

# Briefing Pack for Applicants Assistant Headteacher - Inclusion



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

**The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.**



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***May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.***

## Section 1: Post Advertisement

**Post:** Assistant Headteacher Inclusion  
**Pay scale:** Leadership Scale Range L13: £59,558 to L17: £65,699  
**Contract:** Permanent, Full-Time  
**Start date:** 1 September 2023

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost.

Handsworth Grange Community Sports College is an oversubscribed 11-16 school in the south-east of Sheffield. We regard all staff and pupils as part of our family and whilst we have really high expectations of everyone, we maintain a caring and supportive ethos. We strongly believe in work life balance and we work with our staff to actively promote and improve wellbeing.

We are seeking to appoint an enthusiastic, motivated and ambitious Assistant Headteacher who is passionate about inclusion and the life chances of all children. The role would involve working as part of our Senior Leadership Team and our Deputy Headteacher for Inclusion to enhance our approach to inclusion, SEND, safeguarding and the pastoral development of all our children. This role would suit an experienced existing Assistant Headteacher, or an outstanding and experienced middle leader who is looking for the next step in their career.

This appointment is a key opportunity to join a highly supportive, passionate, committed and experienced team who lead ethically and morally and with the best interests of all students at the centre of all decision making. Applications are welcome from colleagues with the drive and commitment to consistently pursue the highest standards and those who will bring an innovative, inspiring and challenging approach to whole school leadership.

Candidates are encouraged to have an informal discussion about the role with Ms Suzy Mattock, Headteacher.

The successful candidate will have:

- belief in the worth and potential of every student
- in depth understanding and experience of successful leadership of SEND and safeguarding
- the ability to implement and secure change successfully
- excellent interpersonal skills and an ability to lead and inspire colleagues
- a passion and drive for school improvement

In return we can offer you:

- a strong commitment to your ongoing professional development
- mentoring by and support from an experienced Headteacher, senior team and central Trust staff
- the opportunity to work collaboratively with other school leaders throughout the Trust

- the chance to make a real difference to the lives of our inspiring children and young people
- access to other employee benefits offered by our Trust

**The closing date is 19 April (9.00am) and interviews will take place on 27 and 28 April 2023.**

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check.

Visits to the school are encouraged. Further information is available by contacting Alison Keeton – Headteacher's PA via e-mail [akeeton@hgcsc.co.uk](mailto:akeeton@hgcsc.co.uk)

The application form and information pack is available on the school website [www.hgcsc.co.uk](http://www.hgcsc.co.uk)  
**Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, *ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.*** Please provide telephone numbers and email addresses for yourself and referees.

## Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils. In September 2020, Chapeltown Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews  
**Chief Executive Officer**

## Section 3: Letter from the Headteacher

Dear Applicant,

Thank you for your interest in this role at our school. Handsworth Grange Community Sports College is a popular 11-16 comprehensive school located in the South East of Sheffield. Our mission is to provide an exceptional education for every student, every day.

To achieve our mission, we will:

- Provide a broad and balanced curriculum that challenges everyone.
- Provide care and support to break down barriers to learning.
- Improve our students' vocabulary, comprehension and reading skills.
- Demand high levels of progress and achievement from all students.

Here at Handsworth Grange we understand the power of education to transform lives, communities, and society. In everything we do we aspire to achieve individual and collective excellence through nurturing every student's unique potential to make sure when they leave and enter the outside world they are ready to succeed and make an invaluable contribution to the wider society.

We are fully inclusive and have a strong family ethos. Our student population is diverse and we celebrate our beliefs and cultures which creates a rich, vibrant atmosphere. We have high expectations of everyone, staff and students alike, and work hard to develop positive relationships to create a firm sense of togetherness. In doing so we promote the following values:

Together we:

- Care for each other
- Laugh with each other
- Learn from each other
- Celebrate with each other
- Are safe, responsible and respectful

We have a tradition of strong academic performance, in particular in English, Mathematics and Technology. For the last 4 years we have achieved above average Progress 8 scores and we are currently ranked 4th highest in Sheffield. We are proud of the achievements of our disadvantaged students who have the highest levels of progress in the City.

We founded the Minerva Learning Trust; as a result, we work collaboratively and share best practice with other schools in the Trust and local area. As part of that role we work collaboratively and share best practice with other schools in the Trust.

Our students are approachable and friendly. Please come and see for yourself; we welcome visitors to the school.

If you believe you have the necessary skills and experience to join our organisation and help us achieve our mission then we look forward to receiving your application.



