



WELLNESS  
AMBITION  
TOGETHERNESS  
CONFIDENCE  
HONESTY

# CHOSEN HILL SCHOOL AND SIXTH FORM



## Assistant Headteacher: Inclusion and SEND Candidate Pack



CHOSEN HILL SCHOOL



NUCO training  
APPROVED INSTRUCTOR



[www.chosenhillschool.co.uk](http://www.chosenhillschool.co.uk)



**WELLNESS**  
**AMBITION**  
**TOGETHERNESS**  
**CONFIDENCE**  
**HONESTY**

- WELLNESS:** ensuring that our work supports the emotional, social, and physical health of our staff and students
- AMBITION:** a focus on high expectations and aspirations for our students to achieve amazing outcomes
- TOGETHERNESS:** high performance comes from an environment of trust and support. We need to build and maintain strong community links beyond the school
- CONFIDENCE:** positive feedback, celebration, and a coherent knowledge-rich curriculum that gives students self-belief and esteem
- HONESTY:** a willingness to give and receive developmental support alongside strong culture of rigorous and frequent evaluation in order to be better every day



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# Welcome to Chosen Hill School

Thank you for your interest in this very important position at Chosen Hill School.

Chosen Hill School is a happy school where students, staff and parents work closely in partnership. Self-belief, aspiration, and mutual respect are key drivers in the pursuit of a culture of excellence. Our aim is that every individual will experience success. That doesn't come magically – it is the result of hard work, perseverance and commitment by the student, good teaching, encouragement and feedback from staff.

Key to a student's success is their attitude to learning and, here at Chosen Hill, we place emphasis on students developing a growth mindset, where students are encouraged to take ownership and responsibility for their learning, whilst being fully supported to do so by a broad, balanced and stimulating curriculum, a rich extracurricular and cultural offer and professional student support services.



You will find a picture of life in a dynamic community where students grow in confidence, independence, leadership, and resilience, not only in their lessons, but in the breadth of Chosen Hill School's provision. We are very proud of our tradition of student leadership and ensure that students have many opportunities to contribute to the development and success of the school and to act as role models for younger students – from Year 9 Junior Prefects to Year 11 Prefects, from membership of the Year and Whole School Councils to the Sixth Form Leadership Team and House Captains – our young people take responsibility at every stage in their school careers.

We have the highest expectations of our young people, not simply in their progress in learning, but in how they grow as good citizens. We want our students to be people we would be proud to know as our family, friends, and neighbours. When our young people go out into the world, we want them to make a very positive difference. The ethos of the school is that we all help and look out for one another. We have an impressive record of community and charity work both here and abroad, from the hosting of our own Race for Life events to World Challenge students supporting the building of new school buildings in Malawi. We encourage our students to develop as caring and responsible citizens.

Our school is at a very exciting point in its improvement journey. The vision for the school over the next five years is best summed up by our WATCH (Wellness, Ambition, Togetherness, Confidence and Honesty) words which underpin all decisions made by the school. I believe that a strong creative and practical offer for our students is essential to providing a broad and engaging curriculum and I look forward to welcoming successful shortlisted candidates to hear more about how they could help us to develop this further at Chosen Hill School.

**Matthew Pauling**  
**Headteacher**

# Chosen Hill School Leadership Arrangements

The Senior Leadership Team includes the Headteacher, two Deputy Headteachers, four Assistant Headteachers and the Business Manager.

The structure of middle leaders comprises of Heads of Faculties for: English, Maths, Science, BUSIT (Business and ICT), DART, Physical Education and Performing Arts, Modern Foreign Languages, and Humanities.

A faculty further comprises of Assistant Faculty Leads and Subject Leads.

In conjunction with faculties there are whole school coordinator roles with specific cross school briefs.

## Chosen Hill Sixth Form

Our Sixth Form community is a successful, thriving, and forward-thinking group of individuals who are dedicated to reaching their full potential and preparing for the world beyond school. Our vision to equip students with the skills and knowledge they need to succeed in future life underpins everything that we do. We inspire confidence and ambition in our students through a challenging curriculum and a supportive environment. Our Sixth Form students feel very much part of our whole school community, and this is demonstrated through their actions and successes.

Our students display a love for learning both within the classroom and the wider school community. We have an excellent Student Leadership Programme which allows students to build teamwork, communication, and problem-solving skills. Our Sixth Form students inspire, lead, and support our younger school community through academic support in lessons, House Leadership, Sports, and transition activities.

