


# Stamshaw Junior School

## Assistant Headteacher (Inclusion) Information pack



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## Welcome from Sam Cantini, Head of Academy

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Thank you for your interest in the role of Assistant Headteacher (Inclusion) at Stamshaw Junior School.

I'm extremely proud to lead Stamshaw Junior School, which is an increasingly popular and well-respected school within our community, serving as a growing three-form entry primary school with a Published Admission Number (PAN) of 360. Here we pride ourselves on providing an excellent journey in education for the children who live in our area. Most of our pupils entering year 3 have begun their educational journey at Stamshaw Infants, which lays a strong foundation, and we are working collectively on a 'one journey' ethos across both the Stamshaw schools.

Our school's motto, *"Be Kind. Do your best. Achieve together,"* encapsulates the inclusive ethos that permeates all aspects of school life.

We are looking for an individual who may already be serving as an Assistant Headteacher, or who is an experienced teacher seeking a new challenge. You will be a strong and confident educator, an enthusiastic team player with high expectations for children's achievement and behaviour. As a member of our senior leadership team, you will be expected to actively contribute to our collective efforts in providing outstanding learning opportunities. Your role will involve creating a pupil-centred environment that embraces the richness of diversity and maintains high aspirations for all students.

Your ability to develop and sustain excellence in learning and teaching will be crucial in this role. We are looking for someone who is ready to take the next step in their career and has the passion to make a real and positive impact on the lives of our pupils.

If you are excited about the opportunity to contribute to our school's vision and would like to learn more about the role, we would be delighted to hear from you. Please do not hesitate to contact us to arrange an informal meeting, where we can discuss the opportunities, this role presents and how you can be a part of our thriving school community.



## About the University of Chichester Academy Trust

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The University of Chichester Academy Trust ('the Trust') is uniquely placed to make a difference to the local education landscape. Schools who join our Trust do so because they wish to work with like-minded schools who have a shared passion for pupil-centred learning and a desire to work together for the benefit of the wider community that we serve.

The Trust now has 17 academies, 2 Inclusion centres and a School Centred Initial Teacher Training base in its education family, based in Hampshire, Isle of Wight, Portsmouth and West Sussex. Although we share the same vision and values, each of our academies has its own identity, which defines them within their local community. The Trust is strongly committed to valuing the uniqueness of each school and governance, through local governing bodies.

### Our Shared Vision

For all young people to be inspired by an excellent education that raises their aspirations and enriches their lives.

### Our Shared Mission

To create a vibrant, inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning.

## 3 Core Messages – Living Our Values

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### Achieve More:

Inspire students and staff to reach their full potential by raising aspirations, celebrating diversity, and cultivating leadership and agency at all levels.

### Challenge Thinking

Cultivate critical thinking and diverse perspectives, grounded in evidence-informed practices, to drive thoughtful and impactful approaches across our trust.

### Shape Futures

Through collective endeavour and collaboration, build a vibrant, inclusive community that transforms life chances, ensuring every young person and adult thrives.

## 4 Trust Priorities

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### Learning and Society

Ensure our curriculum offer allows all of our pupils to achieve more and identify with their school community and society as they journey through each of our schools and work closely with our University sponsor.

### Strategic Leadership

Develop the leadership capacity and impact of our staff so that they are professionally developed in line with our Trust ambitions and their professional learning pathway.

### Collective Responsibility

Invest in and support our staff so that they collaborate to strategically raise the standards all young people reach and embed evidence-based practices that have an impact on the learning and identity of all.

### Trust Identity

Ensure our Trust identity and narrative, including our Equality, Diversity and Inclusion commitment, is known to our communities within and outside of the Trust, so that they see, help shape and benefit from being part of the University of Chichester Academy Trust.

## 5 Key Values

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**Aspirational:** Make the effort to reach higher standards and deepen knowledge

**Evidence Informed:** Encourage curiosity and seek out ways to use and develop the best of what is known

**Diversity:** Explore different perspectives and value how this enriches our lives

**Collaboration:** Develop ways to work with others and ensure our collective endeavour can be achieved

**Agency:** Acknowledge how you are developing and use this to improve different parts of your life

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## Job Profile

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**Job Title:** Assistant Headteacher–Inclusion  
**Reports to:** Head of Academy, Stamshaw Junior Academy  
**Location:** Portsmouth

### Function of the post:

Supporting the Head of Academy for Stamshaw Junior school and working collaboratively with Stamshaw Infant school you will assist in providing strategic leadership and direction, with responsibility for improving teaching and learning across the school. As a member of the School Leadership Team, you will lead a team of MPS Teachers and Teaching Assistants, ensuring a progress focussed approach where teaching is consistently good or better. Fostering confidence, ambition and motivation in staff to promote and deliver a positive, exciting and relevant learning experience for pupils, you will engage and enthuse parents for the benefit of the pupils and Schools.