**Suzy Mattock**  
**Headteacher**

# Handsworth Grange Community Sports College's Cultural Fit

Working in a school where you are not aligned with the culture and ethos can be a challenging and often miserable experience. So.... we both need to have alignment if you come to work here!

- We live by the values of caring for each other, laughing with each other, learning from each other and celebrating with each other.
- We believe that the needs of children come first.
- We believe that every child has ability, character and potential to improve.
- We believe that we all have a professional obligation to improve so that we can provide the best educational experience possible for our children.
- We believe that every child deserves a hero and that for some of our students "if we won't, who will?"
- We believe in a culture of the possible, where we can all make progress beyond what anyone could have imagined.
- We believe that hard work and positive relationship are the key to success for staff and students.
- We believe in growing our own staff through quality support and CPD.
- We believe that truly great teaching is that which improves students' progress.
- We believe an evidence informed approach to teaching and learning helps us identify what works best in the classroom.
- We believe that feedback should be timely and respond to the needs of individual students.
- We believe that good literacy and numeracy skills are essential to students making progress and that we have a duty to teach these skills as part of our curriculum.
- We acknowledge that we all make mistakes and learn from them to make us better.
- We are dedicated to preparing our children to thrive in the next stage of their education.

## Section 4: About our Trust

### Who We Are

Minerva Learning Trust is an educational charity that has the single objective 'to advance education for public benefit'. As such:

- The Trust is legally accountable for the education of every child, the professional performance of every employee and the health and safety of the working environment
- The workforce is a single "faculty of education" who work together even though their places of work are located on different school sites
- The Board of Trustees, who are appointed by the members are the governing body of the Trust. Every other governance group is a sub-committee, including Local Governing Bodies
- The CEO is the Accountable Officer

The Trust was established in October 2014. Our vision is to provide outstanding education for students who are from a wide variety of backgrounds across the city of Sheffield.

The Trust is an expanding Sheffield based Multi Academy Trust with a vision of providing outstanding education for all the students within our schools. During 2017/2018 the Trust brought together four secondary schools to create a new partnership which supports the teaching and learning of around 5,500 students.

In September 2020, Chapeltown Academy converted to academy status with Minerva, this has enhanced the post-16 provision within the Trust in the north of the city. In addition, September 2021, Woodthorpe Community Primary became the first primary school to join our Trust as we begin an exciting expansion into the primary phase.

We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost.

Minerva Learning Trust is led by Bev Matthews, Chief Executive Officer and Ed Wydenbach, Chair of the Trust Board. Bev is an experienced Headteacher and School Improvement leader. Ed is an experienced Governor and is a National Leader of Governance (NLG).

The Trust employs just under 800 staff across our schools and central services and we are committed to providing career opportunities and professional development which allows people to make a positive contribution to the delivery of our vision.

### What We Do

Our aim is to deliver an outstanding education for all students, staff and stakeholders.

We do this through an ethos of collegiality, placing students at the centre of all that we do. We are an inclusive Trust; our students show a high level of care for each other and respect



each other's diversity. We do not allow disadvantage to be a barrier to learning and we support all our students to be the very best.

## Why We Exist

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Working Together, Learning Together and Outstanding Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do, and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected, and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

## Mission, Vision, Values and Beliefs

# Our Mission, Vision and Values

### OUR MISSION

To provide an outstanding education for students, staff and stakeholders within the Trust.

### OUR VISION

Our mission is underpinned by our vision that we are 'Stronger Together' by:

#### 'Working Together'

Our students, staff and stakeholders work in partnership to maximise attainment and achievement and create successful and confident citizens.

#### 'Learning Together'

Our students, staff and stakeholders learn collaboratively with each other to develop a highly skilled workforce which impacts positively on students' life chances.

#### 'Outstanding Together'

Our students, staff and stakeholders work tirelessly, effectively, and efficiently to develop an outstanding quality of education in all our schools.

### OUR VALUES

Our values underpin all of the work that we do and all of the decisions that we make.

#### Inclusion

We place the needs of our students at the heart of everything we do and we all support and encourage each other

#### Independence

We promote and support strong leadership within our students, staff and stakeholders and we are all accountable for each other

#### Respect

We recognise and appreciate the diverse qualities of our students, schools and stakeholders and we all care for each other.

