



**ULLSWATER
COMMUNITY
COLLEGE**

March 2026



Assistant Headteacher - Inclusion Information for Candidates

Ambitious | Caring | Equal

CONTENTS

| | |
|--|--------------|
| Mission Statement | 3 |
| Welcome from Chair of Governors | 4 |
| Welcome from Headteacher | 5 |
| Recruitment timeline | 6 |
| About the role | 7 |
| Job Description | 8-9 |
| Person Specification | 10-11 |
| About UCC | 12 |
| Vision and Values | 13 |
| Teaching and Learning | 14 |
| Professional Growth at UCC | 15 |
| Our Commitment to Wellbeing | 16 |
| The Eden area | 17 |



MISSION STATEMENT

We are fiercely ambitious on behalf of all our students, providing an educational culture that is inclusive, diverse and authentic. We are relentlessly self-critical in the pursuit of this culture.

We secure good levels of academic progress at every level of ability by providing the highest possible quality of teaching and learning and the most appropriate curriculum. We are inclusive and responsive to students' needs to ensure that all feel valued and supported in their learning. We are a happy, caring and equal school – happy students achieve more than unhappy ones.

We will be an active partner within the communities we serve, sharing our resources and expertise. Within these communities, we will promote lifelong learning and lifelong employability by enabling all to develop the knowledge, skills, enterprise and values needed to meet the challenges that lie ahead.



WELCOME FROM OUR CHAIR OF GOVERNORS

Thank you for expressing an interest in the post of Assistant Headteacher at Ullswater Community College. As Governors we are proud of our school and look to provide the support necessary for everyone to succeed. Our motto, Ambitious, Caring, Equal really sums up how life is approached at UCC. We are looking for not only academic achievement but for growth in knowledge, personal skills and attitudes, among all students and staff.

The contribution of all staff is valued. Our Senior Leadership Team is a strong one with much experience which is shared. It is a team in the fullest sense of that word, and governors play their part in supporting and contributing to this approach. There will be opportunities to develop your skills and lead in developments across the school.

Governors take a keen interest in all aspects of school life. Each governor is linked to a department or area of the school. We make regular visits to get to know staff and see how things are going. As governors we are here to support. We come from a variety of backgrounds and are happy to use our experiences to the benefit of the school, while leaving the management decisions to the staff. The prospect of a new building in the fairly near future is exciting and the experience of being involved in its design and development, as well as managing the transition, will be an experience of great value to any school leader in a future career.

In summary, governors at UCC are proud of what has been achieved and look forward to playing our part with future developments. We care deeply about our students and staff and want each one to succeed to develop and achieve as they progress to the next stage of their lives. We look forward to working with the successful candidate and wish you well with your application.



DAVID CARTER
CHAIR OF GOVERNORS

HEADTEACHER'S WELCOME

Hello and welcome to Ullswater Community College.

I hope you find the information contained within this pack useful and that you get a sense of our wonderful school. I couldn't be more proud to be here at Ullswater, working alongside our fantastic and committed staff to support the diverse range of students in our care.

Our goal is very simple - to help every student reach their potential and prepare for a successful future. We are an ambitious school, dedicated to fostering both exceptional academic achievement and the development of personal character.

The mission is to provide a rich, dynamic education that prepares our students for success in the most competitive universities, apprenticeships and career paths. Education at Ullswater provides everyone with an opportunity to explore and experience new things, opening the door to their future.

Perhaps you are an experienced senior leader who wants to relocate to one of the most beautiful parts of the UK... perhaps you are new to senior leadership, or are a middle leader looking to have greater influence, to learn more and develop alongside the school at this exciting time. Whatever your background, you'll be passionate about inclusion, education and children - you'll want to make a difference and we'd like to hear from you.

With generations of local people linked to the school, a strong reputation, a wonderful student body and the prospect of state-of-the-art new premises perhaps UCC is the school for you to further your career.

I warmly invite you to explore all that Ullswater has to offer and very much look forward to finding out more about you and your ambitions in your application.

STEPHEN GILBY
HEADTEACHER



RECRUITMENT TIMELINE



How to Apply

The information you will need to inform an application for this position can be found on our website (www.ullswatercc.co.uk)

Applicants are also encouraged to visit the school, and tours will be available on request.