We welcome all students who meet our entry requirements and have a desire to better themselves. We will provide support and challenge so that all students can reach their goals. The steps towards securing a place in our popular sixth form start with our Open Evening, followed by one-to-one guidance meetings, attending our Sixth Form Taster Day, bridging work and eventually enrolment and induction day.

We have a dedicated, purpose built Sixth Form facility with supervised space for Directed Study. We have a suite of IT rooms and Study rooms for group and individual work. We have social space with a canteen outlet to provide space for building friendships and making lasting memories.

All our staff are supportive and inspiring professionals with a desire to ensure that our students realise and exceed their full potential both academically and personally.

Each Sixth form student has a specialist Learning Mentor who will support them with individual academic mentoring. Our learning mentors will provide guidance on preparation for Universities, Apprenticeships, and the world of work. In addition to this, we have a dedicated KS5 Futures Lead who works closely with all Sixth Form Students to provide up-to-date guidance and support regarding next steps.

Our students are resilient, ambitious, and well prepared for life beyond school. We always have a focus on high expectations and aspirations to ensure our students achieve successful outcomes.

## Pastoral System

Chosen Hill School has a long tradition of strong pastoral care and support based on mutual respect and high expectations. We recognise that the modern world is an increasingly challenging place for young people with the rise of social media and the pressures of academic assessment. We have a well-resourced and focussed student services provision alongside our pastoral leaders to provide strong support and guidance for students both for the day to day needs and for more specific support. The quality of this provision is recognised by the school's award as a Mental Health Champion and Healthy School's status.

Each student is part of a Learning Mentor Group with one key adult as their first port of call each day in the form of their Learning Mentor. The Learning Mentor is the first person to whom a student will turn for help or advice and the first point of contact at the school for parents. Each Learning Mentor group is attached to one of our four Houses – Carne, Whittle, Masefield, and Scott.

Each year group follows a richly resourced Learning Mentor programme delivered by the Learning Mentor which focuses on Literacy, Numeracy, and personal, cultural, and social development in the KS3 and study skills, exam skills, personal and leadership development, and futures guidance in the KS4.

A Year Lead oversees each year group – Progress Coordinator who oversees the progress and development of each child in the cohort, focusing on their academic and personal progress and development and ensuring each student receives the support and guidance they need to remove any barriers to learning.

Each curriculum phase receives strategic oversight from a Senior Progress Coordinator.

## Learning Mentor Role

- To be a Learning Mentor to an assigned group of students in line with contracted hours.
- To promote the general progress and well-being of individual students and of the Learning Mentor Group as a whole.
- To liaise with Year Leads to ensure the implementation of the school's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of Action Plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to the Personal Development Curriculum according to school policy
- To apply the Behaviour management systems so that effective learning can take place.





## SEND Department

You will lead a committed, hardworking and friendly faculty who work closely together to achieve the best possible outcomes for our students. The faculty consists of a large team of Teaching Assistants who are supported by two Lead Teaching Assistants, as well as our Deputy Inclusion Lead and Inclusion Administrator. Students are well supported in lessons, through a wide range of interventions and in our Hub and Choices provisions, as appropriate.



## Senior Leadership Team

You will be joining a Senior Leadership team consisting of seven other team members. The Headteacher, two Deputy Heads, the Business Manager and three other Assistant Heads. We meet three times a week and there is an open and supportive culture and recognition of the individual skills, knowledge and experience that we all bring to the team.



# Assistant Headteacher: Inclusion and SEND – Advert

Closing date for applications: Monday 28<sup>th</sup> April 2025

Interview Date: W/C Tuesday 6<sup>th</sup> May.

Visits Available: Monday 7<sup>th</sup> April at 12:20 or Tuesday 8<sup>th</sup> April at 09:00

Start Date:	September 2025
Salary:	Leadership Scale – L12-L16
Contract:	Full or Part Time, Minimum 0.8 FTE.

Are you an inspiring and dedicated leader with a passion for inclusion? Do you want to make a difference in the lives of children with Special Educational Needs and Disabilities (SEND)? We are looking for an exceptional and dynamic Assistant Headteacher to lead our Inclusion team and shape the future of our SEND provision.