#### Success

We celebrate and communicate our successes, share good practice and we all promote a culture of continuously learning from each other

### OUR BELIEFS

- We believe that we will have a significant impact on young people in Sheffield by providing outstanding provision.
- We believe that we can empower existing and aspiring leaders to drive school improvement.
- We believe that through a quality education we can support students to be successful in life after school and to positively contribute to society.
- We believe that a child's background and circumstances should not pre-determine their future.
- We believe that we can enrich the learning experience for all our students by providing aspirational opportunity beyond the classroom.

## Our Schools

Minerva Learning Trust is one of the largest Multi Academy Trusts in Sheffield with over 5,000 students. We are very proud of all our schools. Each school serves a very different community within Sheffield, which contributes toward the inclusive nature of the Trust and is something we are very proud of.

The benefits of this means that we have schools in close proximity to each other which provides huge opportunities for staff and students alike to work with and learn from each other. No school is seen as the lead school and every school within the Trust is expected to be a 'giver' and 'receiver' of support.

We have a shared set of values and a common mission which ensures that every child receives the education they deserve. Each school within the Trust retains its cultural autonomy but we work together to ensure best practice becomes shared practice.

Each of our schools is led by a Headteacher with a Senior Leadership Team of Deputy and Assistant Headteachers. Headteachers are responsible for the overall success of the school and for developing a professional and effective working relationship with the Local Governing Body.

## Together, We are Minerva



Schools within our Trust are listed below, alongside an overview of their context and contact details.

Academy	Headteacher	Age range	Pupil Admission Number
Chapelton Academy	Dayle Coe	16-18	300
Ecclesfield School	Richard Walkden	11-16	1750
Handsworth Grange	Suzy Mattock	11-16	1025
High Storrs School	Claire Tasker	11-18	1650
Stocksbridge High School	Andy Ireland	11-16	900
Woodthorpe Community Primary School	Dave Smith	3-11	455

## Why Choose to Work for Minerva Learning Trust?

The Trust recognises that the commitment and care shown by all our people are fundamental to the success of our young people and we promise our staff that they will be supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment.

Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

## Wellbeing Charter

Alongside students, our staff are our most important asset, and we are committed to being an employer of choice across our region. A happy and healthy workforce is vital for the success of our students and we are developing our approaches to staff wellbeing. The charter below gives a flavour of our thinking and direction of travel toward ensuring our Trust is a great place to work.

### Emotional Pillar

An employee assistance programme with a confidential helpline that any member of staff can ring for support at any time.

Swift referrals to Counselling support and services and bespoke paid support for colleagues who are particularly struggling.

Workload Impact Assessment of new policies to ensure that they are manageable and reasonable.

Work-life Balance Policy and Charter which ensures staff are able to manage their workload.

Job opportunities shared across the Trust.

CPD and networks for teachers and support staff.

Staff voice including an annual Trust-wide survey.

Supportive arrangements including induction for new staff.

Open door policies for SLT.

Line manager support through regular 1:1 and team meetings.

Clear expectations for all staff (e.g. Code of Conduct and professional standards).

Access to onsite Mental Health First Aiders.

An MLT Wellbeing ROUTES CPD programme.

### Social Pillar

Supportive policies (e.g. flexible working, maternity, paternity, shared parental leave, KIT days and leave of absence).

CPD and networks for teachers and support staff.

Working partnerships with local and regional union representatives.

Approaches across the Trust to celebrate staff as individuals and as a team.

Careful planning of meetings calendars and INSET time to allow staff to meet whilst maintaining a reasonable work-life balance.

Designated social spaces in each school to allow time for rest and reflection.

A designated Wellbeing Working Group in each school.

A clear Equality Statement and community that is proactive in supporting diversity and inclusion.

A commitment to collect, analyse and respond to exit interview findings.

Dedicated mentoring support for NQTs and a buddy system for all new staff.

Access to coaching support as part of the Trust's professional development programme.



### Physical Pillar

Supportive policies (e.g. work-life balance, flexible working, time off for medical screening and hospital appointments, reasonable adjustments, support for specific issues such as menopause, dementia, cancer, disabilities).

Occupational Health referrals.

Wellbeing sessions for staff (when and where appropriate) and access to resources such as gyms.

Estates management across the Trust to ensure that all staff experience a warm, safe and healthy environment.

Support for the Cycle to Work Scheme.

Individual Risk Assessments for staff facing challenges.

Wellbeing initiatives include cross Trust events.

A commitment to review workload regularly and make changes where possible.

Access to free eye tests for routine users of Display Screen Equipment.

### Financial Pillar

Support for courses to prepare for retirement.

Access to enrolment in a defined benefit Pension Scheme (TPS or LGPS).

Access to pensions advice and additional voluntary contributions.

