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**INFORMATION PACK**

**Position: Assistant Headteacher**

**Scale: L13 – L17**

*A Letter from the Headteacher*

**Section 1: An Introduction to Saddleworth School**

**Section 2: Job Description**

**Section 3: Person Specification**



Dear Potential Applicant,

Thank you for showing an interest in the post of Assistant Headteacher at Saddleworth School.

At Saddleworth our mission is ‘To Empower and Inspire’. We are striving to create an exciting and nurturing learning environment which is inspiring and empowering for all of our students. During their five years with us we ensure that students have the opportunities to explore their passions and interests; find the things which get them excited about their futures and which inspire them to strive for their very best.

We are ambitious for our students and we have high standards and expectations for them and for their futures. Our aim is to harness the enormous potential of each and every student so they can be empowered to have happy, successful and rich lives.

We are seeking to appoint an Assistant Headteacher who is an inspirational and strategic leader and who shares our commitment to developing and nurturing our young people. The successful candidate will join our growing Senior Leadership Team and will be the SENDCO and strategic lead for inclusion.

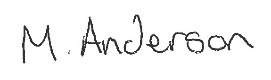
Specific responsibilities will include:

* Acting as the school SENDCO.
* Developing the school SEND policy and practices.
* Leading the SEND and Inclusion teams to ensure high levels of achievement for all.
* Co-ordinating the support and provision for vulnerable students.
* Acting as the strategic lead for inclusion, alternative pathways, and collaborative provision.

The school is at incredibly exciting time in its development. After more than 100 years at our current site we are scheduled to take possession of our brand new, purpose built school in February 2022. Not only does this mean that students will finally have the school they deserve; it also presents a unique opportunity to drive school improvement and to take another step forward on our journey to excellence. The successful candidate will be in the privileged position of taking a leading role in shaping the future direction of our school.

Included in this pack is a more detailed profile of the school as well details on how to apply. Thank you for your interest in this post and our school and I look forward to reading your application.

Yours sincerely,



Mike Anderson

Headteacher

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# Section 1:

# An Introduction to Saddleworth School

**Our Vision**

To **Empower** and **Inspire**

Enabling young people to develop and find their talent

**Our staff**

The key strength of the school is the staff. There is a genuine sense of community and all

within the school work together to support the students and each other. We have a real blend of youth and experience on the teaching staff and there is a flourishing CPD programme to support all staff at every stage of their career.

**Our geographical area**

Saddleworth School is a 10-form entry, 11-16 Comprehensive School, situated in pleasant rural surroundings at the foot of the western slopes of the Pennines, some four miles east of Oldham. The school enjoys a good reputation. In its Ofsted inspection of March 2018 it was rated “Good” in every aspect. The school caters for the whole rural district of Saddleworth and also for the nearby residential areas on the eastern side of Oldham. This district contains nine large villages with varied industrial undertakings and farming activities. Manchester and the M62 are within easy reach and the region is popular with commuters. The school is situated at the northern end of Uppermill Village on the main A670 Ashton-Huddersfield Road which links with the A669 Oldham Road. A bus service from Manchester via Oldham terminates in Uppermill Square.

**Our school organisation**

The school is oversubscribed and the number on roll is currently 1380 but will expand to 1500 when the school moves to brand new premises in the nearby village of Diggle in 2022. This new building is being funded by the Education Funding Agency through the Governments, Priority Schools Building Programme. The current site was opened in 1911 and has had a number of buildings added over the years with the major capital project being completed over 30 years ago. In addition to the normal classrooms, facilities include 8 Science laboratories, 11 Art Design and Technology rooms, multi-media resource centre, gymnasium, sports hall, computer facilities, assembly hall, dining hall, and canopied social areas. The outdoor sports facilities include an all-weather pitch and MUGA; further playing fields and swimming pool are available, some 15 minutes’ walk away.

On entry, children in Year 7 are placed in mixed attainment classes, but set by attainment in Maths during their first half term. From Year 8 onwards, there is increased setting in maths and science. There is a long-standing record of strong achievement in external examinations and students tend to leave with above average attainment.

A wide range of extra-curricular activities is available. Fieldwork and outdoor pursuits are very strongly supported; a full programme of sporting activities is maintained, as are a wide range of excellent musical and drama activities and the Duke of Edinburgh Award Scheme is particularly well represented.

