



# **Assistant Headteacher**

**Quality of Education Team**  
**Strategic lead of: Inclusion**

**Required**  
**As soon as possible**

**L16- L20**

**Full time permanent position**

**Not suitable for NQT's**

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## HEADTEACHERS WELCOME

Dear Potential Colleague,

Thank you for expressing an interest in this post.

I am delighted to be writing to you as Headteacher at Woodley School and College. Woodley School and College is a specialist school for autistic learners. Since I joined the school three years ago, we have started a journey of significant change, a journey that continues, including:

- We are in the process of designing our new school building which we hope to be in within 2 years. At the moment we are going through the exciting stage of planning the various bespoke aspects of the new school in order to meet the specialist needs of our students.
- We have experienced a significant increase in student numbers over the last three years from 130 to 182 students, and this number will increase further.
- To meet the needs of our students we now have a staff cohort of 180, with a very low staff turnover of 10%, indicating a very settled staff.
- We have recently opened two amazing satellite provisions, Blossom (post 16) and Woodley Moor (Y5 to Y8) to accommodate some of our increased numbers.
- We have started to develop new thematic and destination based curriculums to better meet the outcome needs of our students.
- Developing strategies to improve the Quality of Life for student and staff

Our core purpose and values are incredibly important to us and underpin all the hard work we do at Woodley.

We are looking to appoint an assistant headteacher with strategic responsibility for behaviours for learning. The successful candidate will join my Senior Leadership Team (SLT) and work collaboratively with the team to ensure all aspects of the Quality of Education are the best they can be for our students. We are looking for a colleague who demonstrates our values, has significant senior leadership experience and skills, not necessarily from a special school background, and a person who also has the personality that will complement our team.

It is important the successful candidate is excited by the potential to be part of a rapidly developing vibrant and growing school.

Please read the job description and expectations. If you think that you may be the right candidate for this exceptional role, then I look forward to receiving your application.

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## WE OFFER:

- Authentic leadership support and guidance
- In house accredited training
- Job mentoring and support
- Personalised Continued professional development
- A friendly team and working environment
- A caring environment that values a good work life balance
- Very competitive salary with benefits
- Access to several self referral support packages

If you would like to discuss the role in more detail, then please do not hesitate to contact me at [office@woodleyschool.org.uk](mailto:office@woodleyschool.org.uk)

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All staff are subject to an enhanced DBS check.

For anyone who has not been to Woodley before, **visits to the school are essential**, please call 01484 223937 to make an appointment. For more information about our school please visit the website – [www.woodleyschool.org.uk/](http://www.woodleyschool.org.uk/)

## OUR CORE PURPOSE, VISION AND VALUES



## THE SELECTION PROCESS

### How to Apply

Thank you for taking time to read and digest our information. If you wish to apply for the post of **Assistant Headteacher with responsibility for Inclusion** you should;

- Complete the application form fully, ensuring all details are accurate and all declarations are signed. Please ensure you enclose two professional referees with one being your current employer (with email addresses if possible). Do not enclose additional CVs.
- Ensure you fully complete the relevant skills and experience section of the form, (no more than 2 A4 pages, font size 10 minimum) addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of our School.

- Closing date for applications : **Wednesday 19<sup>th</sup> March 2025**
- Shortlisting : **Thursday 20<sup>th</sup> March**
- Interview invites sent : **Thursday 20<sup>th</sup> March**
- Interview Day 1 : **Monday 24<sup>th</sup> March**
- Interview Day 2 by invite : **Tuesday 25<sup>th</sup> March**

Successful applicants will be required to undertake a Criminal Record Check via the DBS. Woodley School and College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## ADDITIONAL INFORMATION: Woodley systems

### PBS

Positive behaviour Support (PBS) is an internationally recognised way of improving a person's quality of life. It is rooted in the science of behaviour analysis and uses different methods to gather information to work out what a person's behaviour means. This way support can be improved, and people can learn to use better and less harmful ways of getting their needs met. At Woodley we focus on proactive class-based support which aims to meet the needs of young people. There is a PBS team and the expectation is that all staff have the capacity to understand behaviours of concern and plan meet the needs of individual pupils.