Ensuring that redundancies are a last resort when budgets necessitate changes.

Transparent and clear pay progression policies and collective bargaining with Trade Union colleagues in respect of national and local agreements.

Support for the childcare voucher scheme for eligible employees.

Employer rate and arrangements for deduction from employee's pay through payroll for health care e.g. Westfield Health.





## Workload Charter

Our Workload Charter sets out our commitment and offer to support the workload and work/life balance of our staff.

### Culture Matters

We all have a responsibility to manage our own workload and that of others. Line management meetings exist to discuss concerns and find solutions.

Line Managers are encouraged to ensure fairness across teams of the delegation of tasks and workload.

The need for change is well planned for and effectively communicated to key stakeholders. Training and time is allocated to ensure that the change is successful.

The Trust / School Calendar is planned with workload in mind and the timing of tasks and projects are adjusted during busy periods.

Opportunities are provided and time is given to support school-school collaboration and reduce the replication of effort.

Research-informed teaching methods are embraced. Staff are empowered to deliver learning that meets the needs of our students in line with teaching and learning principles.

Additional provision is strategically planned for revision sessions with an identified need in mind.

Our schools are calm and safe places to work and learn. A strong behaviour policy is in place in all schools which is consistently applied. Staff, parents and students are aware of the policy and expectations.

### TIME Matters

No expectation of staff to respond to emails outside working hours. Except relating to serious safeguarding or other matters.

Staff are encouraged to set an 'Out of Office' and to not access emails outside of their working hours.

Restrictions are set on who can send whole staff Trust and school emails.

Data collections are kept to a maximum of three data drops per year group in any one given academic year. Meeting time is allocated so staff can accurately analyse and discuss.

Student assessments are strategically planned for the academic year to allow time for effective marking and feedback.

Responsive teaching and live feedback are utilised to provide guided instruction and identify common misconceptions so that gaps are quickly closed.

Schools do not roll over the timetable during the second half of the Summer Term, this time is used to work on core priorities and vital staff training.

Duties, including detentions, are shared equally amongst staff.

Meetings start and finish on time with well-structured agenda and, staff should not feel pressured to stay late.

PPA will be distributed throughout the working week to allow time for colleagues to plan and prepare throughout.

### CPD Matters

Department time is prioritised and focuses upon sharing expertise, distributing workload and enhancing knowledge.

Inset and twilights are strategically mapped to the strategic objectives of the school and the professional development needs of staff.

The Performance Development Reviews focus upon how staff feel about their current role, how they would like their role to evolve, their career aspirations and any CPD needs that they have.

All staff are given equal access to the Trust ROUTES CPD programme and coaching and mentoring provision. Staff are supported to undertake this during the school day.

Department development time during the last term of the year to support strategic planning and development for the year ahead.

CPD time for strategies to manage workload and how to manage what we expect from ourselves.



### Communication Matters

Weekly staff bulletins for key messages to decrease the amount of email traffic from different personnel.

Briefings focus on training staff and sharing key/important messages.

Consultative Forums for staff to raise issues/ or concerns; especially where any significant change is planned.

Capture staff voice on workload.

Regular meetings with Union representatives to ensure that all is well across the school.

Meet the needs of family life, ensuring emotional and family wellbeing is supported.

Trust Wellbeing Ambassadors in every school/team who champion all workforce developments.

Wellbeing Committees within each school/ team encourage to monitor and discuss workload issues.



## Continuous Professional Development (CPD)

The professional development of staff, including opportunities for research, is a key priority of the Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of everyone who works with us. We believe in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

Access to our internal ROUTES CPD programme, Minerva Leaders of Education Coaching Programme, leadership training, coaching, mentoring, external CPD programmes, ECT training, ITT development, apprenticeships, networking opportunities and access to external courses are just a taster of the wide range of opportunities on offer to all our staff. Our strong collaborative community networks for Headteachers, senior leaders, subjects leaders and variety of support staff roles support the culture of collaborative generosity and sharing of good practice across our organisation.

As a Trust we strongly believe in the power of growing our own leaders and the importance of succession planning and talent management. Many leaders within our organisation have been developed through this route.

This is underpinned by our new approach to Performance Development Reviews, rather than Performance Management, which supports a move away from performance related pay to one which focuses upon the personal and professional developments needs of all individuals to ensure the best possible outcomes for all our young people.

### ***Occupational Health Support and Counselling***

The Trust accesses Occupational Health services via Indus Occupational Health and Counselling services via Collins Donnelly Consultancy and Zurich Municipal. A range of services can be provided. Further information can be made available upon request.

