET for staff.
- Keep up to date with all local and national guidance in relation to this role.
- Assume any other responsibilities as may reasonably be required by the Headteacher

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all the tasks that the Inclusion Lead will carry out.

The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

THE ROLE

Conditions of employment:

To be subject to all relevant statutory requirements as detailed in the most recent School Teachers' Pay and Conditions

Attention is also drawn to the requirements for planning, preparation and assessment time under which all teachers at a school with timetables teaching commitments have a contractual entitlement to guaranteed PPA time within the timetabled teaching day

The School reserves the right to alter the content of this Job Description, after consultation, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

The duties described in this Job Description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the School's Equal Opportunities Policy and Code of Conduct.

This role falls within the category of regulated activity, therefore you will be required to have an enhanced DBS check and a barred list check. Should you receive any cautions or convictions whilst in our employment these must be reported immediately to your line manager.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and work in accordance with our child protection policies and procedures.

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom he/she is responsible, or with whom he/she comes into contact will be to adhere to and ensure compliance with the school's policies at all times. If in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, he/she must report any concerns to the school's Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

PERSON SPECIFICATION

Person specification

The person specification is related to the requirements of the post as determined by the job description. Shortlisting is carried out on how well the candidate meets the requirements of the person specification in the job application.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• Qualified Teacher Status .• Degree qualification or equivalent.• An excellent class teacher with recent, relevant teaching experience in at least one other school setting.• Completed National SENDCO Award.	<ul style="list-style-type: none">• Evidence of further professional development and training• Mental Health Lead training or awareness.• Experience of a range of educational settings.
Experience	<ul style="list-style-type: none">• Proven track record in safeguarding, ideally as a Designated Safeguarding Lead or Deputy DSL with a thorough understanding of safeguarding protocols and procedures.• Experience of managing and improving student attendance, particularly for students with complex needs.• Strong experience in managing behaviour and developing interventions for students with SEND and SEMH needs.• Demonstrable track record of improving pupil outcomes in the last three years.• .	<ul style="list-style-type: none">• Experience of leadership or proven expertise with vulnerable pupil groups e.g. EAL, Pupil Premium, persistent absentees.• Experience as designated teacher for Looked After Children (LAC).• Experience as Deputy Designated safeguarding lead (DDSL).• Developing and leading professional development for staff

PERSON SPECIFICATION

	Essential	Desirable
Experience	<ul style="list-style-type: none"> • Experience of having led, or significantly contributed to, the success of a school through its leadership, ethos, teaching and learning and results. • Experience and understanding of how to improve and sustain an effective behaviour policy • Experience leading a team and/or working to support the significant success of others, including professional development and effective management of underperformance. • Experience of effective working with external agencies. • Ability to offer appropriate INSET for staff and teaching colleagues. 	
Skills and knowledge	<ul style="list-style-type: none"> • In-depth knowledge of the SEND Code of Practice and experience in developing EHCPs. • Ability to motivate others and model outstanding classroom practice. • Understanding of what makes 'quality first' teaching, and the ability to model this for others and support others to improve. • Excellent knowledge of strategies that are evidence-based and have most impact on success for students with SEND. • Full understanding of the Equality Act and the SEND code of Practice. • Ability to assess, procure and cost support for high needs students. 	<ul style="list-style-type: none"> • Ability to offer advice on the use of assistive technology and other digital aids to learning that promote access for students with SEND. • Understanding of the expectations of Ofsted.

PERSON SPECIFICATION

	Essential	Desirable
Personal qualities	<ul style="list-style-type: none">• Strong empathy and a commitment to supporting the emotional well-being and academic success of students with SEND and SEMH needs.• Commitment to equal opportunities and securing good outcomes for all pupils.• Ability to communicate a vision and inspire others.• Ability to build and maintain effective working relationships.• Effective interpersonal and organisational skills.• Ability to work under pressure and prioritise effectively.• Ability to work effectively as a member of a team.• Demonstrate very high standards of personal and professional conduct.• Flexible and adaptable approach.• Positive 'can do' attitude.	

HOW TO APPLY

How to apply: Emails should be sent with the subject header 'Assistant Head Teacher Northwick Manor Primary School' to Miranda Giddings at mgiddings@riverscofe.co.uk

Applications should comprise of the documents below, all of which can be downloaded from the school website at <https://www.riverscofe.co.uk/current-vacancies-1/>).

- A letter of application addressed to the Headteacher, Miss Nijjar, highlighting your interest and experience for the role, in support of your application (maximum 2 sides of A4).
- The completed Application Form.

Deadline for applications: 9am on Friday 2nd May 2025

Interviews: Those shortlisted will be invited for interviews on Wednesday 21st May 2025.

Please note if you have not been contacted by Wednesday 14 May, then you have not been successfully shortlisted on this occasion.

INTERVIEW

Our interviews measure your abilities and competencies for the role, as well as your overall fit with our working culture. All interviews are conducted by an appropriate panel who fully understand the requirements of the role. You may also be asked to undertake additional exercises such as a classroom teaching task, an in-tray task, or a presentation.

At interview, we will ask you questions about child protection procedures and your suitability to work with children.

If you are invited for an interview and have any special requirements, or require adjustments due to a disability, please make us aware prior to your interview date by emailing mgiddings@riverscofe.co.uk

The School will contact you via the email address provided if you have been successfully shortlisted for interview.

Northwick Manor Primary School is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS)

