



Assistant Headteacher for  
Inclusion including SEND

Application Pack

Tillington Manor Primary School



**Together We Succeed**

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Assistant Headteacher for  
Inclusion including SEND



## Application Pack

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# About Our Trust



With the intention to seek more autonomy and control over the school budget and services, Perry Hall Primary School converted to an academy on the 1<sup>st</sup> of July 2013. At the same time, Perry Hall was delivering School to School support to Berrybrook Primary following a subsequent request from their local governing body, who later in April 2014 joined the trust, officially making it Perry Multi-Academy Trust (PHMAT). Since then, a number of schools from multiple authorities have been welcomed into the Trust.

The management of the PHMAT is the responsibility of the trustees who are elected and co-opted under the terms of the Articles of Association.

## Our Vision

### **Our Purpose:**

*We aim to improve the outcomes for all children across our Multi-Academy Trust regardless of their starting points*

### **This is achieved for all our children by:**

- A world class educational experience that will deliver better life chances;
- Ensuring that all children regardless of their starting points achieve above national expectations, and the proportion of pupils making better than expected progress is in line with national expectations;
- Ensuring that children in our schools have the added value and opportunities in curriculum design through partnership with commerce and business;
- Making sure the families surrounding our children have access to the best possible education opportunities for their children;
- Inspiration from excellent role models who are leaders in their academies;
- Celebrating success of all adults and children.

# About Tillington Manor Primary School



## Working TOGETHER to achieve the best!

Our motto is 'Working Together to Achieve the Best' and that is what Tillington are all about - working as a team in partnership with parents to achieve the very best for each and every one of our pupils.

We aim to make learning enjoyable, allowing every individual to achieve their best and to nurture their talents, as well as giving them safety, security and the skills they will need to be ready for future life. We believe that all of our children have the potential to succeed and provide a warm, rich environment in which to do so.

Our **Mission** is to work together to support children in a happy and caring environment, enabling them to become successful learners and achieve their full potential.

Our **Vision** is to prepare our children for the rapidly changing world in a stimulating environment where all achievements are celebrated. We are an inclusive school that endeavours to be at the very core of our local community. We work exceptionally hard to instil a sense of pride in our school and promote high standards in all that we do.

We believe in providing children with opportunities and experiences that remain with them for a lifetime to enhance their education.



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About the post.

This is a wonderful opportunity for an enthusiastic leader to join our team. The Assistant head for inclusion will work within a strong leadership team to ensure that the needs of all our children are met. We are looking for someone to take on the role of inclusion in school and become our SENCO. Once established further wider school roles can also be considered. This will be a nonclass based post in the first instance.

# PHMAT Training and Development

**We believe that what ultimately leads to the best possible education for our pupils is continual, life-long learning through the provision of support and training to both new and more experienced leaders and teaching staff.**

It is vital that staff development is ongoing, collaborative and experimental which is why our Trust deliver a range of bespoke training courses and support programmes which are tailored to the needs of those we are delivering them to. We understand fully that 'one size doesn't fit all' and that every school has its own individual needs and challenges.

PHMAT is proud to have a team of specialist leaders of education and expert practitioners who provide a high standard of support and training to both PHMAT schools and those outside of the Trust. The team has a shared goal – to improve the learning experience of all pupils in the Trust and provides a great number of CPD opportunities for staff across our Trust.





# Job Description

**RESPONSIBLE TO** Headteacher

## **JOB PURPOSE**

To carry out the professional duties of a teacher, including those duties particularly assigned by the headteacher, and to play a major role under the overall direction of the headteacher in:

- formulating the aims and objectives of the school;
- establishing the policies through which they are to be achieved;
- managing staff and resources to that end;
- monitoring progress towards their achievement

The post-holder will:

- lead the Inclusion team, including nurture and our approach to behaviour management
- support the Headteacher in ensuring that the school meets its statutory SEND responsibilities.
- be the school's SENDCo.
- Liaise with the Designated teacher to co-ordinate the provision for looked after children
- have teaching duties (management release time for colleagues etc.) as directed by the headteacher, which in the future could include class teaching responsibility.
- support the headteacher in the day-to-day management of the school.
- have deputy designated safeguarding responsibilities and duties

By mutual agreement between the Assistant Headteacher(s) and the Headteacher, the Assistant Headteacher(s) will manage the school when the headteacher is away on a planned, occasional basis.