Applications to be made via the website:

<https://ullswatercc.co.uk/vacancies/>

Designated Contact for this Vacancy

Should you wish to arrange a visit to our school or have any questions regarding the post please contact:

Sue Denyer

Headteachers PA and School Admin Lead

Call 01768 210206

Email sdenyer@ullswatercc.co.uk

ABOUT THE ROLE

Assistant Headteacher, Inclusion

We are looking for an enthusiastic, highly motivated and driven individual to become part of our bright and vibrant school. We want you to lead and champion our whole-school inclusion and to share our passion for the rigorous pursuit of the best possible outcomes for all students.

If successful, your key strategic priority will be focused on ensuring that every student, regardless of need or barrier, can access an outstanding education and reach their full potential. This is an opportunity to play a significant role in shaping whole-school strategy, leading high-impact professional development, and ensuring our provision for vulnerable learners continues to be of the highest possible standard.

Forward-thinking and aspirational, Ullswater Community College places learning at the heart of everything we do. Our students enjoy a wide range of opportunities and our dedicated staff help them to achieve impressive outcomes. Here at Ullswater, our intake is truly comprehensive. Judged as securely good in all areas by Ofsted in 2023, we are enormously proud to be an inclusive school. Our 1500+ students span the entire range of abilities, including two strategically resourced provisions catering for a wide variety of needs and EBSA. The rich curriculum offers a broad range of courses, encompassing both vocational provision and traditional academic qualifications.

Whether your background is pastoral, behaviour, data, quality of education or curriculum, we are interested in finding out more about you and the strengths you will bring to our collaborative, experienced and supportive leadership team here at UCC. The successful candidate will work closely with all colleagues to design, implement and evaluate whole-school strategies for vulnerable learners and inclusion. They will lead on building a collaborative team that supports teachers to identify and eliminate barriers ensuring every student reaches their full potential.

Further specifics of the role will be discussed at interview and will be based on the strengths of the successful candidate upon appointment. When applying for this role, please be sure to share all your relevant experience.

JOB DESCRIPTION

Job Title: Assistant Headteacher

Grade: L13 to L17

Responsible to: Headteacher

Purpose

To assist the Headteacher and Senior Leadership Team to lead and manage this inclusive comprehensive school. The role combines strategic leadership with a strong commitment to high-quality teaching and learning and oversight of inclusion at UCC. Our Senior Leadership Team have whole-school responsibilities, model professionalism, drive improvement and contribute to our collaborative school culture.

Key responsibilities

- Assist the Headteacher to set the strategic direction of the school and ensure that the vision for the school becomes and remains a reality.
- Take lead responsibility for one or more key development areas, as directed by the Headteacher
- Ensure that all students benefit from the highest-quality education achieving exceptional personal and educational outcomes.
- Contribute to managing the day-to-day operation of the school
- Be a highly visible and positive presence around school, modelling inclusive values and behaviour
- Act as a role model, providing clear leadership and support to staff.
- Work in partnership and collaborate with all stakeholders to achieve the school aims and objectives.
- To provide a safe, healthy, welcoming, and vibrant environment for all members of the school community.
- Take the lead during external inspections/visits (e.g Ofsted) on areas of strategic responsibility.
- Assist the Headteacher and Governors in managing the financial capacity of the school, ensuring best value.
- Contribute to policy development, implementation, and review where appropriate.

Leading and managing staff

- Build strong working relationships and high-performing teams, and effectively deploy resources within your area of responsibility.

-
- Manage your own workload and that of others to allow an appropriate work/life balance.
 - Ensure effective performance management and professional development.
 - Work with the Headteacher in ensuring individual staff accountabilities are clearly defined, understood and agreed, and are subject to rigorous monitoring, review and evaluation.

Leadership expectations

- As requested to do so by the Headteacher/Deputy Headteacher, prepare and present reports on progress/issues related to areas of accountability and responsibility.
- Uphold the highest standards of professional conduct at all times.
- Act with honesty and transparency with regard to your work, balancing the necessary demands of confidentiality and professional discretion.
- Attend where required any meetings, performances, other functions and events during the year.
- Consistently demonstrate collaboration and teamwork with all staff members.
- Undertake specific tasks reasonably delegated by the Headteacher/Deputy Headteacher.
- Promote the safety and well-being of pupils and staff.
- Ensure good order and discipline amongst pupils and staff.