### Principal Accountabilities:

- To lead in establishing excellent practice in teaching and learning across the schools, establishing and implementing policies that promote high expectations and best practice, improving and developing teaching.
- Lead and model innovative and engaging teaching, creating a learning environment in which staff are inspired and motivated to deliver high quality teaching that, along with robust assessment and other procedures, meets the needs of all pupils leading to improved learning outcomes and standards of education.
- Deputy Designated Safeguarding Lead (DDSL)  
Senior designated person for safeguarding including child protection to include:
  - Acting as SENCO. Ensuring safeguarding practice, policies, procedures, systems and training are robust, up-to-date and implemented by all staff
  - Attendance at exclusion, suspensions and reintegration meetings and a range of child protection/safeguarding meetings as required.
- Lead person for behaviour, well-being and pastoral care and equalities.
- As Inclusion leader and a member of the School Leadership Team to contribute to the development of strategies, policies and practices aimed at raising standards of attainment and achievement throughout the school. This includes taking a clear strategic lead as an attendance champion (Pupil Premium 0.2)
- To provide regular progress updates to SLT in relation to Inclusion, SEN and pastoral care to ensure we are fully aware of all associated successes, issues and concerns.
- To assist with the formulation, communication and monitoring of the School Improvement Plan, particularly in relation to inclusion, ensuring concerns and ideas are considered, and that all staff understand our priorities and the part they play in achieving these.
- Supporting the SENCO to regularly update and monitor the effectiveness of our Inclusion and safeguarding policies including SEN, Behaviour, Safeguarding and Equality Plan.
- To lead on aspects of the School Improvement Plan, completing the writing and evaluation of SEF. Ensuring day to day and in school assessment, intervention planning, tracking and monitoring.
- To play a significant role in training and coaching colleagues.
- In liaison with the Headteacher lead and facilitate curriculum innovation and pioneering practices, monitoring, reviewing and evaluating the curriculum to ensure that provision expectations and standards are high.
- With a teaching commitment (0.2) with responsibility to support with cover for ensuring high standards, ensuring teaching is good or better within a challenging, enriching and rewarding environment.
- Be available to attend governing body meetings when necessary.



- To lead staff meetings, staff INSET and parents' meetings as appropriate.
- Manage rotas and cover for Teaching Assistants and Teachers.
- To take a leading role in appraisal; to monitor planning/work, target setting, assessment and classroom practice; to mentor MPS Teachers
- To ensure that all newly appointed staff have adequate support as part of their initial and ongoing induction.
- To work alongside other leaders and advisory staff involved in supporting the development of inclusive practice across the school.
- To be responsible for the professional duties of the Headteacher in the event of their absence when directed.
- To support effective safeguarding within the school as a DDSL.
- Support the Headteacher to ensure all aspects of staff management are effectively carried out e.g. recruitment and selection, staff inductions and training, performance management, absence management, record keeping, consultation and effective communication, in accordance with Academy and Trust policies and procedures.
- Contribute to the success of the Trust, building and promoting the engagement with community stakeholders and other schools and organisations to enhance learning, support and to build community cohesion and school to school support structures.

### University of Chichester Academy Trust:

The Trust's vision is "For all young people to be inspired by an excellent education that raises their aspirations and enriches their lives", and it is our mission "To create a vibrant, inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning..."

With a supportive and collaborative approach, it is expected our academies are actively engaged and contribute to the work of the Trust; have a shared vision and work within the requirements of the Trust

whilst retaining and developing the academy's own identity.

### National Standards of Excellence for Headteachers:

Be familiar with and as appropriate work to the four 'Excellence as Standard' domains being: qualities and knowledge, pupils and staff, systems and process and the self-improving system detailed in the National standards of excellence for headteachers, January 2020.

### Teachers' Standards (England)

Act as a role model for innovative and engaging teaching, building on teaching techniques that reflects latest research and best practice in child learning and development. Ensure your practices and all teachers perform at a level that is consistently good or better across the current Teachers' Standards (England).

### Framework:

Professional responsibilities and duties should be undertaken in line with the contractual framework for teachers set out in the current School Teachers' Pay and Conditions document, the Academy's Delegation profile and in line with statutory obligations and regulations and policies, procedures that apply to academies within a multi-academy trust and or as directed by the University of Chichester Academy Trust.