## **1. Assistant Headteacher (Inclusion and SEND) – Key Elements of the Role**

### **Strategic Leadership and development:**

- To contribute to the development and implementation of school policies in order to secure high achievement and effective teaching and learning.
- To take a role in the collaborative school improvement planning process and take a lead on delivering identified priorities.
- To take a leading role in the collection and analysis of specific qualitative and quantitative data in order to inform whole school evaluation and strategic planning, particularly in relation Pupil Premium, SEND, LAC, EAL and other vulnerable groups
- To take part in the monitoring and evaluation of teaching and learning.
- To be accountable to the Headteacher, Governors and parents, for progress and improvement within the school and inclusion team.
- To make evaluative judgements on initiatives undertaken by members of the Inclusion Team.
- To review/develop/support/manage the implementation of the behaviour policy
- To assist in the appointment of staff as requested by the Headteacher.
- To seek out, and support the development of, partnerships to support vulnerable pupils – to be a point of liaison for the Cicely@Stafford resource base.

### **Ethos and Partnership development**

- To support the Senior Leadership Team in developing positive working relationships between all staff.
- To work with parents and carers in recognition of the equal partnership between home and school within a child's education.
- To take a lead role in reporting to the Governing body within the areas of responsibility (and attend governors' meetings when requested) → produce Annual Information Report for parents

### **Leading Teaching and learning:**

- To have regard for and actively promote the school's teaching and learning policy, with particular reference to learning for all vulnerable pupils.
- To have an excellent knowledge and understanding of the key teaching and learning aspects across the school and the adjustments needed to cater for individual needs.
- To have a good understanding of attainment across the school and how to plan learning to develop standards of attainment for all, target groups and different areas of need
- To coach, support and advise other colleagues in relation to inclusion, SEND and behaviour management.
- To support the teams in order to produce differentiated and inclusive plans for learning
- To utilise knowledge and understanding of new developments and initiatives when considering their impact on teaching and learning in the school.
- To keep colleagues informed of new developments by leading team training and recommending external courses to the Headteacher.
- To be aware of any CPD opportunities in order to develop professional expertise of the team.
- To manage the performance management of the Inclusion Team.
- To ensure that data is used effectively to further improve the quality of teaching and learning.
- To ensure that data is used effectively in order to access adequate support for all children.
- To prepare rotas for staff deployment and duties in partnership with SLT

### **SEND/Inclusion**

- Maintain up-to-date knowledge of all legislation relating to SEND and LAC and safeguarding
- Monitoring the quality of teaching and standards of pupils' achievements, and setting targets for improvement
- Reviewing and developing key inclusion policies – ensuring policies are implemented
- Monitoring progress of objectives and targets for pupils with SEND from teachers' plans, evaluating the effectiveness of teaching and learning by work analysis and using these analyses to guide future improvements
- Promoting effective, regular communication with pupils and parents re. SEND/Inclusion
- Collaborating with the wider SLT so that the learning for all children is given equal priority, and available resources are used to maximum effect
- Ensuring accelerated learning occurs for vulnerable pupils
- Overseeing the day-to-day operation of the school's SEND/Inclusion policies
- Leading and co-ordinating provision for children with Special Educational Needs and Disabilities → co-ordinating assessments and provision → monitoring impact
- Liaise with the Designated teacher to co-ordinate the provision for looked after children