### PRICE

PRICE is a values-based system which trains all staff in a variety of strategies for keeping themselves and others safe. When supporting children who are distressed staff may at times need to employ restrictive interventions as a last resort. PRICE training is committed to restraint reduction and this fits with our values at Woodley School. More importantly PRICE training equips staff with primary and secondary strategies using Positive Behaviour Support, placing significant emphasis day to day classroom practice, de-escalation, distraction, diversion.

### Therapies

Woodley School and College has various therapy staff we employ directly to work in the school and who you will work closely with. These include:

- Sensory Occupational therapists
- Speech and Language Therapist (Total Communication Team)
- Art Therapist
- Music Therapists

A number of our school staff are therapy trained in areas such as:

- Block therapy
- Rebound therapy
- Communication therapy
- Intensive interaction therapy

### AET

Woodley School and College is Kirklees's trainer for Autism, using Autism Education Trusts programmes.

The AET is a not-for-profit organisation, led by the National Autistic Society and supported by the Department for Education.

Our training programme and education resources are created in partnership with our panel of Autistic Young Experts, parents/carers, and our network of Training Partners, education professionals, experts, and specialists.

## **JOB DESCRIPTION**

### **Assistant headteacher**

**Salary details:** L16-L20

**Contract Type:** Permenent

**Working Pattern:** Full time

**Strategic lead :** Inclusion lead

#### **PURPOSE OF POST:**

To teach and undertake the professional responsibilities of the Assistant Headteacher in accordance with the Teacher's Pay and Conditions document as directed by the Headteacher.

- Ensure the quality of EHCPs are of a consistent high standard
- Coordinate all EHCP annual reviews, delegating responsibility and ensuring the documents and meetings are of a high standard.
- Be the key point of contact with external agencies – Local authority and support services
- With the Head teacher manage referrals, consultations and the addition process of new students to school.
- Collate the evidence towards extending funding for students where necessary
- Develop a system to track the progress made towards EHCP
- To work alongside the curriculum team to further embed EHCP targets and provision into the learning.
- Deliver training externally, for staff and parents on specific aspects

To lead staff in creating excellent learning environments that supports engagement in learning.

To inspire high quality teaching and learning through the modelling of excellent autism practice, that embrace systems that improve behaviour for learning.

To contribute to the school's strategic development as a member of the school's leadership team.

To support the Headteacher in maintaining and developing the good name of the school at all times, both internally and externally.

#### **KEY AREAS**

1. Leadership
2. Staffing
3. Pupils
4. Curriculum
5. Resources and Budget
6. Premises
7. Governing Body, Parents and Community
8. Miscellaneous

## **1. Leadership**

1.1 In partnership with the Headteacher and Deputy Headteacher to be actively involved in school improvement issues including Teaching, Learning, Behaviour and Assessment.

1.2 To share responsibility for the school self-evaluation process.

1.3 To work with the Headteacher, Deputy Headteacher and Governors in strategic planning including work on the School Development Plan.

1.4 To promote and model the implementation of whole school policies.

1.5 To lead staff meetings, staff development sessions and team meetings in line with the expectations set by the Headteacher.

## **2. Staffing**

2.1 To contribute to the development of the Leadership Team.

2.2 To support the Headteacher in ensuring proper standards of professional performance and conduct are established and maintained.

2.3 To promote and take responsibility for areas agreed with the Headteacher including the effective management of behaviour, Positive Behaviour Support Team and PRICE.

2.4 To take a team leader role in Performance Management and to facilitate continued professional learning.

2.5 To foster good working relationships with staff, ensure effective communication and help promote welfare, morale and motivation of all staff within the context of equal opportunity and school values.

2.6 To offer leadership, guidance and support to staff in relation to teaching and learning and positive behaviour management.

2.7 To take a lead role in organising and managing the outreach support and external training.

2.8 To actively promote the inclusive ethos of the school, provide a professional role model for all staff and support the Headteacher in creating and maintaining a school climate that improved the Quality of Life for staff, pupils and parents.