At Chosen Hill School, we believe in fostering a nurturing and inclusive environment where every child is known, valued and given the opportunity to thrive. As Assistant Headteacher for Inclusion and SENDCO, you will play a key role in ensuring that our SEND students receive the best possible support, care, and education.

We are looking for a highly motivated and committed SENDCO to join our Senior Leadership Team as an Assistant Headteacher. This role will lead our Inclusion Department, ensuring all our students have equal access to quality education and support, regardless of their background or ability. You will also be an integral part of the senior leadership team, bringing your skills and experience to support our development of the schools WATCH vision.

As the Assistant Headteacher: Inclusion and SENDCO, you will be responsible for leading our school's SEND strategy and working closely with staff, students, and families to ensure that all pupils with additional needs are fully supported. The SEND provision was recognised as a strength of the school in our recent Ofsted Report (December 2024). Your role will be both strategic and hands-on, guiding the development of our excellent SEND provision and driving forward initiatives to promote inclusion across the school. This role benefits from the expertise of a Deputy Inclusion Lead and administrative support.

## Key Responsibilities:

- Lead and manage the SEND team, ensuring high-quality provision for students with a wide range of needs.
- Work closely with senior leadership to develop and implement an inclusive vision for the school.
- Oversee the creation and implementation of individual education plans (IEPs) and ensure appropriate interventions are in place for SEND pupils.
- Collaborate with teachers to enhance inclusive teaching practices and support professional development.
- Build strong relationships with families, ensuring their voice is heard and their child's needs are met.



- Promote a whole-school approach to inclusion, ensuring that all students, regardless of need, feel valued and supported.
- Lead support for Children in Care and Young Carers, working closely with the DSL as part of the safeguarding team.
- Monitor the progress of SEND students and report regularly on outcomes to leadership.

Chosen Hill School is a thriving comprehensive academy, judged good by Ofsted in all categories in our recent December 2024 Ofsted. It is a large, popular and successful 11-18 Academy School situated in Churchdown halfway between Cheltenham and Gloucester. We have around 1350 students on roll, of which 200 are in the Sixth Form. Chosen Hill is a happy school, where students, staff and parents work closely in partnership. There is an atmosphere of trust and mutual respect.

For further information or an informal visit to the school please contact Mrs Young, PA to Headteacher via [pa@chosen-hill.gloucs.sch.uk](mailto:pa@chosen-hill.gloucs.sch.uk).

We offer:

- Membership of the Teachers' Pension Scheme
- Cycle to work scheme option.
- Excellent CPD provision, both internally and externally
- Access to the national college and hundreds of online training opportunities
- Free parking
- Employee Assistance Programme
- Free Breakfast and coffee machine
- Staff wellbeing activities and events

### **Recruitment Checks**

The Headteacher and The Governing Body of Chosen Hill School are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We require all new employees to complete an enhanced level criminal background check through the Disclosure and Barring Service. It is a condition of employment that the employee should not have been convicted of a criminal offence against children, nor have been dismissed, or resigned from, a previous employer for misconduct of a similar nature. Having a criminal record is not necessarily a bar to employment; it will depend on the nature, circumstances, and background to the offence.

As part of our due diligence within safer recruitment, school will be conducting online searches to help identify any incidents or issues which may need to be explored at interview. These searches will include, but will not be limited to, Facebook, Instagram, Twitter, and Google.

# Assistant Headteacher: Inclusion and SEND – Job Description

Post title:	Assistant Headteacher
Reporting to:	Headteacher
Working Time:	Full or Part Time, Minimum 0.8 FTE
Salary/Grade:	Leadership L12-L16
Disclosure Level:	All positions are subject to an enhanced DBS check as standard practice

## Job Summary

The Assistant Headteacher with Responsibility for Leading Inclusion is a senior leadership role within Chosen Hill School. The role primarily focuses on providing strategic leadership and direction for inclusion, ensuring that all students, regardless of their background or abilities, have equal access to quality education and support. The Assistant Headteacher will work closely with the Headteacher, senior leadership team, and other staff members to create an inclusive and supportive learning environment for all students.

## Whole School Leadership

Working with the Headteacher and senior leadership team to develop the school's WATCH vision, establish and maintain a culture and ethos that promotes effective collaboration, excellence, equality and high expectations of all pupils and staff.

