



Assistant Headteacher (Inclusion & Senior SENDCo) Information for Applicants January 2025

First Steps To Next Steps
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bridgelearningcampus.org.uk



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Bridge Learning
Campus

Contents

Welcome Letter

Copy of the Advertisement

Information about us:

- Inclusion at Bridge Learning Campus
- The Bridge Learning Campus Community
- Key Background information
- Our Values
- Trust in Learning (Academies)
- Safeguarding Policy

Explanatory Notes

How to Apply

Job Description

Person Specification

[Bridge Learning Campus – Ofsted Inspection Report, October 2021](#)





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Dear Applicant,

Thank you for your interest in the position of **Assistant Headteacher (Inclusion & Senior SENDCo)** at Bridge Learning Campus. Our school is a mixed, all-through academy for pupils aged 3-16 from wards across South Bristol. The school community reflects the richly diverse local community it serves, is growing in all phases and has improved rapidly and sustainably in recent years.

This role will be responsible for the strategic leadership of SEND across our campus. You will lead our two SENDCos and our SEMH Lead, who work closely together to meet the needs of our SEND learners, who make up nearly 30% of our school cohort. You will ensure outstanding teaching & learning and additional support is in place, guaranteeing a high-quality education for all SEND pupils. Since this is a new and additional role with our leadership team, the successful candidate will report directly to the Headteacher for the first two terms in post whilst the role is shaped to ensure maximum impact for the 2025/26 academic year and beyond. Since this is a role that will operate throughout our all-through setting, this will also support the candidate to build a deep understanding of our Early Years, Primary and Secondary phases.

Working at BLC enables all staff to actively participate in the transformative power of education. Our school mostly draws students from the areas of Hartcliffe, Whitchurch, Withywood, Filwood and Knowle West, in which are some of the wards of highest deprivation in our city. We are committed to accelerating our pupils' progress and inspiring them to be confident and respectful young adults. We aim to build our pupils' confidence through outstanding learning opportunities and inspiring experiences. All our staff understand the importance of their own craft and model this for our pupils. The skills and knowledge of our staff empower our pupils to be the best, genuine version of themselves.

This was recognised by Ofsted's full inspection of our school in 2021, judging our school to be "Good" in all areas. As headteacher, and on behalf of all our staff, I am proud of this achievement and its endorsement of the hard work we have put in for the benefit of our pupils (rather than for Ofsted!). However, our pupils deserve an outstanding school experience, and we remain ambitious to make further improvements for our future.

If this opportunity appeals to you and resonates with your own values and principles and you believe you can contribute to our community through this role, please read on and do not hesitate to get in touch if you would like to find out more. Contact details can be found further on in this pack.

I look forward to hearing from you,

Rupert Maule
Headteacher



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Advertisement

Assistant Headteacher (Inclusion & Senior SENDCo)

Salary Range: L12-L16

Full-time (Flexible 0.8 will be considered for an exceptional candidate)

Start date – 21st April, 2025 (earlier, if possible)

We have an exciting opportunity for a skilled, driven senior leader with a proven track record of improving outcomes for SEND pupils and who is ready to take strategic responsibility for children with SEND aged 3 – 16.

Our school is a popular all-through academy in South Bristol with an oversubscribed primary phase (two-form entry) and a growing secondary phase, likely to be oversubscribed in September 2025. You will be joining an established team who work hard together to transform the life opportunities for our pupils.

To fulfil the expectations of this role, you will be an experienced SENDCo who is ready to drive change and school improvement for SEND pupils at Strategic Leadership Level.

We need a great people-leader who can empower and inspire staff to join together and implement change. You will be an excellent and reflective practitioner with sophisticated leadership skills with a clear vision of excellence for all SEND pupils.

You will lead our two SENDCos and our SEMH lead across Early Years, Primary and Secondary phases to secure excellence for our SEND pupils. Experience in all three phases is not essential, just the determination and daring to immerse yourself, learn and apply your leadership skills and behaviours to drive improvement across all phases.

Find out more from our application pack, which can be downloaded from Eteach. Visits to the school in advanced are welcomed – see the application pack for further details. Please send your completed application by email to recruitment@tila.school by the closing date.

Closing Date – Monday 13th January at 9:00 am

Fluency Duty

The ability to converse at ease with pupils, parents and other users of the service and provide advice in accurate spoken English is essential for the post.

Trust in Learning (Academies) is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS disclosure.