2.9 To support the Headteacher and Governing body as appropriate with the selection and recruitment of staff to the school.

## **3. Pupils**

3.1 To support the Quality of Education in school, ensuring that the pupils have an appropriate, broad and balanced education in line with school policy and legal requirements of the National Curriculum (as determined by the Headteacher).

3.2 To encourage a consistent, positive approach to the pastoral welfare of all pupils.

3.3 To ensure behaviour supports the quality of education within the classroom.

3.4 To set the highest possible standards of classroom practice and management as an exemplar to other colleagues.

3.5 To actively promote the spiritual, moral, cultural, social, intellectual and physical development of pupils.

3.6 To support among staff a consistent, positive and inclusive approach to Positive Behaviour Support.

3.7 To take responsibility for PRICE training, ensuring all staff are trained to at least the minimum level and training is kept in line with at least statutory requirements.



## **4.The Curriculum**

4.1 To liaise with the Headteacher and Deputy Headteacher to ensure the curriculum supports positive engagement through the use of various techniques, including interest assessments.

4.2 Work with the Quality of Education team to ensure good autism practice is planned for through the curriculum at all times.

4.3 To liaise with the Headteacher with regard to the production, implementation, evaluation and revision of school organisation, policy, planning, assessment and moderation.

4.4 To keep up to date with new initiatives, updated legislation and policies.

4.5 To support with the quality assurance of the curriculum delivery as needed.

## **5.Resources and Budget**

5.1 To be involved in aspects of the school's development and improvement and assist the Headteacher and Governors in setting the school's budget in line with the School Development Plan.

5.2 To advise the Headteacher about resource needs as appropriate.

## **6. Premises**

6.1 To be aware of and assist in supporting the Health and Safety policy with the Governing Body, the LA, and to advise the Headteacher of any known concerns regarding security or safety.

6.2 To advise the Headteacher of any known concerns or potential issues and liaise with the Business Manager as and when necessary, in conjunction with the Headteacher.

6.3 To be aware of protocols and liaise with relevant personnel.

## **7. The Governing Body, Parents and the Community**

7.1 To be responsible for inclusion in its widest sense, working with parents and wider stakeholders.

7.2 To work with the Headteacher to develop effective professional relationships that are beneficial to the school and staff.

7.3 To support and assist the continued promotion of positive, effective relationships between the school, parents, Governors the community and all stakeholders.

7.4 To continue to develop and maintain links with the LA, LA schools and other outside agencies.

## **8. Miscellaneous**

8.1 To undertake such other duties and responsibilities of an equivalent nature as may be determined by the Headteacher if needed or in the best interests of the school, in consultation with the postholder.

8.2 The postholder's duties must at all times be carried out in compliance with the Council's Equality and Diversity Policy and other policies designed to protect employees or service users from harassment.

a) Take reasonable care of the health and safety of self, other people and resources whilst at work.

b) Co-operate with management of the service as far as is necessary to enable the responsibilities placed upon the service under the Health and Safety at Work Act to be performed, e.g. operate safe working practices.

- c) It is the duty of the postholder not to act in a prejudicial or discriminatory manner towards service users or employees, including those who may be, for example, from minority ethnic communities, women, disabled or older people, lesbians or gay men. The postholder should also counteract such practice or behaviour by challenging or reporting it.

8.3 Safeguarding as part of your wider duties and responsibilities, you are required to promote and actively support the School's/LA's responsibilities towards safeguarding.