- Articulating and modelling the school's vision and strategic direction, developing and implementing coherent operational plans which promote and sustain continuous school improvement
- Contributing to the school's rigorous and on-going self-evaluation cycle and quality assurance procedures across the school including:
  - contributing to the SIP & SEF and providing relevant evidence for the allocated areas of responsibility
  - Leading and participating in cross-school Quality Assurance (eg SSE) of teaching standards to moderate judgements;
- Interpreting and acting upon pupil performance/prior attainment data as it relates to the quality of teaching and learning – with particular focus on SEND student progress
- Analysing and sharing quality of teaching and learning data with middle leaders; raising questions, posing hypotheses, providing challenge and implementing plans of action;
- Work scrutiny/standardisation of assessment
- Lesson observations and feedback
- Learning walks and pupil pursuits
- Checking that all staff are fulfilling their professional responsibilities and carrying out their duties effectively.
- Contribution to the development of the school's professional development programme for all staff in the school.
- Drafting workplace policies, procedures and practice, ensuring they take account of statutory requirements and/or national and local priorities and promoting collective responsibility for their implementation as required;
- Preparing Inclusion focussed reports for Governors' meetings as required;
- Being a positive role model in all aspects of leadership, management, teaching and learning to pupils and staff;
- Participating in the day-to-day management of the school by being a visible and effective presence and contributing to the duty rota.

## **Learning**

- Monitoring the quality of learning and teaching through the self-evaluation structures and across the school;
- Making effective use of key data to monitor, address and challenge in-faculty variation and marginal performance;
- Leading by example and consistently modelling good practice in building pupils' growth mindset and learning behaviours;
- Establishing innovative, creative, responsive and effective approaches to supporting learning and teaching of students with SEND;
- Encouraging an ethos which enables everyone to work together, share effective classroom practice, understanding and expertise, celebrate success and accept responsibility for outcomes;
- Ensuring tailored professional development remains a core priority in CPD planning and delivery;
- Reporting national and local educational strategies and developments to all staff and governors as appropriate.

## **Personal Growth and Development**

- Ensuring all staff are kept informed of the school's strategic objectives, core priorities, development and progress through effective communication in the allocated area of operation;
- Contributing to the recruitment and leading the induction and professional development of the school's workforce to achieve the school's vision and goals, including teaching assistants and Inclusion related roles;
- Supporting equal opportunities for all members of the school's community regardless of gender, ethnicity, religion, sexuality or disability;
- Contributing to ensuring the implementation of clear, consistent and effective appraisal processes, challenging underperformance at all levels and providing leadership and support in corrective action plans and follow up;
- Using professional skills and judgement in decision making and ensuring that professional duties are fulfilled, as specified in the Terms and Conditions of Service of Teachers and the Teachers' Standards 2012;
- Managing own workload and that of others to allow an appropriate work/life balance.

## **Community**

- Identifying opportunities, with the Headteacher, to involve external experts, the work of recognised research agencies, partner schools and other organisations to enhance and enrich the professional development programme for staff;
- Sharing knowledge and experience with other schools in Gloucestershire, nationally and internationally to promote innovative initiatives and contribute to the wider development of the education system in the area of inclusion and SEND;
- Maintaining positive perceptions of the school through relevant, interesting and engaging items on the school's website, in newsletters and the local media, presentations /workshops at Parents'/Curriculum Evenings and Celebration events in line with the areas of responsibility;
- Leading specific whole school in-service training sessions related to the priorities for the post and other relevant time limited/working groups.

## **Environment:**

- Ensuring the range, quality and use of all available resources is monitored, evaluated and reviewed in his/her line managed faculties/teams to ensure value for money;
- Generating new income streams and grant funding to complement and enhance the achievement of the school's strategic objectives in the area of inclusion and SEND and which are supportive of the school's ethos.



# Inclusion Lead Responsibilities

## Strategic Leadership

- Develop and implement a clear vision, strategic plan, and policies for inclusion that align with the overall school vision and goals.
- Lead and manage the inclusion team, providing guidance and support to ensure effective implementation of inclusion strategies.
- Monitor and evaluate the impact of inclusion initiatives and adjust strategies as necessary.

## Inclusive Education

- Collaborate with curriculum leaders and teachers to ensure an inclusive curriculum that meets the needs of all students, including those with special educational needs and disabilities (SEND) or English as an additional language (EAL).
- Promote and implement effective teaching and learning strategies to support the progress and achievement of students with diverse needs.
- Monitor and analyse student data to identify trends, gaps, and areas for improvement in relation to inclusion, and use this information to inform decision-making.