### ***DSE Eye Tests***

Staff who work with Display Screen Equipment (DSE) continuously and intensively for more than one hour per day on most days as a significant part of their normal day to day work can access pre-paid eye examination vouchers, which they can use at Specsavers. Staff should speak to Central HR or the school Business Support Manager to access a voucher.

### ***Pension Schemes***

All employees of the Trust are automatically enrolled into either the Teachers' Pension Scheme or the Local Government Pensions Scheme (LGPS). Further information and terms and conditions can be found on their websites.

### ***Salary Sacrifices Schemes***

Employees of the Trust can access the Government's Cycle to Work Scheme, which offers the opportunity to buy cycles and cycling equipment. Further information can be made available upon request.

## Section 5: Job Description



# Minerva Learning Trust Job Description



***Minerva 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.***

<b>POST TITLE</b>	Assistant Headteacher - Inclusion
<b>GRADE/SALARY</b>	L13-17
<b>HOURS/WEEKS</b>	32.5
<b>LOCATION</b>	Handsworth Grange Community Sports College
<b>RESPONSIBLE TO</b>	Headteacher
<b>RESPONSIBLE FOR</b>	Line management of employees at the school in accordance with allocated responsibilities.
<b>PURPOSE OF THE JOB</b>	To perform the duties of Assistant Headteacher in accordance with the conditions of employment as set out in the School Teachers' Pay and Conditions Document, the National Standards of Excellence for Headteachers and the policies and procedures of the Minerva Learning Trust.
<b>RELEVANT QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Graduate with Qualified Teacher Status.</li> <li>• The National SENCO Award (or willingness to undertake it within the stipulated time limit)</li> <li>• Designated Safeguarding Lead training (or willingness to undertake)</li> <li>• Evidence of leadership preparation through Continuous Professional Development.</li> </ul>

### **SPECIFIC DUTIES AND RESPONSIBILITIES**

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

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## **Core Purpose:**

Under the direction of the Headteacher and/or Deputy Headteacher:

- To perform the duties of Assistant Headteacher and School Teacher in accordance with the conditions of employment as set out in the School Teachers' Pay and Conditions Document, the National Standards of Excellence for Headteachers and the policies and procedures of the Minerva Learning Trust.
- To support the Headteacher and Deputy Headteachers in providing vision, dynamic and professional leadership for the school to ensure high quality, inclusive and comprehensive education for all its students.
- To model and uphold the school and Trust's mission, vision, values and beliefs and ensure they are embedded in all areas of the school.
- To contribute to effective strategic planning, self-evaluation and whole school improvement of the school.
- Assist the Headteacher in the day-to-day running of the school and ensure the strategic planning, delivery and evaluation of events in accordance with the school calendar.
- To inspire, challenge, motivate and empower all members of the school community to contribute towards the school's mission, vision and values.
- To contribute to the effective management of the school's resources and cultivate a safe environment that secures and promotes the highest achievement of both students and staff.
- To promote the school in the wider community and to work across the Minerva Learning Trust to improve outcomes for all children educated in our schools

## **Strategic direction and development of the school**

- Create and communicate a shared vision, ethos and strategic plan for the learning support and inclusion team that inspires and motivates all stakeholders and reflects the needs of the school and its community as part of Sheffield and in its wider context.
- As part of the Senior Leadership Team, provide inspiring, creative and purposeful leadership for the staff and pupils/students.
- To lead the SENDCo and the Learning Support Team within the school.
- To ensure the effective and appropriate delivery of high-quality support, intervention and learning at Handsworth Grange, ensuring that attainment and progress for SEND students is the very best it can be.
- To ensure the Code of Practice is understood and upheld across the school.
- Line management of the SENDCo and learning support team.
- To be the DSL and work closely with the DDSL team to lead safeguarding across the school.
- To lead school's liaison and work with Hospital and Home Education team; including monitoring SEND care plans.
- To act as Lead teacher for CLA & Post CLA at Handsworth Grange and work closely with the virtual school.
- To lead work on equalities.
- To assist with school self-review and QA.
- To co-create and implement a School Development Plan which will secure continuous school improvement and support the principles of the Minerva Learning Trust.
- To monitor and evaluate the performance of selected areas of the school and respond and report to the Headteacher, Deputy Headteacher and the governing body as required.
- To lead on developing selected policies and practices and ensure that they take account of national, local and academy requirements and apply sound educational practice through evidence based pedagogy.

