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**ASSISTANT HEADTEACHER – SEND and Inclusion**

**Required for September 2025**

**Information Pack for Candidates**

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**Welcome Message from the Headteacher**

Dear Colleague,

Thank you for your interest in applying for the Assistant Headteacher position at Maghull High School. I hope that the information in this recruitment pack, alongside the school’s website and prospectus will give you an insight into Maghull High School and encourage you to make an application.

It was a real privilege to be appointed as the Headteacher of Maghull High School in January 2024 after 15 years as part of the leadership team and 8 years as Assistant Headteacher. Students, parents and staff are extremely proud of our relentless drive for excellence and instilling a culture of aspiration through high quality teaching and outstanding pastoral care. The person appointed will be joining a team of exceptionally talented and committed staff that are resolutely dedicated to enabling each student to reach their full potential and to become mature and responsible citizens.

The school is oversubscribed, with a pupil admissions number (PAN) of 186, from over 30 partner primary schools. The majority of year 11 students stay with us to continue their studies in our Sixth Form. Over the last five years, at the request of the Local Authority, the school has admitted over PAN.

We continue on a journey of school improvement, with the hard work of the entire school community recognised in January 2022 when the school achieved Ofsted ‘Good Provider’ status and through improvements of student outcomes in summer 2023 results at GCSE/L2 Vocational and A level/L3 Vocational qualifications. This is a great time to join Maghull High School and shape our key priorities to ensure student outcomes continue to improve.

Maghull High School has maintained a reputation as a strong 11-18 school that serves the needs of its community and also broadens experiences and improves life chances. The Sixth Form provides a platform into further education and the vast majority of the students move on to University and higher level apprenticeships. Progress and attainment has an improving trend and the successful candidate will be jointly responsible for developing this further. We have a strong KS3 provision that provides the foundation for a growing choice at KS4 and opportunity for students to excel in greater depth. The vast majority of our students study for accreditation in 9 GCSE subjects.

Due to excellent teaching and learning and extended provision at Maghull High we have recently won the Educate Award for STEM and we also hold the STEM clubs Silver award. Arts are a key feature of the school and we are an Artsmark school. We are a Licensed Organisation for the Duke of Edinburgh’s Award, with a large number of our students successfully achieving Bronze and Silver Awards during their time with us. We are also hoping to have Sixth Form students completing the Gold award in the near future. We received the Gold School Games Mark Award in 2023 and we hold The Quality in Careers Standard Award and the Well Being Award for Schools which emphasises the schools commitment to staff and student mental health.

Our vision for teaching and learning is that all students develop essential knowledge and skills to be successful by providing as broad an educational experience as possible, both in and out of school. All staff share a collective responsibility for student achievement. We want all students to become responsible, resilient, respectful, tolerant and active citizens who contribute positively to society, appreciate diversity and uphold British values.

The well-being of our students and staff is of paramount importance to Maghull High School. Teachers and support staff are supported through careful attention to balancing workload and by offering tailored and personalised continuous professional development. Only the best is good enough for our students.

You may wish to visit us before deciding whether or not to apply, and are very welcome to do so. Please contact Nicola Bowen via email: [bowenn@maghullhigh.com](mailto:bowenn@maghullhigh.com) or telephone 0151 527 3961 to arrange.

We welcome applications from candidates who share our ethos and look forward with interest to receiving your application.

Kindest regards,

Headteacher

**The Application Process - Application Details**

**POST:** **ASSISTANT HEADTEACHER – SEND and Inclusion**

**SALARY:**  L12 – L16

**LOCATION:** Maghull High School

**START DATE:**  1 September 2025

**CONTRACT TYPE/TERM:** Full Time/Permanent

The new Assistant Headteacher will be appointed at the lowest point on the advertised range. If the successful candidate is eligible to be appointed at a point other than the minimum of the advertised range, the Local Governing Body will review and offer a salary within the ISR range based on current salary and/or previous experience.

In addition to the application form, applicants are to provide a supporting statement (that is no longer than 2 sides of A4 in length in font size 11) that:

* Outlines your vision for a successful school in the next 3-5 years
* Outlines the strengths you would bring to Maghull High School and the Trust
* Clearly outlines how your experience to date has prepared you for the advertised post, making reference to the person specification

**Closing date for Applications:** Wednesday 23rd April 9am

**Meetings and selection exercises for shortlisted candidates:** Monday 28th April

**Formal interview:** Tuesday 29th April

It is Trust policy to take up references for shortlisted applicants from their present employment. Please supply email addresses for all referees on your application form.

All shortlisted candidates will be required to produce original certificates for all educational qualifications stated in the application form and identification documentation on the first day of interview.

All appropriate safeguarding and attendance work checks will be requested from the successful candidate.

**ENHANCED DISCLOSURE**

Southport Learning Trust is required under law and guidance to check the criminal background of all employees. Decisions to appoint will be subject to consideration of an enhanced disclosure, including a Barred List check, from the Disclosure and Barring Service. Because of the nature of the work for which you are applying, this post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020).