The school day is shaped around five one-hour lessons and a daily 8:40am form time registration. There is a split lunchtime: students in Years 8 & 10 have their lunch together first followed by Years 7, 9 and 11. All staff engage in CPD that runs after school on Wednesdays.

The pastoral system is organised on a year basis, with each year led by a Home School Leader. Form tutors play a crucial role and it follows; therefore, that all candidates for teaching posts at the school must be fully committed to the education of the ‘whole child’ and be prepared to contribute to the school as an active and caring form tutor. Standards of student dress and behaviour are good and children are encouraged to play a part in the running of the school, through the elected Senior Student Leadership body and the School Council.

The school has become the focus of many of the leisure pursuits of the local community. It is widely used after school and in the evenings for sport and cultural activities. The element of community service in the Duke of Edinburgh scheme has involved helping the Tame Valley wardens with their conservation work, helping at the museum, and the St John Ambulance, and giving support to the old people in the area.

The school’s high standard of inclusion is well supported by Pastoral Support Assistants who are attached to each year group. The school also has a Personalised Learning Centre for students in need of additional support and a personalised curriculum.

Saddleworth School is a stimulating and rewarding environment in which to work. This is a school where teachers and students can really flourish.

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| Quick Facts | |
| Age range | 11-16yrs |
| Local Authority | Oldham LA |
| Number of children | 1380 |
| % FSM | 16.2% |
| % SEN | 13.2% |
| % EAL | 2% |

**Our Values and Ethos**

The school is over 100 years old and has a proud tradition of enabling our young people to experience academic success whilst also providing a nurturing and supportive environment. Our students and their wellbeing are at the heart of everything we do and our team of dedicated staff will support every young person so that they can thrive and flourish.

At Saddleworth we are ambitious for our students and we aim to instil that sense of ambition in them too. We have high standards and expectations of them and their futures. We want our students to be successful academically but also to gain the knowledge and skills to make sense of the world and to contribute positively to the communities in which they live.

The key to this is building effective relationships for learning. That means children must have a voice, be valued and sit at the centre of all we do. It is vital that children learn to listen, value the views of others and improve their own thinking. We are developing the curriculum, our teaching and assessment so that it is fit for purpose and nurtures self-esteem, self-discipline, confidence and independence.

Ultimately, we want children to have our leave our school feeling happy, empowered and inspired and we want to work with parents, students and colleagues who share that ambition.

**CPD opportunities**

Saddleworth School is committed to ongoing CPD for all staff. Each Wednesday afternoon a programme of development opportunities is available to all staff and this provides a platform for innovative and exciting staff development.

**Equality of opportunity**

Saddleworth School is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

**Safeguarding**

Saddleworth School is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

**Saddleworth school is a place where:**

* We each feel that we are valued by and belong to the Saddleworth community.
* All work hard and are considerate and courteous towards each other
* We are respectful, compassionate and kind.
* We are all encouraged to explore, find, nurture and develop our passion
* We are ambitious for ourselves and for each other.
* We have high standards and expectations and strive for excellence.
* We embrace success and take pride in our own achievements and those of others
  + We develop and encourage a growth mind-set and positive attitudes in ourselves and others
  + We all actively contribute to the Saddleworth community to ensure that it remains a place that we all want to work and to learn.

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| **Aim highSection 2: Job Description – Assistant Headteacher at Saddleworth School** |