- Co-ordinating care for children with medical needs, seeking advice from professionals where needed.
- Liaising with and advising colleagues
- To manage the deployment of support staff to support SEND and other inclusion priorities – produce timetables, prioritise deployment based on need and respond to any changes, planned/unplanned, that are required.
- Co-ordinating effective transition between schools for all vulnerable pupils
- Overseeing all inclusion records – SEND, behaviour etc. → ensuring records are transferred to a pupil's new school
- Contributing to the in-service training of staff, inclusive of the wider SLT
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- Managing, with the school business manager, the budget and funding for SEND
- To prepare reports and applications for additional funding
- To prepare/submit EHCP applications and their subsequent reviews

**In carrying out the role, the Assistant Headteacher (Inclusion and SEND) will liaise with:**

- Senior Leadership colleagues
- The whole team, including Classroom and Specialist Teachers, Support Staff and any volunteers.
- School curriculum teams
- Governors
- The Local Authority, PHMAT and other schools
- External Advisors & Agencies
- Inspection Teams
- Parents

**Other responsibilities**

The assistant headteacher will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct. In addition to any other duties as directed by the headteacher.

**2. Key Performance Indicators**

Effective leadership of Inclusion/SEND results in:

- **pupils who**
  - make progress towards targets set in their individual education plans;
  - show improvement in their core skill development
  - access the wider curriculum and achieve the best possible standards
  - are motivated to learn and develop self-esteem and confidence in their ability as learners;
  - are respectful and have positive attitudes to others and their learning
  - are emotionally literate and are able to manage their feelings
- **teachers who**
  - employ positive behaviour management strategies which encourage respect and responsibility
  - are familiar with and implement the school's SEN policy and approaches to meet the needs of pupils with SEN → teachers make reasonable adjustments to promote access and the achievements of all vulnerable pupils

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- identify pupils who may require special provision and help to prepare individual education plans as appropriate;
- communicate effectively with the parents, the SENDCO and all other staff with responsibilities for SEN, including those from external agencies;
- have high expectations of pupils' progress, set realistic but challenging targets which they monitor and review, and provide appropriate support;
- **learning support assistants who**
  - understand their role in the school in relation to pupils with SEN;
  - work collaboratively with the SENDCO, teaching staff and staff from external agencies;
  - through opportunities to develop their skills, become increasingly knowledgeable in ways of supporting pupils and help them to maximise their levels of achievement and independence;
- **parents who**
  - understand the targets set for their children and their contribution to helping their children achieve them;
  - feel fully involved as partners in the education process;
- **headteachers and other senior managers who**
  - recognise that the curriculum must be relevant to all pupils by taking SEND/Inclusion needs into account in the formulation and implementation of policies throughout the school;
  - understand how best to support those with responsibility for SEND/Inclusion;
- **governors who**
  - understand their role in relation to pupils with SEND (and their parents) through the discharge of their statutory responsibilities;
  - access mechanisms for liaison with the headteacher and the SENDCO to ensure that they receive regular updates on the implementation of the school's SEND policy and the outcomes from the regular reviews, monitoring and evaluation of the provision made for pupils with SEN;
- **LAs and other responsible bodies who**
  - receive timely information about the progress made by pupils with SEND, including those with EHCPs;
  - ensure that time spent in the school by external staff is effectively used in support of pupils with SEND.

Whilst every effort has been made to explain the main duties and responsibilities of the post, the employee will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document and other current legislation.