The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered ‘protected’. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website, which can be accessed here: https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974

In accordance with our statutory obligations under Keeping Children Safe in Education Southport Learning Trust is required to conduct an online search as part of our due diligence on shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which Southport Learning Trust might want to explore with you at interview.

A copy of our child protection and safeguarding policy can be found on our website https://www.maghullhigh.com/safeguarding/

**ENHANCED DISCLOSURE:** The school is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. The post is subject to an enhanced disclosure from the Disclosure and Barring Service (DBS).

**Job Description**

**Job Title:** Assistant Headteacher – SEND and Inclusion

**Grade:**  L12 – L16

**Contract Type/Term:** Full Time/Permanent

**Responsible to:** Headteacher

The Headteacher and Governors are looking to appoint an Assistant Headteacher who can demonstrate a passion for education, evidence a track record of successfully leading impactful whole school development, and someone who will invest their enthusiasm, passion and expertise in building better futures for our pupils.

**Main purpose:** The role as Assistant Headteacher responsible for SEND and Inclusion, you will play a pivotal role in shaping the educational experience of all students, particularly those with special educational needs and disabilities (SEND), English as an Additional Language (EAL) learners, children looked after (CLA), young carers, and those with mental health and wellbeing needs, including students with Social, Emotional, and Mental Health (SEMH) challenges.

To work as a member of the senior leadership team to raise standards, improve student outcomes and increase the aspiration of our school community.

As Assistant Headteacher, under the direction of the Headteacher, your responsibilities will include:

· **Strategic Leadership:** Overseeing the strategic direction and development of SEND and Inclusion across the school, working closely with the SENDCO, inclusion team, and leadership.

· **SEND Support:** Providing leadership to the SENDCO and SEND team, ensuring that high-quality, tailored support is in place for students with SEND.

· **Inclusion Strategy**: Leading initiatives for EAL students, CLA students, young carers, and students requiring complimentary education, ensuring that all are fully supported and integrated within the school community.

· **Mental Health and Wellbeing:** Championing mental health and wellbeing initiatives to ensure a holistic approach to student care, supporting both academic and emotional growth.

· **SEMH Provision:** Leading the provision for students with SEMH needs, ensuring that appropriate interventions are in place and contributing to the school’s positive culture.

· **Policy and Compliance:** Ensuring that SEND and Inclusion policies are in line with national standards and legislation.

· **Collaboration:** Working in close partnership with teachers, parents, external agencies, and other professionals to ensure effective, multi-disciplinary support for students.

· **Data and Impact:** Monitoring and evaluating the progress of students with SEND and Inclusion needs, ensuring that all pupils are making positive progress and that interventions are evidence-based and impactful.

**What We Are Looking For**:

· A qualified teacher with experience in SEND and Inclusion leadership.

· A passion for improving outcomes for students with diverse needs.

· Proven experience of leading teams and driving change within a school or educational setting.

· A thorough understanding of SEND legislation and best practices.

· Excellent communication and interpersonal skills, with the ability to engage effectively with students, staff, parents, and external agencies.

· A commitment to ensuring that all students have equal opportunities to succeed academically and personally.

· Leadership experience at a senior level within a secondary school setting.

**What We Offer:**

· A supportive and forward-thinking leadership team.

· Opportunities for professional development and career progression.

· A school community that values inclusivity and collaboration.

· The opportunity to make a significant and lasting impact on the lives of students.

If you are a passionate and motivated educational leader with a deep commitment to inclusion and SEND provision, we would love to hear from you.

**Key Responsibilities:**

1. Strategic Leadership and Vision:

· Lead the strategic development and implementation of SEND and Inclusion across the school.

· Ensure that all school policies and practices are inclusive and compliant with SEND and Inclusion legislation.

· Work collaboratively with the Senior Leadership Team (SLT) to monitor the effectiveness of SEND and Inclusion strategies and interventions.

2. SEND Provision:

· Lead and manage the SENDCO and SEND team, providing support, guidance, and strategic direction.

· Ensure high-quality, person-centred provision for students with SEND, including the development of Individual Education Plans (IEPs) and provision maps.

· Oversee the delivery of tailored interventions to meet the diverse needs of SEND students, ensuring access to the curriculum and extracurricular activities.

3. Inclusion:

· Lead the school’s inclusion strategy, ensuring that students from diverse backgrounds (EAL, CLA, young carers) are supported to achieve their full potential.

· Develop initiatives that promote the inclusion of all students in school life, with a focus on those with mental health, wellbeing, and SEMH needs.

· Provide training and guidance for staff on inclusive practices and strategies.

4. Mental Health and Wellbeing:

· Lead on mental health and wellbeing initiatives, fostering a supportive school culture.

· Develop and implement strategies to support the emotional wellbeing of all students, with particular attention to students with SEMH needs.

· Work closely with external agencies to provide additional support for students requiring specialist mental health services.