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Mission Statement

MISSION STATEMENT: "Inspiring experiences to empower knowledge and confidence for generations across our global community". At Bridge Learning Campus, we teach our children the skills and knowledge they need to be confident, resilient, respectful and responsible global citizens. Our curriculum has its foundations in reading, oracy and the development of cultural capital.

OUR VISION: "The UK's leading all-through school, investing in children's lives for their global futures." As an all-through school, we have a unique opportunity to work with our pupils and alongside their families to build relationships with our local community and to empower our pupils to realise their aspirations and ambitions. It is our responsibility to ensure we provide for our community's needs, never accepting anything less than the highest standards of our pupils and for our pupils.

What we aim to achieve by September 2026

- Every child feels that they matter within and to our school community, showing our values on a daily basis
- An excellent quality of education across the campus from EYFS to Year 11
- An embedded curriculum that promotes high academic standards alongside outstanding personal development for all pupils, especially those who have experienced some form of disadvantage
- Leadership and management (at all levels) maximises school effectiveness.
- A comprehensive reading strategy that ensures every child can access the full curriculum and builds a life-long love of reading.

We want our community to be a partner in all that we do to meet these aims. We work together to ensure a shared sense of social responsibility where belonging and equality is promoted, diversity is celebrated, and discrimination is challenged.

SOME INFORMATION FOR YOU

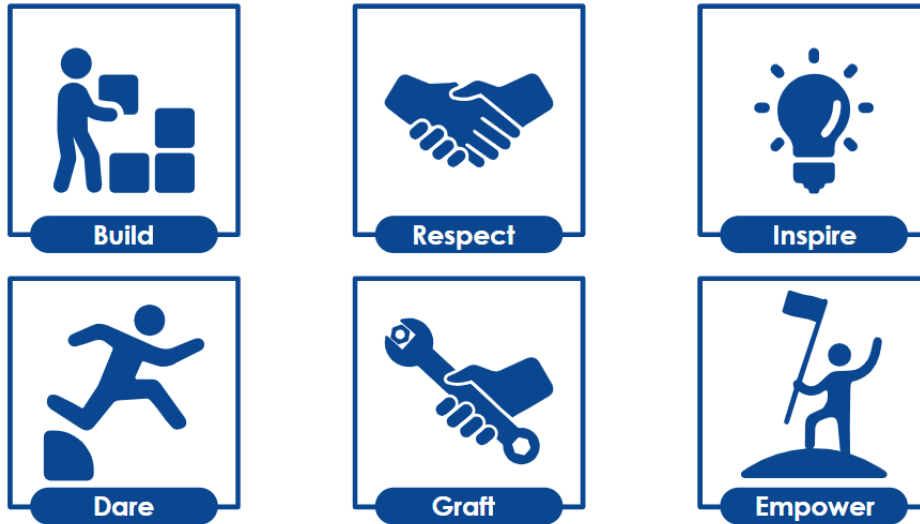
Bridge Learning Campus is organised into stages of development. Our Early Years Foundation Stage, (comprising a Nursery and two Reception classes), a two-form entry primary phase (KS1 and KS2) and a secondary phase. Almost all of our primary year groups are oversubscribed, and our secondary year groups range from 140 – 170 pupils.

Approximately two-thirds of our pupils are in receipt of free school meals and just over 30% of all pupils are on the SEND register. The primary need for these pupils is Speech and Language Communication, with evidence of a growing community need in the area of SEMH.