- To regularly monitor, evaluate and review the impact of selected policies, priorities and targets and act if necessary.
- To inspire all those involved in the school to commit to its aims, stay motivated to achieve them and involved in meeting long, medium and short-term objectives to secure the educational success of the academy.
- Commit to your own professional development and proactively identify opportunities.
- Support the promotion of an environment characterised by outstanding behaviour for learning where students take pride in their school, have respect for others – both within the school and out – and respond positively to the high standards expected of them.
- Lead by example to foster an open, fair, equitable culture where alternative perspectives can be expressed and considered.
- Promote the health, safety and welfare of students providing a secure and inclusive climate where all students feel safe, valued and secure.
- Lead on development and successful implementation of the school's Magpies Programme to identify best practice from across other schools and sectors, ensuring links to strategic priorities of the school for SEND and Safeguarding.
- Create effective links and partnerships with other leaders across the Trust.

## **Leadership**

- To provide strategic leadership for special education needs provision at Handsworth Grange.
- To manage, the SEND team, developing strategies and interpreting policies in order to secure confidence and trust with parents thereby maximising the quality of delivery and achievement for all SEND students.
- To seek, compile, evaluate and disseminate information appropriate to the effective delivery of learning support to students including those with special educational needs. e.g. support plans, my plans, annual reviews, liaison with other teams etc.
- To line manage SENDCo.
- To line manage members of the SEND Team as appropriate, maintaining effective and positive relationships developing teamwork and ensuring school policies are followed.
- To oversee the day to day running of SEND policy in accordance with statutory guidance and SEND Code of Practice.
- To co-ordinate provision for pupils with an EHCP, identified SEND needs, including the curriculum offer, assessment procedures, access arrangements and leadership of annual reviews.
- To work collaboratively with and make referrals to outside agencies (incl. Educational Psychology Service, Sheffield Futures, MAST, Speech and Language, Specialist Support Services, hospital, and Home Education).
- To oversee Year 6/7 transition for pupils with SEND.
- To be the DSL and work closely with the DDSL to lead safeguarding across the school.
- To lead school's liaison and work with Hospital and Home Education team.
- To act as Lead teacher for CLA & Post CLA at Handsworth Grange and work closely with the virtual school.
- To lead Handsworth Grange work on belonging, equalities and positive Mental Health and line manage the work of colleagues in this sphere colleagues as appropriate.
- To deputise for the Head teacher as appropriate.



## **Teaching, learning, assessment, curriculum and student progress**

- Set high expectations and challenging targets for the teaching and learning of all students with special educational needs; monitoring effectiveness and evaluating learning outcomes through managing staff and student voice and the analysis of performance data.
- Ensure a school-wide focus on SEND students' achievement, using data, target setting and national benchmarks to monitor progress in every child's learning and progress.
- Establish creative, effective approaches to learning and teaching, responsive to the needs of the student community.
- Ensure a learning culture and student behaviour that supports and facilitates students engagement in learning.
- Monitor, evaluate and review classroom and assessment practice and promote improvement strategies, challenging underperformance and ensuring corrective action.
- Lead on professional development to further improve teaching learning for students with special education needs across the school.
- Be responsible for planning, development, monitoring and assessment of curriculum provision for children with Special Educational Needs (including liaison with Hospital and Home Education and other outside agencies where appropriate).
- Develop effective assessment procedures across the SEND team which informs provision i.e. small group work. In class support, 1:1 tuition.
- To lead a team of staff (of HLTAs and TAs) through the component parts of planning, development and delivery of curriculum.
- To develop distinctive features of the learning support curriculum including activities (both curricular and extra-curricular) that develop learning behaviours and skills and provide inspiration and challenge for our most aspirational students.
- To develop and monitor assessment practice within learning support and to plan and lead timely intervention to maximise success for all.
- Ensure that all pupils receive their entitlement to the full curriculum within a framework of equal opportunities and ensuring regular monitoring and reporting of their progress.
- To ensure that parents are well informed about curriculum attainment and progress and are able to understand realistic and challenging targets for improvement and to make a fully informed contribution to achieving them (as part of review meetings as per the Code of Practice or as issues arise).
- Develop the school's links with outside agencies for the benefit of students and staff with regard to safeguarding, equalities, learning needs and positive mental health.
- To work with Deputy Headteacher (inclusion) and Assistant Headteacher (behaviour) to ensure transition to Handsworth Grange is a smooth, positive and inclusive process that balances high expectations and good pastoral support from the outset.
- As part of the Senior Leadership Team, continue to maintain an environment that promotes and secures outstanding teaching, effective learning and high standards of achievement, behaviour and attendance.
- Determine, organise, implement and monitor selected areas of the curriculum and its assessment and ensure that statutory requirements are met.
- Meticulously plan and teach engaging, and challenging lessons, to exemplify high standards of teaching and learning
- Exemplify excellent practice in delivering inclusion, diversity and equality of access.