This job description is not designed to be an exhaustive list of duties and responsibilities, but represents the current key areas of work. There will be additional duties and responsibilities explicit in the role.

PERSON SPECIFICATION

| QUALIFICATIONS | ESSENTIAL | DESIRABLE |
|---|-----------|-----------|
| Qualified Teacher Status | Y | |
| Educated to degree level | Y | |
| Evidence of significant and continuing professional development | Y | |
| Evidence of relevant management and leadership training (eg. NPQ) | | Y |
| SKILLS & EXPERIENCE | ESSENTIAL | DESIRABLE |
| An in-depth understanding of school leadership and school improvement | Y | |
| Ability to inspire, challenge and motivate others to carry the vision of excellence forward | Y | |
| Clear understanding of national issues and statutory responsibilities for schools related to the curriculum and Post-16 education | Y | |
| Experience in the line management of middle leaders, with the ability to set aspirational standards, provide professional direction and develop high performing teams | Y | |
| Successful experience of seeking best practice and implementing new initiatives or strategies | Y | |
| Ability to lead whole-school behaviour culture, including restorative approaches | Y | |
| Chair meetings and manage effective communication systems | Y | |
| Training and developing staff at all levels | Y | |
| Experience of reporting, and accounting for performance to senior colleagues and governors | Y | |
| Proven ability to use data on a whole school level to raise performance | | Y |

| SKILLS & EXPERIENCE (continued_ | ESSENTIAL | DESIRABLE |
|--|------------------|------------------|
| Able to recognise success and challenge under performance | Y | |
| Oversight of whole school CEIAG | | Y |
| Successful experience of curriculum development | | Y |
| Experience of leading academic and vocational exam cycles | | Y |
| Effective management of budgets and financial planning | | Y |
| PERSONAL QUALITIES | ESSENTIAL | DESIRABLE |
| Ability to form and maintain appropriate relationships and personal boundaries with students | Y | |
| Be a highly effective classroom practitioner | Y | |
| Leadership qualities of ethics, commitment, resilience, self-awareness, integrity, enthusiasm and innovation | Y | |
| Resilience in working with challenging behaviours | Y | |
| Possess excellent interpersonal and communication skills to work successfully with all our stakeholders | Y | |
| Excellent organisational skills | Y | |
| Address challenges sensitively and resolve conflict | Y | |
| Strong interpersonal presence and intellectual capability | Y | |

ABOUT UCC



Ullswater Community College (UCC) is a large, comprehensive school and sixth form located in Penrith, Cumbria, with over 1530 students in the school, including 220 in the Sixth Form. Formed in 1980 from the merger of Tynefield (girls) and Ullswater (boys) schools, the campus still retains its historic Cumberland and Westmorland block names.



Serving the largest catchment area in England (roughly 600 square miles), it is a central hub for the rural and urban communities of the Eden Valley.



The school has been selected for the Department for Education's School Rebuilding Programme. This multi-million-pound investment is replacing aging facilities with a state-of-the-art school. Due for completion in 2029.



Ofsted Rating: UCC is rated Good (following a successful inspection in 2023). Inspectors highlighted a "warm and welcoming environment" and strong subject knowledge among staff.



Strategic Resourced Provision (SRP): UCC hosts two specialised facilities for students with severe learning difficulties (SLD) and Emotional Based School Avoidance (EBSA), making it one of the most inclusive mainstream schools in the North West.



Vocational Excellence: Beyond standard GCSEs and A-levels, UCC is known for its Applied Learning and has introduced T-Levels in subjects such as Uniformed Services and Early Years to bridge the gap between education and industry.



Our Combined Cadet Force (CCF) is one of only 500 cadet groups across the UK offering this opportunity for young people to take part in exciting Army themed training, activities and events. The CCF aims to set young people up for lifelong success, and inspire them to achieve.