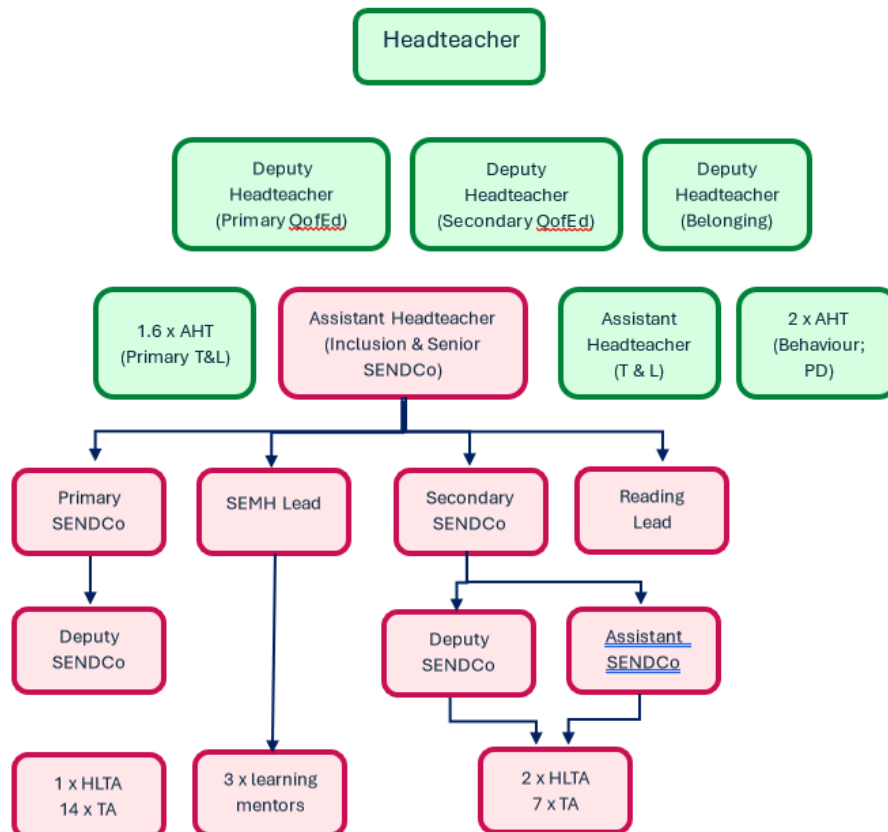
Alongside our mainstream curriculum, we run a Dual Curriculum to support pupils with high level and/or complex SEND needs. We are ambitious to take daring, strategic decisions in the future that extend our existing resources and build an even greater capacity to ensure we can remain an inclusive school for all children.



Our Values



Organisation Chart for this role



Trust in Learning – who we are

Trust in Learning (Academies) (TiLA) was created in order to improve the educational opportunities and outcomes for pupils and students in areas of disadvantage.

As a Multi Academy Trust, TiLA is totally committed to delivering an **inclusive** approach to education. It is therefore important that TiLA is able to support all schools and communities, but we will always seek to ensure the gaps that exist in learning between disadvantaged children and others are overcome.

Our goal is to help create **exceptional and distinctive** learning communities.

At the heart of our belief system is **our focus upon learning** – a commitment to the classroom and the core purpose of education. At TiLA our commitment to the learning process challenges all of our schools and academies to fully endorse the concept of collaborative learning. Just as our commitment to inclusion is a non-negotiable, so too is each school's contribution to inter-school learning and the development of a TiLA wide professional learning community.

To be part of TiLA is not to be part of a loose collection of schools; rather it is to be a community within a community, a partner within a partnership. TiLA believes whole heartedly in the importance of **localism** and supports the creation and development of Local Governing Bodies which can effectively support and challenge school leaders and who also understand and respond to the contextual needs of each community.

Yet localism does not equal isolationism – every Local Governing Body and their leaders will be held to account by a Board and our commitment is to seek a balance between **uniformity and uniqueness** in TiLA schools – uniformity in terms of central structures, services, policies, the alignment of TiLA and school values and vision; but balancing this with the uniqueness and distinctiveness of each school and its community.

If we all Trust in Learning, then, in order to obtain outstanding outcomes in exceptional community focused schools, we need the **very best people** and the **very best leaders**.

At TiLA we are committed to recruiting and retaining the most able people into the best jobs. Integral to the growth, expansion and success of TiLA is our ability to develop, manage and retain talented people and leaders. Within the Trust we have eight academies:

Bridge Learning Campus (All through)	Henbury Court Primary Academy
Charlton Wood Primary Academy	Little Mead Primary Academy
Filton Avenue Primary School	Parson Street Primary School
Fonthill Primary Academy	Orchard School, Bristol (Secondary)

Our guiding principles are therefore to:

TRUST in LEARNING TRUST in LEADERSHIP TRUST in LOCAL GOVERNANCE



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Our ambition and aspiration is...



- To help support more children and young people by being an outstanding Multi Academy Trust – we aim to establish a successful Trust of between 10 and 20 schools
- To become a partner of choice for schools with similar moral purpose and who would wish to contribute towards an evolving and growing Multi Academy Trust
- To tackle underachievement and school to school variation of outcomes by promoting and leading on inter school collaboration and learning
- To establish a Multi Academy Trust of schools from all sectors of education, whose schools are fully inclusive, look to overcome disadvantage and aspire for the very best for all
- To inspire our staff to become education leaders who will challenge and innovate from the classroom to the boardroom
- To ensure we target funding to where it makes a difference via central services that will deliver economies of scale and enable us to protect pedagogy and student support

Geography...