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| **Post Title** | Assistant Headteacher – SENDCO and Student Inclusion |
| **Leadership Range** | L13 – L17 |
| **Purpose of the Post** | Responsible to: Deputy Headteacher (Standards of Behaviour and Ethos)  The purpose of the role is to ensure all students are able to access the full range of learning opportunities and experiences, and the curriculum on offer at Saddleworth School.  The post holder will be responsible for acting as the school SENDCO and co-ordinating the provision of students across the school to ensure that all students regardless of their specific circumstances; starting points or individual needs are able to achieve their potential. |
| **Key Responsibilities**  **Key Responsibilities (continued)**  **Key Responsibilities (continued)** | **Strategic Leadership and Management:**   * To contribute to building and implementing the shared vision of the school. * To lead the planning development and implementation on specified school improvement priorities. * To be accountable for the effective project management of deadlines and engaging staff as appropriate; delegating, providing resources and delivering the best quality outcomes. * To develop staff and build capacity within school to enable the highest quality provision for **all** students. * To be accountable for the continuing effective work for all staff for whom the post holder is responsible. * To report to the Headteacher, Deputy Headteacher or the governors regularly and attending full governing body meetings/committees as required.   **Significant Contributions to the collaborative work of the Leadership Team**   * To support and deputise for the Headteacher and/or Deputy Headteacher as required. * To contribute to the school self-evaluation and school improvement planning. * To contribute to policy discussions and decisions on curriculum, assessment, pastoral management, staffing and other matters. * To be ready to take on new tasks and responsibilities within the SLT as the needs arise. * To be informed about national policy, education research and evidenced-based practice, and bring this to SLT for discussion.   **Staff management and development**   * Leading, developing the teaching practice of others through the line management process. * Ensuring that all staff are ‘empowered and inspired’ to reach their potential and work to their optimum. * To contribute to and help lead school CPD. * To monitor, renew and quality assure the areas specified in the individual’s role, and respond in a structured way to identified needs.   **Other Responsibilities**   * To develop and promote policies and procedures that ensure that the school’s ethos is reflected in every aspect of the school’s work. * To be a visible, accessible presence in and around school. * To comply fully with the school’s health and safety policy. * To teach a reduced timetable. * Any other duties that might reasonably be required of an Assistant Headteacher  Specific Areas of Responsibility **SENDCO and SEND Department**   * To act as the school SENDCO. * To lead the strategic development of the SEND policy and provision in the school. * To provide strategic leadership and vision for the SEND and Inclusion Teams * To lead and manage SEND in accordance with the published SEND policy and updated 2015 SEN Code of Practice. * To monitor and maintain the SEND register, ensuring that the names and needs of students are communicated to staff and an up-to-date version is maintained on SIMs. * To complete, monitor and review EHC plans and statements. * To ensure that the progress of SEND students is monitored (through the use of data) and sustained through a planned programme of interventions. * To ensure that Access Arrangements for students, including a clear procedure for identifying and testing students is in place. * To be responsible for the day-to-day management, control and operation of the SEN department, including effective deployment of staff and physical resources. * To compile and communicate the annual SEND report to governors and other reports as statutorily required. * To ensure that the SEND report on the school website is regularly updated reflecting current practice in the school. * To ensure that all statutory legal work is completed. * To lead the Annual Review Process. * To be responsible for the line-management and co-ordination of specialist teaching staff and designated learning support assistants. * To ensure that learning support assistants and specialist staff are deployed most effectively to support student learning. * To development partnerships with other educational establishments, external agencies, and the wider community in order to enhance the curriculum offer for SEND students.   **Improving the Achievement of Vulnerable Students**   * To ensure that Quality First Teaching is taking place in lessons across the school and support teaching staff in meeting the needs of SEND students. * To provide a range of opportunities for SEND students to work in teams and groups and to further develop confidence and independence in preparation for employment in adult life. * To promote extra-curricular activities and out of hours learning which enhance learning opportunities. * To lead CPD to groups of staff/whole staff to develop effective strategies to improve the achievement of vulnerable students (including those with SEND. * To ensure that appropriate, ambitious, and challenging targets are set for students and are monitored effectively. * To monitor and support student progress, developing strategies to raise standards of student attainment and achievement for specific cohorts of students including those with SEND.   **Curriculum and Alternative Provision**   * To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for identified groups of students. * To co-ordinate alternative provision is in place to meet the needs of those students who may need a tailored/bespoke curriculum. * To ensure that quality assurance and safeguarding procedures are in place for any students that are undertaking alternative provision. * To develop an alternative suite of qualifications/pathways so that all students can experience success and progress effectively onto their next steps in education. * To work with the DHT to ensure that Provision Mapping is up to date and accurate and is used effectively to meet the needs of students |
| ***N.B. This job description is current at the date show, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job, which are commensurate with the salary and job title.*** | |

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| **Section 3 - Person Specification – Assistant Headteacher of Saddleworth School** |

PLEASE NOTE: The Selection Panel will use the criteria below to shortlist. Only those

applicants who demonstrate that they meet all the essential criteria to the Panel’s

satisfaction will be invited to interview.