The school is famous locally for its high-quality creative productions (such as the 2026 production of School of Rock) and its strong Rural Science and agricultural links, reflecting the heritage of the Lake District.



Student progress has improved overtime, and a growing proportion of students are achieving grade 5 and above in English and maths. We are particularly proud of the significant progress that our low prior attainers make - a truly whole school effort.

Three fundamental values guide all our strategic planning, organisation and operation

Ambitious

Our **ambition** is rooted in a commitment to academic excellence for every student. We foster a culture where intellectual curiosity is celebrated and high achievement is the expectation. Our staff will challenge you to think independently and work with purpose. Our curriculum stretches every student, enabling them to achieve outstanding outcomes and progress to any destination they choose. Success is earned through effort and focus.

Caring

We show we are **caring** every single day by providing excellence in teaching and support. We know every student. You will have the support of tutors, subject teachers, and a dedicated pastoral team. Our talented and dedicated staff deliver engaging, evidence-informed learning designed to inspire a lifelong passion for their subjects. Our environment is friendly, respectful and focused on wellbeing. We help you manage workload, balance priorities and build confidence along the way.

Equal

We believe being **equal** means offering excellence to all, regardless of their starting point. We reject the idea that potential is limited and are committed to ensuring every student has access to a rich, challenging and balanced curriculum. Every child is entitled to the same opportunities to achieve personal and academic greatness. We believe that talent is developed through commitment and support.

Vision

“Best in county...”

Our key aim is to develop an aspirational culture and to encourage all of our students to challenge themselves, naturally in the academic curriculum but also in every other sphere of a truly extensive enrichment programme. True to the agricultural heritage of our community, we aim to be “Best in county.” in everything that we do.

TEACHING & LEARNING

The SUCCess curriculum is fundamentally designed to provide an ambitious, high-quality, inclusive, and diverse education for all students, with the ultimate goal of promoting lifelong learning and employability. The curriculum's intention is to foster a happy and caring school culture by challenging students academically and in other spheres, ensuring every student feels equally valued and known. It provides a broad and balanced curriculum, including a full suite of subjects across Key Stage 3 and a wide range of academic and vocational options in Key Stages 4 and 5, to prepare students for life in the 21st century.

The curriculum is built around our three core values. Ambitious means offering a broad and sequenced curriculum with clear end-points and suitable challenge for all students, supporting their future careers. Caring ensures the curriculum is adaptive, building on prior knowledge, meeting individual needs, promoting wellbeing, and helping students develop resilience. Finally, Equal commits to providing equality of opportunity for all students, supporting their progression, and ensuring access to academic learning and personal development. Beyond qualifications, our curriculum is designed to foster four pillars of character:

Independence, Challenge, Social Responsibility, and Character.

We implement our vision through the following areas:

- **Quality First Teaching and Learning:** We prioritise an evidence-informed framework to support teaching and learning, based on the principles of Quality First Teaching. This approach is driven by high expectations and opportunities for every student.
- **Professional Development and MER:** Our standards are maintained through regular Monitoring, Evaluation and Review. This process provides colleagues with regular opportunities for Instructional Coaching, ensuring pedagogical practice remains a focus.
- **Literacy and Numeracy:** Recognising these as essential skills for social mobility, we prioritise the integration of literacy and numeracy across the wider curriculum. This ensures that these core competencies are reinforced in every subject area to better support student outcomes.

Why this matters for the Assistant Headteacher role:

We are looking for a leader who can build on this intent and ensure its impact is measurable. Regardless of your role at UCC, you will be responsible for ensuring that our firmly held academic values translate into outcomes that allow every UCC student to thrive in a modern British society.



THE
SUCCESS
CURRICULUM



PROFESSIONAL GROWTH AT UCC

The professional growth framework is built on a foundation of consistent, high-frequency engagement designed to keep pedagogy at the forefront of daily practice. By integrating a dedicated CPD lesson into the fortnightly timetable alongside regular T&L briefings, the school ensures that staff development is a continuous process and not just an “after school” event. This is further strengthened by departmental collaborative planning and subject-specific sessions, which allow teams to translate whole-school priorities into actionable strategies within their unique disciplines.