- Our commitment is to support schools that serve communities in the West of England
- Our commitment to sharing between our schools is a limiting, but important factor in our planned growth – we will look to support schools that lie within an hour and a half travel of Bristol





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Safeguarding Policy

The Trust is committed to Safeguarding and Promoting the Welfare of all of its pupils and students. Each pupil/student's welfare is of paramount importance.

The Trust's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust. The policy can be found on our web

site: www.tilacademies.co.uk

- The five main elements of our policy are to:
 - ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

Safer Recruitment:

Trust in Learning (Academies) is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service clearance. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, online checks, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.



Explanatory Notes

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form. You will also be asked for a letter of application.

Interview Process

After the closing date, short listing will be conducted by a panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form and your letter of application, so please read the information contained in this pack carefully before you complete your form, addressing the key criteria in the person specification.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience, or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.

How to Apply

To apply please complete the Trust in Learning (Academies) application form. Your **letter of application** should address how and why you feel that you are equipped to fulfil this role noting your personal values, attributes, your ability to lead others and your knowledge and experience to date.

Completed application forms should be uploaded to Eteach or returned to recruitment@tila.school

Key dates:

Closing date for applications: Monday, 13th January, 2025 at 9:00 am

Interview Date: Week beginning Monday 20th January, 2025

It may be possible to arrange a visit to the school. To arrange a visit please contact Jacqui Frederiks-Davies on 0117 3534472 or by email on jfrederiks-davies@blc.school



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- Job Title:** Assistant Headteacher – Inclusion & Senior SENDCo
- Job Level/scale:** Leadership scale (L12-16)
- Responsible to:** Headteacher (in first instance)
- Responsible for:** SENDCo (Primary); SENDCo (Secondary); SEMH Lead; Reading Lead
- Job Purpose:** Under the guidance of the Headteacher establish and maintain high standards of education for all secondary-aged pupils but particularly those from historically underperforming groups and especially those with SEND, to enable all pupils to reach the high expectations we have for their attainment and progress.
- Lead the strategic improvement plan for SEND across our campus, engaging and establishing highly productive relationships with parents/carers and Bristol's SEND team. Through line management of both SENDCos and the SEMH lead, ensure that children with SEND receive a high quality of support and provision. Engage the pastoral teams in this commitment to inclusive practice for behaviour & culture.
- Alongside the Deputy Headteacher and the Assistant Headteachers (Teaching and Learning, primary and secondary), establish a consistently high standard of adaptive teaching in all classrooms where teachers' skilled practice enables all pupils on the SEND register to engage with the curriculum and attain in line with their non-SEND peers.
- Lead the secondary reading strategy, inculcating a love of learning amongst pupils and enabling weaker readers to catch up with their peers.

All members of the leadership team working at Bridge Learning Campus:

- have a collective leadership responsibility for securing the vision of the Campus and the benefits of all-through and inclusive education
- will actively promote and be engaged in cross school work within the Trust in Learning network of schools
- have a responsibility for helping to lead, develop and secure continued improvement of learning and standards.
- will play a full part in the life of the Campus community, to support its distinctive vision & ethos and to encourage staff/students to follow this



- should maintain up-to-date safeguarding training (to a minimum of Level 2) and take an active and collective responsibility for securing the highest standards of safeguarding and child protection at all times.
- will keep abreast of national developments in policy, research and practice linked to their key areas of responsibility and will keep the leadership team appraised and informed of these developments for the benefit of all children

Duties: The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Part 1: your job

Responsibility for:	To include:
Strategic Leadership	<p>Strategic leadership of high standards of teaching that enables equality of access to the whole-campus curriculum for all pupils.</p> <p>Ensure the BLC curriculum is fully inclusive and that expectations remain high for all pupils.</p> <p>Lead the efficient implementation of school improvement strategies designed to improve outcomes for SEND pupils.</p> <p>Oversee and ensure effective evaluation of all intervention strategies in place to raise standards for SEND pupils.</p> <p>Maintain up-to-date, secure and deep knowledge of the SEND code of practice, trauma-informed approaches to school leadership and effective inclusive practice to inform decision making.</p> <p>Ensure the effective and efficient deployment of additional funding, resources and interventions to support the progress of SEND pupils.</p>
Quality of Education	<p>Contribute to the strategic leadership of teaching and learning across the campus, drawing upon evidence-based research to facilitate the achievement of campus improvement priorities.</p> <p>To support the Strategic Leadership Team to monitor and evaluate the standards of teaching and learning across the campus.</p>