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually

# Personal Specification

Essential	Desirable	Evidence
<b>Qualifications</b> <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Educated to degree level</li> <li>• Evidence of continued professional development</li> <li>• Relevant SENCo qualification or willing to complete within 2 years</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of personal commitment to continuous professional development</li> <li>• Leadership course attendance within past two years</li> </ul>	Application form
<b>Experience</b> <ul style="list-style-type: none"> <li>• Successful teaching experience</li> <li>• Understanding of how children learn in a high achieving and successful school</li> <li>• Responsibility for leading a core subject across the school</li> <li>• Building and sustaining effective working relationships with staff, governors and parents in the wider community</li> </ul>	<ul style="list-style-type: none"> <li>• Former responsibility at phase or whole school level for raising standards</li> <li>• Experience of leading teams to achieve a specific outcome for children</li> <li>• Evidence of the development of policy or curriculum schemes of work</li> <li>• Successful teaching experience in more than one phase</li> <li>• Experience carrying out performance reviews</li> </ul>	Application form Selection day interview
<b>Knowledge and Skills</b> <ul style="list-style-type: none"> <li>• Evidence of strong professional subject knowledge</li> <li>• Ability to plan lessons effectively for all pupils in a class setting clear learning intentions and differentiating tasks and ability to demonstrate best practice to colleagues</li> <li>• Knowledge and understanding of positive behaviour strategies and dealing with specific behavioural issues</li> <li>• Ability to coach and mentor individuals to achieve specific outcomes</li> <li>• Ability to challenge and inspire colleagues</li> <li>• Strong ICT skills including use of interactive whiteboard for teaching</li> <li>• Clear understanding and commitment to safeguarding procedures</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of the skills and attributes involved in effective leadership</li> <li>• Evidenced experience of raising standards within key whole schools priorities</li> <li>• Evidence of understanding of strategic management in a large school</li> <li>• Understanding of the OFSTED framework regarding learning and teaching and leadership and management.</li> <li>• Understanding of use of data to raise standards</li> </ul>	Application form Selection day interview

<ul style="list-style-type: none"> <li>• Ability to analyse data and pinpoint key issues in order to inform staff re way forward</li> <li>• To be able to work effectively under pressure, to prioritise appropriately and to meet deadlines</li> <li>•</li> </ul>		
<p>Personal Qualities</p> <ul style="list-style-type: none"> <li>• To relish challenge and perform efficiently in this significant key role</li> <li>• Ability to take responsibility for others' performance</li> <li>• To be able to lead by example</li> <li>• Tenacity and commitment while working under pressure</li> <li>• Ability to think strategically</li> <li>• Ability to organise, prioritise and delegate</li> <li>• The ability to synthesise information quickly and effectively whilst maintaining an intensive workload</li> <li>• Ability to manage time effectively and work to deadlines</li> <li>• Good team player</li> <li>• Ability to enthuse and motivate others</li> <li>• Good communication skills both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• A commitment to providing extra-curricular activities and an understanding of its impact upon school ethos</li> </ul>	<p>Application form Selection day interview</p>
<p>Other</p> <ul style="list-style-type: none"> <li>• Commitment to inclusive practice</li> <li>• Commitment to pupils</li> <li>• Good attendance and punctuality record</li> </ul>	<ul style="list-style-type: none"> <li>• Governance experience/involvement with governors</li> </ul>	<p>Application form Interview</p>

# Post Information

**Status:** Permanent

**Salary:** Leadership Pay Range L4 - L8

**Closing Date:** 1<sup>st</sup> December 2023 at midday

**Start Date:** April 2024 or sooner if possible

## **Employee Benefits:**

Trust staff are entitled to the following:

- Access to Highly sought Teachers Pension
- Yearly well-being day
- Access to an employee benefits portal which includes a number of discount vouchers for shopping, entertainment and dining
- A Cycle to work scheme
- Free will-writing service
- Free telephone counselling and online access to our employee advice and assistance portal
- A salary sacrifice scheme which allows you to buy a new car
- An Employee Assistance Programme
- A Financial well-being service
- A Health Cash plan
- A Voluntary Private Medical service

## **Visits to the school:**

Applicants are encouraged to visit our academy before applying. To arrange a visit, please contact our front office by emailing [office@tmps.perryhallmat.co.uk](mailto:office@tmps.perryhallmat.co.uk)

## **Applying:**

Please complete our application form and email to [office@tmps.perryhallmat.co.uk](mailto:office@tmps.perryhallmat.co.uk)

## **Safer Recruitment:**

Within all PHMAT schools, our first priority is the welfare of all our children and we follow a strict safer recruitment procedure for any new appointments.

All staff in every role are committed to the highest standards in protecting and safeguarding the children entrusted to our care, at all times.