Complementing this structured approach is a significant emphasis on professional autonomy and career-stage growth. One INSET day is specifically reserved for self-directed CPD, enabling staff to pursue personalised research or projects in agreement with their Heads of Department. Beyond internal sessions, the strategy encourages wider engagement through subject networks, school visits and external training, while providing bespoke pathways for those in the ECT, RQT, or NPQ stages of their careers. This dual focus on collective consistency and individual expertise ensures a holistic approach to school improvement.



“Grow where you are valued:
At UCC,
professional development is a daily culture”

OUR COMMITMENT TO WELLBEING

At UCC, we recognise that a thriving educational environment begins with a thriving staff body. Our commitment to wellbeing is not just a policy, it's a foundational element of our mission to foster a supportive and inclusive environment.

Leaders at UCC are people-centric and exemplify an open door culture.

We are building on the positive work already in place to ensure our leaders and colleagues are supported in their physical, mental and emotional health. This is a strategic investment in our most valuable asset: our people.

Key pillars of our Wellbeing Strategy:

- We are dedicated to mental health and wellbeing, ensuring dedicated focus on promotion, education, training and robust policies for all staff.
- We are committed to the implementation of the DfE Wellbeing Charter and ensuring regular feedback opportunities via the Wellbeing Group and staff surveys.
- Staff are provided with regular, accessible guidance on effective strategies for supporting their own wellbeing. We ensure full awareness of the comprehensive support available both internally and externally.
- Wellbeing is integrated into our organisational structure through collaboration with HR and leadership to embed best practices into school policies and procedures.
- We monitor and evaluate the effectiveness and impact of all wellbeing initiatives, making data-driven recommendations for improvements and further areas of need, driven by the Wellbeing Implementation Plan.
- We ensure our practices remain current by staying updated with the latest research and best practices, and deliver targeted training and briefings to staff on critical wellbeing matters in the workplace.
- From Staff Attendance Awards to Monthly Golden Star and our Blooming Marvellous initiative, peer recognition by colleagues and student led praise, fosters a vibrant community by celebrating the diverse contributions of our staff.

By nurturing the wellbeing of our staff, we are strengthening our school's reputation for excellence and securing a healthier, more productive future for the entire UCC community. We invite you to champion and drive this essential work forward.

LIFE IN EDEN

Working in the Eden area of Cumbria is a unique blend of professional opportunity and an enviable quality of life. As one of the most sparsely populated districts in England, it offers a "breath of fresh air" career environment where the daily commute is more likely to feature rolling fells and the Pennines than gridlocked traffic.

The economy is traditionally rooted in agriculture and tourism, but it has evolved into a hub for small-to-medium enterprises, creative industries and green energy initiatives. Towns like Penrith serve as strategic anchors, providing excellent connectivity via the M6 and the West Coast Main Line, making it surprisingly easy to balance a rural lifestyle with national business links.

For those who value mental well-being and outdoor access, the ability to transition from a desk to a lakeside trail in minutes makes Eden an incredibly restorative place to build a career.

Regional housing markets demonstrate significant price advantages, frequently offering a cost of living that sits well below the national average.

Beyond the scenery, it's the sense of security that defines us. Low crime and family-oriented neighbourhoods make this one of the most protected and welcoming counties in the country.

While Cumbria is defined by its rural beauty, it remains exceptionally well-integrated. The M6 corridor and high-speed rail links provide seamless access to Scotland and Newcastle, with direct, efficient routes to London for business or travel





ULLSWATER COMMUNITY COLLEGE

“Pupils make a strong contribution to the warm and welcoming environment at the school. Everyone’s unique talents are valued here.

Ofsted, 2023

“Leaders have established an ambitious suite of subject curriculums, including in the sixth form. They have thought deeply about the order in which pupils should learn key knowledge. Most pupils experience well-organised curriculums, which helps them to build up their knowledge effectively over time. As a result, most pupils, including those in the sixth form, achieve well.

Ofsted, 2023



Ullswater Community College is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff and volunteers to share this commitment. Enhanced DBS disclosure and Barred List checks are required for this post. You should not apply if you are on the Children’s Barred List. In line with Keeping Children Safe in Education, online searches are carried out on successful candidates.

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