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	<p>To contribute to colleagues' CPD in order to develop teaching and learning and other aspects of provision.</p> <p>Secure accountability of Heads of Department and the SENDCos for the outcomes of SEND pupils.</p>
<p>Behaviour and culture</p>	<p>Provide specialist input and advice to the Assistant Headteacher (Behaviour & Culture) to inform reviews of policy and practice e.g. differentiation of behaviour policy for pupils with high SEMH needs.</p> <p>Lead the transition of pupils from KS2 into KS3 to build and strengthen belonging and support all pupils.</p> <p>Work in partnership with the Assistant Headteacher (Behaviour & Culture) to ensure that all children in Alternative Learning Provisions have high quality transitions and positive outcomes.</p>
<p>Administration and Organisation</p>	<p>Ensure record keeping is effective and follows agreed procedures and systems.</p> <p>Provide data on students' progress and feed this into campus management information systems.</p> <p>Contribute to the gathering of data on students' progress and outcomes.</p> <p>Contribute to cover supervision if required/necessary.</p> <p>Report progress to BLC governors and/or TiLA trustees in written form and/or in person as required.</p> <p>Manage the efficient and cost-effective deployment of resources, including funds within budget headings for which this role has budget responsibility.</p>
<p>Appraisal and Monitoring and Evaluation</p>	<p>Through line management of middle leaders and other staff, promote and secure high standards of students' academic and personal development and, in doing so, support students to become respectful, resilient and responsible citizens.</p> <p>Participate fully in the Professional Development Review process, taking responsibility for your professional development.</p> <p>Contribute to the Professional Development Review process for colleagues as required.</p>

	Assist in providing data and qualitative information on the effectiveness of your team in providing learning and behavioural support to students and to teachers.
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Part 2: Personal and Professional Conduct

A member of staff is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct whilst working at BLC:

1. Members of staff are expected to maintain high standards of ethics and behaviour, within and outside school, by:
 - a. Treating students/pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a member of staff's position, having regard for the need to safeguard students'/pupils' well-being, in accordance with statutory provisions
 - b. Showing tolerance of and respect for the rights of others
 - c. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - d. Ensuring that personal beliefs are not expressed in ways which exploit students/pupils' vulnerability or might lead them to break the law.
2. Members of staff must have proper and professional regard for the ethos, policies and practices of the campus on which they work, and maintain high standards in their own attendance and punctuality.

Additional Duties

Any other duty deemed reasonable, as directed by the Headteacher and/or Deputy Headteacher.

Review of Performance

The Appraisal cycle will focus on the post holders' job as whole and particular responsibilities. There is recognition across the campus that, however good we are at our roles, we all embrace the notion of 'continuous improvement'.

Code of Conduct



The campus expects all staff to ensure that their standards of conduct are, at all times, compliant with the Bridge Learning Campus Code of Conduct.

Generic Responsibilities

- All members of staff at Bridge Learning Campus have a collective responsibility for securing the vision of the Campus and the benefits of all-through and inclusive education
- All members of staff have a responsibility for helping to develop and secure continued improvement for all phases of the Campus
- To play a full part in the life of the Campus community, to support its distinctive vision & ethos and to encourage staff/students to follow this
- To follow all Campus policies
- To work in a co-operative and polite manner with all stakeholders.
- To work with students in a courteous, positive, caring and responsible manner at all times
- To follow all safeguarding procedures and to uphold the professional responsibilities as outlined in Keeping Children Safe in Education (Part 1), ensuring that children's safety and wellbeing is never compromised
- To be polite, cooperative and positive when communicating to other staff
- To take an active and positive role in the campus's commitment to the development of staff, and their annual appraisal procedures
- To work with visitors to the Campus in such a way that it enhances the reputation of BLC
- To seek to improve the quality of the Campus' service
- To present oneself in a professional way that is consistent with the values and expectations to the Campus.

This job description is current at the date shown, but in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title. Whilst every effort has been made to explain the main responsibilities and duties of the post, each individual task undertaken may not be specified.