5. SEMH (Social, Emotional, and Mental Health):

· Oversee the provision for students with SEMH needs, ensuring appropriate interventions and support are in place.

· Lead the development of strategies to reduce barriers to learning for students with SEMH challenges.

· Promote positive behaviour management strategies and support systems for students with complex needs.

6. Collaboration and Communication:

· Work closely with the SENDCO, pastoral teams, subject leaders, and external professionals to coordinate and deliver high-quality support.

· Ensure effective communication between staff, parents, and external agencies regarding the support and progress of students with SEND and Inclusion needs.

· Foster an environment of collaboration and understanding, ensuring all stakeholders are engaged in the school’s SEND and Inclusion agenda.

7. Monitoring, Evaluation, and Reporting:

· Regularly review and evaluate the effectiveness of SEND and Inclusion provision.

· Use data to track and monitor the progress of students, ensuring that targeted interventions have a positive impact on achievement and well-being.

· Prepare reports for the Headteacher and governors on SEND and Inclusion provision, progress, and outcomes.

**Person Specification and Selection Criteria**

**A** = application form and supporting statement, **S** = selection exercises, **I** = interviews, **R** = references

|  |  |  |
| --- | --- | --- |
| ***Qualifications, Knowledge, Experience and Skills*** | | |
|  | **Essential/**  **Desirable** | **Evidence** |
| Qualified teacher status | E | A |
| Degree relevant to teaching subject | E | A |
| Evidence of recent and relevant continuous professional development | E | A, S, I |
| Evidence of leadership training | E | A, S, I,R |
| Evidence of successful middle leadership experience in a secondary school | E | A, I, R |
| Experience of successfully managing a whole school project or initiative | D | A, I, R |
| Experience of senior leadership working | D | A, I, R |
| ***Teaching and Learning*** |  |  |
| Experience of teaching in an 11-18 school | D | A |
| Excellent classroom practitioner | E | A, S, I,R R |
| Evidence of improving student outcomes both on an individual and department/whole school basis | E | A, I, R |
| Knowledge and understanding of all Key Stages in an 11-18 school | E | A,S, I |
| Evidence of planning appropriate interventions and measuring impact on student outcomes to ensure students maintain good progress | E | A,S,I,R |
| Ability to lead and develop initiatives to secure high standards of education | E | A, S, I, R |
| ***Leadership and Management*** |  |  |
| Experience of effective and successful leadership of a school team | E | A,S,I,R |
| Understanding of relevant research and current educational developments | E | A,S,I,R |
| Experience of leading rigorous and robust quality assurance and performance management | E | A,S,I,R |
| Evidence of impact of leading successful whole school strategic initiatives | D | A,S,I,R |
| Experience of working with other schools and institutions to improve learning outcomes | D | A,S,I,R |
| Experience of contributing to successful staff development  (e.g. coaching, mentoring, INSET for staff) | E | A,S,I,R |
| Evidence of ability to challenge mediocrity and underperformance appropriately | E | A,S,I,R |
| Excellent time management and organisational skills | E | A,S,I,R |
| Reflective practitioner, high level of self-awareness | E | A,S,I,R |
| ***Strengthening the Community*** |  |  |
| Building relationships with stakeholders, outside agencies and other schools | E | A,S,I,R |
| Promoting the school in the wider community through a variety of activities | E | A,S,I,R |
| Working with parents/carers to improve student aspiration and achievement | E | A,S,I,R |
| ***Safeguarding*** |  |  |
| Is aware and able to manage effective safeguarding policies and procedures | E | A,S,I,R |
| Ability to deal with sensitive issues in a supportive and effective manner | E | A,S,I,R |
| Knowledge of safe working practices with children | E | A,S,I,R |
| Understanding of and commitment to promoting and safeguarding the welfare of students | E | A,S,I,R |
| ***Other Skills, Personal Qualities & Attributes*** |  |  |
| Honesty, integrity, commitment, resilience, reliance, enthusiastic and optimistic | E | A,S,I,R |
| High standard of literacy, numeracy, oral and ICT skills | E | A,S,I,R |
| Experience of using Arbor, FFT, 4Matrix and other software packages effectively | D | A,S,I, RR |
| Excellent role model for staff and pupils: good attendance, punctuality | E | A,S,I,R |

**Application and Interview Process**

Candidates are asked to email completed application forms to [bowenn@maghullhigh.com](mailto:bowenn@maghullhigh.com)

The application form should be downloaded and submitted electronically by 9am on Wednesday 23rd April 2025.

Interviews will take place on 28th and 29th April 2025.

***Southport Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All successful applicants will be requested to undertake an Enhanced Disclosure and Barring Service check. At least one member of our recruitment team for this post is Safer Recruitment trained and we adhere to Southport Learning Trust’s Recruitment and Selection Policy for Employees and Volunteers.***

We are proud to have an organisational culture where employees with varying perspectives, skills, life experiences and backgrounds – the best and brightest minds – can work together to achieve excellence and realise individual and organisational potential.