## Special Educational Needs and Disabilities (SEND)

- Ensure compliance with legal requirements and government guidelines relating to SEND provision.
- Oversee the identification, assessment, and support of students with SEND, working closely with the Assistant inclusion Lead and relevant staff members.
- Develop and maintain effective partnerships with external agencies, parents/carers, and other stakeholders involved in supporting students with SEND.

## Pastoral Care and Wellbeing

- Work collaboratively with the pastoral team to promote positive behaviour, emotional wellbeing, and mental health support across the school.
- Implement strategies to address bullying, discrimination, and any barriers to learning or participation.
- Provide guidance and support to staff in implementing learning and behaviour strategies linked to the needs of students as identified through their student passport/provision and fostering positive relationships with students.

## Professional Development and Training

- Identifying training needs related to inclusion and provide appropriate professional development opportunities for staff.
- Promote a culture of continuous learning and reflection among staff, ensuring they have the necessary knowledge and skills to support inclusive practices.

## Collaboration and Partnerships

- Foster effective partnerships with parents/carers, external agencies, and the wider community to enhance support for students with additional needs.
- Collaborate with local authorities, other schools, and educational organizations to share best practices and contribute to the wider inclusion agenda.

## Management of Resources:

- To be responsible for the Inclusion Department budget, including assisting with setting budget requirements and managing the budget spending.
- To assist the Business Manager with ensuring the additional needs funding is correct
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, Faculty, subject team and the students

## Staff Development

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To engage actively in the Performance Management Review process.

## Qualifications and Experience

- Qualified teacher status (QTS) and experience working in a secondary school setting.
- Relevant postgraduate qualification and/or experience in a related field (e.g., special educational needs, inclusive education).
- Extensive knowledge of inclusion principles, legislation, and best practices within the context of education in England.
- Proven experience in leading and managing inclusion initiatives at a strategic level.
- Strong understanding of SEND provision and the ability to effectively implement strategies to support students with diverse needs.
- Excellent interpersonal and communication skills, with the ability to collaborate with various stakeholders and build positive relationships.
- Demonstrated leadership skills, including the ability to inspire and motivate staff.
- Effective problem-solving and decision-making abilities.
- Commitment to promoting equality, diversity, and inclusion within the school community.

**Note:** This job description is intended to outline the general responsibilities and requirements of the role. It is subject to review and amendment in accordance with the changing needs of the school and the profession.



## Employee Responsibility

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To promote actively the school's corporate policies.
- To comply with the school's Health and Safety Policy and associated working procedures, undertaking risk assessments as appropriate.
- To comply with the School's Equal Opportunities and Diversity Policy and to ensure that it is implemented within the service area of the post.
- To comply with the School's Data Protection Policy and Code of Practice within the service area of the post.
- To support the school in meeting its legal requirements for worship.
- To show high expectations of all students and staff; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising educational achievements.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to all visitors and telephone callers.
- 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 will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- The school will endeavour to make any necessary/reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

### Health and Safety:

To ensure that all health and safety instructions are followed and that all reasonable care is taken not to do anything that might endanger the postholder or others; to report to the line manager, or person in authority any dangerous situations in the workplace or any perceived shortcomings in health and safety arrangements.

Chosen Hill School operates a No Smoking policy. This includes Vapes and E-Cigarettes.

### Special Conditions:

This job description sets out the duties of the post at the date when it was drawn up, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Some flexibility in the pattern of hours worked is required with a willingness to potentially undertake working outside of the normal daily hours to meet the school needs.

Chosen Hill School is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

### Disability Confident Statement

As a Disability Confident employer Chosen Hill School is committed to equal opportunities and encourages applicants from all backgrounds and communities and guarantees to offer any disabled applicants an interview providing, they meet the minimum criteria for the vacancy.





# CHOSEN HILL SCHOOL AND SIXTH FORM



Brookfield Road  
Churchdown  
Gloucestershire  
GL3 2PL

[office@chosen-hill.gloucs.sch.uk](mailto:office@chosen-hill.gloucs.sch.uk)

01452 713488

[www.chosenhillschool.co.uk](http://www.chosenhillschool.co.uk)