Person Specification: Assistant Headteacher (Inclusion & Senior SENDCo)

This specification describes the qualifications, skills and personal qualities needed by the successful applicant for the post and outlines how they will be assessed. Those in bold will be the focus of the shortlisting process.

Key:

1. Application Form
2. Other documentary evidence including references
3. Interview process

		Essential (E) Desirable (D)	Assessment Method
1. Experience, qualifications and personal attributes			
1.1a	Qualified Teacher Status (QTS)	E	1/2
1.1b	NASEN or NPQSEND qualification	E	1/2
1.2	Significant experience as a senior education professional with a demonstrable track record of impact on improving and sustaining secondary school standards.	E	1/2/3
1.3	Successful teaching experience, across the ability range at primary <u>or</u> secondary phases, supported by evidence	E	1/2/3
1.4	Successful teaching experience, across the ability range in more than one school phase	D	1/2/3
1.5	A depth of Teaching and Leadership experience in more than one school setting	E	1/2/3
1.6	Good Honours degree or equivalent	E	1/2
1.7	A higher degree	D	1/2
1.8	Strong evidence of engagement with recent and relevant Senior Leadership professional development e.g. Leadership qualification	E	1/2/3
1.9	Experience in a school/setting serving a diverse and multi-cultural community	D	1/3
1.10	Leadership experience in a school/setting serving high levels of disadvantaged students	D	1/3
1.11	Ability to independently and with confidence, make rapid effective decisions whilst managing competing	E	1/2/3

	demands and maintaining the big picture objectives, values and aims.		
1.12	Impressive organisational and interpersonal skills, including the ability to be able to communicate effectively, both orally and in writing	E	1/3
1.13	An understanding of the physical, emotional and intellectual demands of the role supported by evidence of experience in successfully managing them	E	1/2/3
1.14	Highly motivated, with enthusiasm, energy and ambition	E	2/3
1.15	Personal impact and presence	E	1/3
1.16	Always maintains high professional and personal standards	E	1/2/3
		Essential (E) Desirable (D)	Assessment Method
2. Leadership skills – the ability to lead others			
2.1	Engage and inspire students, staff, parents, carers, governors and the wider community	E	1/3
2.2	Be able to uphold and promote the clear and compelling vision for the future of Bridge Learning Campus	E	3
2.3	Be a role model for students and staff	E	3
2.4	Build, support and challenge high performing teams	E	1/2/3
2.5	Evidence of leading/ significant involvement in a successful change programme	E	1/3
2.6	Experience in embedding an ethos of shared responsibility for the outcomes of the school	E	1/3
2.7	Be able to foster an open, fair, equitable culture and manage conflict	E	1/3
2.8	Direct the work of others and hold them to account	E	1/2/3
2.9	Is able to work effectively and positively within an executive structure	E	1/2/3
2.10	Well-developed people management skills with a proven track record of supporting others to achieve their maximum potential	E	1/2/3
		Essential (E) Desirable (D)	Assessment Method
3. Knowledge, understanding and skills			
3.1	Knowledge and understanding of current educational landscape and developments	E	1/2/3
3.2	Is an excellent classroom practitioner	E	2/3
3.3	Experience of working with school Governors	D	1/2/3

3.4	A proven track record of raising achievement	E	1/2/3
3.5	Knowledge of how to work strategically within a school	E	1/2/3
3.6	Can demonstrate a commitment to the use of new and emerging technologies to support teaching and learning	E	1/3
3.7	Understands the strength of coaching skills to support people and how they can be effectively deployed in this role	D	1/2/3
3.8	Able to manipulate, interpret and triangulate data sources to inform strategic planning	E	1/2/3
3.9	Is fully committed to the principles and practices of quality assurance, self-evaluation and performance development	E	1/2/3
3.10	The ability to converse at ease with pupils, parents and other users of the service and provide advice in accurate spoken English.	E	1/3
		Essential (E) Desirable (D)	Assessment Method
4. Values and beliefs - be able to demonstrate through experience			
4.1	A commitment to community partnership and working within a multi academy trust	E	1/2/3
4.2	A commitment to inclusive education and the belief that all can succeed	E	1/3
4.3	Liking people, especially young people	E	1/3
4.4	Maintaining high expectations and standards of participation, achievement and behaviour	E	3
4.5	A passion about the importance of education and success for all – irrespective of background and starting points	E	1/2/3