**\*A –** Application form/supporting statement **I –** Interview **R –** Reference

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| Selection Criteria | Essential or Desirable | How Assessed |
| **Education/ Qualifications & Professional Development** |  |  |
| Degree or equivalent qualification | E | A |
| Qualified teacher | E | A |
| SENDCO Qualification (if not already obtained this would have to be completed on appointment) | D | A |
| Evidence of continuing professional development including preparation for a senior leadership role | E | A |
| **Leadership and Management** |  |  |
| Successful leadership experience as a middle/senior leader. | E | A,I,R |
| Track record as a successful middle/senior leader who can demonstrate their impact on the outcomes and experience of students | E | A,I,R |
| Understanding of effective school self-evaluation and the requirements of the inspection framework for schools | E | A,I,R |
| Ability to develop and implement strategies which drive forward whole school improvement priorities. | E | A,I,R |
| Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes | E | A,I,R |
| Experience of developing policies and systems that promote the effectiveness of leadership and management practices | E | A,I,R |
| Ability to direct and co-ordinate the work of others in a professional manner | E | A,I,R |
| Ability to lead, motivate and inspire staff and students. | E | A,I,R |
| Ability to communicate effectively with, and write reports for, a range of stakeholders, including students, staff, governors and external agencies | E | A,I,R |
| Successful experience of developing staff | E | A,I,R |
| **Experience and knowledge of teaching and learning** |  |  |
| Experience of working as a SENDCO | D | A,I,R |
| Experience of teaching and working with Students with SEND. | E | A,I,R |
| Experience of working as part of a SEND Department | E | A,I,R |
| Local and national policies, priorities, and statutory frameworks for SEND | E | A,I,R |
| Outside agency support for SEND learners and how to access this. | E | A,I,R |
| Proven experience as a high performing teacher and who addresses/responds to the needs of pupils to improve outcomes and achievements | E | A,I,R |
| Sound understanding of how children learn, how teachers can best teach and how to raise achievement of all pupils | E | A,I,R |
| To have a working and current knowledge and understanding of the changing educational system and the curriculum and its relevance to Saddleworth School | E | A,I,R |
| To understand the effective use of data, assessment and target setting to raise standards/address weaknesses to drive forward school improvement | E | A,I,R |
| Commitment to a full and enriching curriculum | E | A,I,R |
| **Professional Attributes** |  |  |
| A commitment and personal enthusiasm for the school’s mission to ‘Empower and Inspire’ all students and staff | E | A,I |
| An understanding of the diverse needs of all students in our school and how these can be best met | E | A,I |
| Proven track record of helping all student to achieve high standards and to fulfil their potential. | E | A,I,R |
| A leader who expects and supports outstanding classroom practice | E | A,I,R |
| Ability to maintain the high profile of the school within the wider community | E | A,I |
| A desire to engage and work collaboratively with parents, carers and other stakeholders to improve the life chances of our pupils | E | A,I |
| Excellent written and oral communication skills | E | A,I,R |
| Competence in and the understanding of, the use of ICT as a management and educational tool | E | A,I |
| **Personal Qualities** |  |  |
| Ability to respond to changing needs to show resilience and strategic planning. | E | A,I,R |
| Strongly motivated with personal resilience, persistence and perseverance. | E | A,I,R |
| Ability to prioritise, plan and organise. | E | A,I,R |
| Ability to work under pressure to achieve, to have high expectations, lead by example and meet deadlines. | E | A,I,R |
| Deal sensitively with people and help to resolve problems. | E | A,I,R |
| Take firm action where appropriate | E | A,I,R |
| Encourage staff development by building on existing strengths within the school | E | A,I,R |
| Be a positive role model with the ability to inspire, challenge, motivate and empower teams and individuals to achieve high goals | E | A,I,R |
| Demonstrate a capacity to work with energy, vigour and resilience to achieve the aims and goals of Saddleworth School | E | A,I,R |
| **Safeguarding** |  |  |
| Proven commitment to and up to date knowledge of the protection and safeguarding of children and young people | E | I,R |
| The ability to form and maintain appropriate relationships and personal boundaries with young people | E | I,R |
| Knowledge and understanding of, and willingness to cooperate and work with relevant agencies to protect young people | E | I,R |
| Proven and demonstrable experience and commitment to promoting positive behaviour and values amongst staff and pupils and address/respond appropriately to concerns and issues | E | A,I,R |