# Recruitment Privacy Notice

## Recruitment and Candidate Information

### What is a Privacy Notice?

The Data Protection Act 2018 gives everyone the right to be informed about how their information is used by organisations. This Privacy Notice explains how Perry Hall Multi-Academy Trust use information about individuals who apply for post within our Trust. If you can be identified from the information we hold, then this is known as “personal data”.

This Privacy Notice explains:

- why we use your personal data
- the reasons we need to do this
- what kinds of personal data we use
- where we collect your personal data from
- who we will share your personal data with
- how you can find out more.

### About this Privacy Notice

This privacy notice explains how we collect, store and use personal data about individuals who apply for posts with our academies, as part of our central Trust team.

Personal data is any information that can be used to identify you. It may include information you provide as part of an application process, information we already hold about you if you are already an employee, or information we collect from other organisations, or during online searches as part of pre-employment checks. When we use your personal data, this is known as “processing”.

Under data protection law, individuals have a right to be informed about how we collect, use and share personal data in relation to these processes. We comply with this right by publishing a privacy notice and making this available to you before you take part in our recruitment process.

Perry Hall Multi-Academy Trust is registered as a ‘data controller’ with the Information Commissioner’s Office (ICO), meaning that we are responsible for determining how your personal data is used.

We have a Data Protection Officer (DPO) to help us comply with our data protection responsibilities. Our DPO is provided by Services4Schools Ltd and they can be contacted at [DPO@PerryhallMAT.co.uk](mailto:DPO@PerryhallMAT.co.uk). You can contact them directly, if you need any further information about how we use your personal data.



### **What information do we collect?**

Perry Hall Multi-Academy Trust only collects information about you that is necessary to support our recruitment and candidate management processes. This includes:

- your name, address and contact details, including email address and telephone number;
- details of your qualifications, skills, experience and employment history;
- information about your current level of remuneration, including benefit entitlements;
- whether or not you have a disability for which we need to make reasonable adjustments during the recruitment process;
- information required to conduct statutory safeguarding checks
- information relating to your performance and conduct from current and previous employers in the form of references
- information about your entitlement to work in the UK; and
- equal opportunities monitoring information, including information about your ethnic origin, sexual orientation, health, and religion or belief.

### **How do we collect your information?**

When you apply for a job with us, Perry Hall Multi-Academy Trust collects your information in a variety of ways. For example, data might be contained in application forms, obtained from your passport or other identity documents, or collected through interviews or other forms of assessment.

We will also collect personal data about you from third parties, such as references supplied by former employers, information from employment background check providers and information from criminal records checks via the Disclosure & Barring Service.

### **Where will your data be stored?**

Data will be stored in a range of different places, including on your application record, in paper records, on our management systems, on our cloud-based IT infrastructure and on other internal IT systems (including email).

### **Why we process your personal data?**

Perry Hall Multi-Academy Trust needs to process your personal data as part of the recruitment process. In some cases, we need to use your information to ensure we are complying with our legal obligations. For example, it is required to check a successful applicant's eligibility to work in the UK before employment starts.

We also have statutory duties to undertake in relation to safeguarding. This includes using your personal data to conduct online checks for shortlisted candidates in line with the safer recruitment guidance in Keeping Children Safe in Education 2023.

We have a legitimate interest in processing personal data during the recruitment process and for keeping records of the process. Processing data from job applicants allows us to manage the recruitment process, assess and confirm a candidate's suitability for employment, and decide to whom to offer a job. We may also need to process data from job applicants to respond to and defend against legal claims.

Where we have relied on legitimate interests as a reason for processing data, we have considered whether or not those interests are overridden by the rights and freedoms of applicant and potential employees and have concluded that this is not the case.

Perry Hall Multi-Academy Trust processes health information if it needs to make reasonable adjustments to the recruitment process for candidates who have a disability. This is to carry out its obligations and exercise specific rights in relation to employment.