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|-------------------------|----------------------------------|
| <b>RESPONSIBLE TO:</b>  | Deputy Headteacher & Headteacher |
| <b>RESPONSIBLE FOR:</b> | Wider Leaders                    |



## PERSON SPECIFICATION

### Post Title: Assistant headteacher – Inclusion Lead

(RANK: E – Essential; D – Desirable; O – Obtainable)

|                                     | Criteria   | Rank | How Identified                 |
|-------------------------------------|--|------|--------------------------------|
| Education and Training              | <ul style="list-style-type: none"> <li>Qualified teacher status</li> <li>Evidence of training in preparation for management</li> <li>Evidence of regular and relevant professional development</li> </ul>  | E    | Application form               |
|                                     |  | D    | Application form               |
|                                     |  | E    | Application Form and interview |
| Specialist knowledge and experience | <ul style="list-style-type: none"> <li>Evidence of excellent autism practice</li> <li>Evidence of experience in schools with SEND learners</li> <li>Previous or current experience within a successful senior management team.</li> <li>Experience of leading staff teams working on whole school developments</li> <li>Proven ability to raise standards</li> <li>Experience of monitoring standards and implementing improvement plans</li> <li>Experience of leading whole school initiatives/school priorities</li> <li>Experience of using data to inform improving professional practice</li> <li>Able to inspire, challenge, motivate, and empower others</li> <li>Experience of delivering training to internal and external professionals</li> <li>Ability to demonstrate working with local schools to successfully transition new students into a specialist setting</li> <li>Knowledge of appropriate autism practices, current autism educational theories and new research and developments</li> <li>Commitment to and thorough understanding of equality and inclusion</li> </ul> | D    | Application form and interview |
|                                     |  | E    | Application form and interview |
|                                     |  | E    | Application form and interview |
|                                     |  | E    | Application form and interview |
|                                     |  | E    | Application form and interview |
|                                     |  | E    | Application form and interview |
|                                     |  | D    | Application form and interview |
|                                     |  | E    | Application form and interview |
|                                     |  | D    | Application form and interview |
|                                     |  | D    | Application form and interview |
|                                     |  | E    | Application form and interview |

|                                   | Criteria   | Rank   | How Identified  |
|-----------------------------------|--|--|---|
| Management                        | <ul style="list-style-type: none"> <li>• A clear understanding of the role of the Assistant Headteacher</li> <li>• Ability to manage a budget and have awareness of SEND funding allocations</li> <li>• Knowledge and experience of managing appraisal requirements</li> <li>• Demonstrate excellent interpersonal and communication skills with pupils, staff, parents, Governors and the wider community</li> <li>• Ability to balance the leadership and teaching aspects of the post</li> <li>• Knowledge and experience of assessment, data analysis and target setting strategies relevant to the post</li> <li>• Have an analytical approach through data and research</li> <li>• Knowledge and experience of assessment, data analysis and target setting strategies relevant to the post</li> <li>• Have a thorough understanding of the statutory requirements around EHCPs and annual review processes, with the experience of quality assurance</li> </ul> | E<br>E<br>E<br>E<br>E<br>E<br>E<br>E<br>E<br>E | Application form and interview<br>Application form and interview<br>Interview<br>Application form and interview<br>Application form and interview<br>Application form and interview<br>Application form and interview<br>Application form and interview |
| Personal attributes and qualities | <ul style="list-style-type: none"> <li>• Energy, enthusiasm and a sense of humour</li> <li>• Ability to respond positively to new initiatives in education</li> <li>• Positive approach to the management of change</li> <li>• Ambition to progress further in school leadership</li> <li>• Resilience and perseverance</li> <li>• Values diversity, equality and inclusion and the unique contribution that every individual makes to the learning community.</li> <li>• Approachable, reliable, energetic, has presence and enjoys being highly visible to children, parents/carers and staff.</li> <li>• Listens, reflects and communicates effectively</li> </ul>  | E<br>E<br>E<br>E<br>E<br>E<br>E<br>E           | Interview<br>Application form and interview<br>Application form and interview<br>Application form and interview<br>Application form and interview<br>interview<br>interview   |
| Special requirements              | <ul style="list-style-type: none"> <li>• Knowledge, understanding, experience of and commitment to Child Protection, safer recruitment and safeguarding policies and procedures.</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with pupils and staff.</li> <li>• Undertake an enhanced Disclosure and Barring Service check. Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.</li> </ul>   | E<br>E<br>E                                    | Application form and interview<br>Interview<br>Application  |