## **Quality Assurance**

- Take responsibility for development, evaluation and regular monitoring of all aspects of role as part of whole school review and development planning (including the SEF and School Development Plan).
- Act as performance reviewer for identified members of the Team and that targets set are rigorous and reflect whole school and Subject Improvement Plan.
- Review and analyse progress and attainment data for students with identified SEND.
- Lead on the identification of strengths and areas for Improvement through lesson observations and QA across the Team and in the teaching of students with SEND across the school.
- To act as SLT link for specified departments.

## **Staff Development**

- To act as a role model for the highest professional standards within the framework of the schools expectations.
- Recruit, retain and deploy staff appropriately.
- To lead on staff attendance and well being for your team.
- To serve as a reviewer within the school's Performance Development system.
- To analyse, assess and identify training needs for members of the special needs team, ensuring that all members of staff recognise and fulfil their statutory responsibilities for students with SEND.
- To establish and lead in-house and whole school training and development in order to assist colleagues in understanding aspects of SEND which will support the learning of all students.
- To establish clear support mechanisms for members of the SEND Team, including an induction programme.
- To monitor and evaluate staff development within the SEND Team.
- To work with the DDSL to lead in-house and whole school training and development in order to assist colleagues in understanding aspects of safeguarding which will support the learning and safety of all students.
- To identify and plan for any necessary training linked to CLA and post CLA.
- To identify and plan for any necessary training linked to equalities.
- To identify and plan for any necessary training linked to positive mental health.

## **Communication, community and equality**

- To manage enquiries, complaints and concerns about students with special education needs and challenges and CLA and post CLA.
- To support clear lines of communication between different teams within the school and attend Middle Leader meetings as outlined on school calendar.
- To engage in cross-Trust working and peer reviews/support attending networking and development meetings as appropriate.
- Ensure learning experiences for pupils are linked and integrated with the wider community, local, national and global.
- Create and promote positive strategies for challenging all forms of prejudice and harassment by reviewing and monitoring the Equality Plan and supporting endeavours (e.g. LGBT group) to promote and champion diversity and inclusivity.
- Promote the concept of lifelong learning and family engagement with learning through partnership.

- Update SLT and Governors on the effectiveness of provision for SEND and CLA/post CLA students.
- Work with colleagues across the school to promote strategies and support to support positive mental health for our students.
- To contribute to school communications e.g. blogs, social media etc.
- Work with other members of SLT/school staff to celebrate student achievement and milestones.
- Lead on or support the planning of parent or community events and information evenings linked to aspects of the role.
- To promote the school within the area and nationally.

### **Management of resources**

- Lead, manage and monitor all resources, including special needs and CLA capitation. Advise SLT on SEND spending priorities.
- Have accountability and responsibility for ensuring that all school policies are met by every member of staff.
- Support recruitment process within the learning support team.
- Manage capitation for CLA.

### **Management of records**

- Ensure that SEND students are identified accurately as early as possible.
- Maintain an up to date SEND register.
- Maintain records of Annual Reviews, Ed & Health Care Plans Support plans and meetings related to SEND.
- Ensure that the register of access arrangements is kept up to date and accurate.
- Maintain accurate records about CLA/post CLA students.
- Maintain accurate records linked to safeguarding work as DSL.
- Ensure all statutory and key documents linked to role are reviewed and shared as per statutory and Trust guidelines (e.g. SEND Information Report, Equality Statement and Action Plan).

### **Accountability**

- As part of the Senior Leadership Team, continue to develop an organisation in which all staff recognise that they are accountable for the success of the school.
- Present a coherent and accurate account of the school's performance in selected areas in a form appropriate to the range of audiences, including the Headteacher, governors, parents, OFSTED and others to enable them to play their part effectively.
- Ensure that parents/carers and pupils/students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning.

Carry out any such duties as may be reasonably required by the Headteacher.