Where we process other special categories of data, such as information about ethnic origin, sexual orientation, health or religion or belief, this is for equal opportunities monitoring purposes.

As education providers, Perry Hall Multi-Academy Trust and our schools are obliged to seek information about criminal convictions and offences. Where we seek this information, it does so because it is necessary for us to carry out our obligations and exercise specific rights in relation to employment.

We will not use your data for any purpose other than the recruitment exercise for which you have applied.

### **Who has access to your data?**

Your information will be shared internally for the purposes of the recruitment exercise. This includes members of the recruitment panel, interviewers involved in the recruitment process, managers in the area with a vacancy and IT staff if access to the data is necessary for the performance of their roles.

Perry Hall Multi-Academy Trust will share your information with our Human Resources provider (Services 4 Schools Ltd), where they have been requested to support with the recruitment process.

We will also share your data with third party providers such as the disclosure and barring service to obtain necessary criminal records checks.

We will share your personal data with the organisations you have nominated to provide references in line with safer recruitment practices.

We will share your personal data with the organisation appointed to undertake statutory background and right to work checks in line with the requirements of Keeping Children Safe in Education.

We will share your data with our legal representatives if a legal process determines it necessary to do so, or we are required to do so by a UK court.

We will share your personal data with other official bodies (for the purposes of preventing and investigation of criminal activities, including fraud).

We will not transfer your data outside the UK without obtaining your consent or before ensuring there are appropriate contractual and security provisions in place.

### **How does the Trust protect personal data?**

Perry Hall Multi-Academy Trust takes the security of your data seriously. It has internal policies such as a Data Protection Policy and Records Management Policy in place to ensure that your data is not lost, accidentally destroyed, misused or disclosed, and is not accessed except by our employees in the proper performance of their duties. These policies can be viewed on our Trust website: <https://www.perryhallmat.co.uk/documents/>

### **How long do we keep recruitment data?**

If your application for employment is unsuccessful, we will hold your data on file for 6 months after the end of the relevant recruitment process. At this point it will be disposed of securely in line with our Records Management Policy.

If your application for employment is successful, personal data gathered during the recruitment process will be transferred to your personnel file and retained during your employment.

The periods for which your data will be held will be provided to you in a new privacy notice once you are employed by Perry Hall Multi-Academy Trust.

### **What if you do not provide your personal data?**

You are under no statutory or contractual obligation to provide data to Perry Hall Multi-Academy Trust during the recruitment process. However, if you do not provide the information, we may not be able to process your application properly, or at all.

You are under no obligation to provide information for equal opportunities monitoring purposes and there are no consequences for your application if you choose not to provide such information.

### **Your rights**

As a data subject, you have a number of rights. You can:

- access and obtain a copy of your data on request;
- require us to change incorrect or incomplete data;
- require us to delete or stop processing your data, for example where the data is no longer necessary for the purposes of processing;
- object to the processing of your data where we are relying on legitimate interests as the legal ground for processing; and
- ask us to stop processing data for a period if data is inaccurate or there is a dispute about whether or not your interests override our legitimate grounds for processing data.

If you would like to exercise any of these rights, please contact our Data Protection Officer via email: [DPO@PerryhallMAT.co.uk](mailto:DPO@PerryhallMAT.co.uk). You can also make a subject access request by emailing this address.

If after contacting our DPO, you believe that we have complied with our data protection obligations, or upheld your rights appropriately, you can complain to the Information Commissioner at <https://ico.org.uk/make-a-complaint/>

### **Revisions and last updated**

We may need to update this privacy notice periodically, so we recommend that you revisit this information from time to time.

This version was last updated September 2023

# Contact Details

## Address

Tillington Manor Primary School  
Young Avenue  
Stafford  
ST16 1PW

## Call

01785 337500

## Email

[office@tmps.perryhallmat.co.uk](mailto:office@tmps.perryhallmat.co.uk)

## Visit

[www.tillingtonmanor.staffs.sch.uk](http://www.tillingtonmanor.staffs.sch.uk)



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