### **SAFEGUARDING**

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

## **Other specific duties**

- To play an integral role on the staff and SLT duty teams (e.g., leading a breaktime duty team, lunchtimes, after school and detentions).
- To attend school functions throughout the academic and calendar year.
- Work with the Local Governing Body attending meetings as appropriate.
- Engage with cross-Trust working and network groups.
- To offer full support to the work of the school ensuring that each individual is successful.
- To undertake any other duty as specified by the Teacher's Pay and Conditions Document.
- To actively promote school and Trust policies.
- To engage in personal professional development as agreed and engage actively in the performance review process.
- To undertake any other reasonable duties in-line with the nature of the post not mentioned in the above.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

Employees will be expected to comply with any reasonable request from the Head teacher undertake work of a similar level that is not specified in the job description.

This job description is current to the role.

## **General:**

- To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Chief Executive Officer and Local Governing Body.

This job description will be kept under review and may be amended at any time via consultation with the individual, Chief Executive Officer and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

## Section 6: Person Specification



# Minerva Learning Trust Person Specification



### Post title: Assistant Headteacher Inclusion

Minimum Essential Requirements	Method of Assessment
<b>QUALIFICATIONS AND EXPERIENCE</b>	
Qualified Teacher Status	AF
Degree	AF
Post graduate qualification or professional training relevant to school leadership	AF
The National SENDCO Award (or willingness to work towards)	AF
Designated Safeguarding Lead training (or willingness to undertake)	AF
<b>KNOWLEDGE AND EXPERIENCE</b>	
Experience of working in a secondary school(s)	AF
Knowledge, understanding and experience of ensuring access for all children, but particularly those with SEND, to the school curriculum and school life	AF/I
Involvement in school self-evaluation and development planning	AF/I
Evidence of the role of DSL and leading a team within key safeguarding priorities.	AF
Experience of contributing to staff development (with a particular focus on teaching and learning for students with SEND or supporting students with SEND)	AF
Evidence of their leadership having an impact on the outcomes and achievement of students	AF/I/R
Experience of effective management of people and financial resources	AF/R
Leadership and management experience in a school	AF/R
Demonstrable track record of successfully raising standards of groups of students	AF/R
Strategies to raise standards of attainment and achievement within the school	AF/I/R
Experience of developing consistently high standards in teaching and learning	AF/I/R
Understanding of the OFSTED framework	AF/I/R/AA
<b>PROFESSIONAL DEVELOPMENT</b>	
Evidence of a commitment to Continuous Professional Development	AF/R
Willingness to actively participate in professional learning.	AF/I
Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape	AF/I
<b>SKILLS</b>	

Ability to communicate a vision and inspire others	AF/I/R
Effective communication and interpersonal skills (including working with parents/carers)	AF/I
Practitioner with a clear understanding of what makes good and outstanding learning, teaching and assessment, leading by example.	AF/I
Commitment to (and knowledge of) rich and varied curriculum provision to meet the needs of all students	AF/I
Celebrate excellence and challenge poor performance	AF/I/R
Ability to build positive relationships with colleagues, students and parents	AF/I/R
Ability to prioritise, plan and organise themselves and others, using time effectively	AF/I/R
<b>QUALITIES AND ATTRIBUTES</b>	
A commitment to getting the best outcomes for all students and promoting the ethos and values of the school.	AF/I
Ability to build effective working relationships	AF/I/R
An understanding of, and sensitivity to, the needs of all members of the school and wider community	AF/I
The ability to build trusting relationships and inspire commitment to support both the academic, spiritual, moral, social and cultural development of students	AF/I/R
Ability to engage the school community in systematic and rigorous self-evaluation, combining the outcomes of this with external evaluations to support the continuous development of the school	AF/I
Under the direction of the Headteacher and/or Deputy Headteacher, have a commitment to collaborative working both internally and with other schools to improve outcomes and the ability to develop opportunities, initiatives and partnerships to derive maximum benefit for the school and its stakeholders	AF/I/R
Highly effective and creative communicator (oral and written).	I
Ability to develop, empower and support individuals and teams, to recognise and promote excellence and the skills and resilience to challenge poor performance across the school	IR
Have a visible and positive presence around school	I
Ability to work under pressure and prioritise effectively.	I/R
<b>EQUAL OPPORTUNITIES AND SAFEGUARDING</b>	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/R
A commitment to equal opportunities.	AF
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF

**Key:** AA = Assessed activity  
AF = Application form  
I = Interview  
R = Reference



## Section 7: The Appointment Process

These notes are intended to guide you when making an application.

### 1. The Application Form

Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

### 2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

### 3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

### 4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

### 5. Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

### 6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

### 7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.



8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to [akeeton@hgcsc.co.uk](mailto:akeeton@hgcsc.co.uk) by the closing date.