The duties contained within this job profile should not be regarded as exclusive or exhaustive and you may undertake a range of other duties appropriate to the salary grade and in line with the context of your role. In consultation, the University of Chichester Academy Trust reserves the right to update your job profile to reflect changes in, or to, your post.

### Equality and Inclusion:

The University of Chichester Academy Trust and the Academy believes that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. We are committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation, and to support this the Academy has a number of policies that you should ensure you are

familiar with and compliant to. Any breaches may lead to termination of employment.

#### **Right to Work:**

British and European Law states that a person cannot be employed to this post if they do not have permission to live and work in the UK. Please advise if you require any guidance or further information.

#### **Health and Safety:**

You are responsible for ensuring that workplace responsibilities within the Section are carried out with full regard to, and in support of, the School's Health and Safety Policies.

#### **Sustainability and Environment:**

The University of Chichester Academy Trust is committed to sustainable development and environmental initiatives. It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of regional and local environmental issues. The University of Chichester Academy Trust will support the academy in continuously seeking to find ways to improve its environmental performance and all staff are required to support these aims.

#### **Data Protection:**

You will be responsible for conducting activities in compliance with the requirements of the Data Protection Act 2018 and the Employment Practices Data Protection Code, especially concerning confidentiality, treatment of personal information and records management.

#### **Safer Recruitment:**

The University of Chichester Academy Trust and School are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure all our recruitment

and selection practices reflect this commitment.

New members of staff will be required to apply for Disclosure Service certification as part of the School's staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at [www.homeoffice.gov.uk/dbs](http://www.homeoffice.gov.uk/dbs)

#### **Privacy Statement:**

The University of Chichester Academy Trust ('the Trust') collects information about you in order to provide you with recruitment and employment services. We will use this information for the recruitment and selection process and, if successful, to activate employment with the Trust.

The legal basis for processing your personal data is that it is necessary for the performance of the employment contract or in order to take steps before entering into a contract and is necessary for the Trust to comply with a legal obligation.

The legal basis for processing special category data is that processing is necessary for the purposes of carrying out the rights and obligations in the field of employment, that it is necessary for the reasons of substantial public interest and that it is necessary for the purposes of the assessment of the working capacity of the employee.

We will keep your personal information for six months following the interview date if you are not successful, and for the duration of your employment plus six years if you are successfully appointed.

You have some legal rights in respect of the personal information we collect from you. Please see the Trust's website for further details on their privacy notice and data protection policy.

You can contact the Trust's Data Protection Officer at [unicat.org.uk](http://unicat.org.uk) if you have a concern about the way the Trust collects or uses your data.



## Person Specification

Essential (E) requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable (D) requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

Knowledge and Qualifications – Essential	Knowledge and Skills - Desirable	Evidenced through
Qualified Teacher with evidence of continual professional development or relevant accredited study appropriate to the post.	Relevant accredited study and/or professional development such as leadership and management training.	<ul style="list-style-type: none"> <li>• Application</li> <li>• Documentary evidence</li> <li>• Interview</li> </ul>
	Holds or willingness to train towards the National award for SEN Co-ordination	
Current knowledge of the national curriculum and research, initiatives and technologies in child learning and development.		
Good understanding of assessment procedures including assessment for learning and end of KS assessment.		
Good understanding of the principles of equality and diversity that support a culture that embraces diversity within the classroom and community.		
Knowledge of, and training in health and safety and safeguarding legislation within the context of school compliance.		
A clear understanding of adaptive teaching and the ability to include all learners to achieve well.		
Skills - Essential	Skills – Desirable	Evidenced through
A skilful communicator with strong, interpersonal and presentation skills, both verbal and written, which naturally adapts to a diverse audience, e.g. governors, parents and carers, staff, pupils and the wider community on a wide range of issues to provide clarity of vision, influence and direct or challenge others.		<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview activities</li> <li>• References</li> </ul>
ICT skills that enables efficient and effective administration, supports the work of the school and enhances pupil learning in the classroom.		
Evidence of leadership and team qualities that contribute to an effective and strong leadership team, with the ability to set and achieve challenging goals in a supportive environment. Identify and deliver change to a high level, which promotes organisational reflection and an enthusiasm and		

motivation for continued improvement and shared thinking.		
Skill set required to successfully extrapolate, analyse and report a range of complex data to a diverse audience.		
Organisational, financial, budgetary, management and administration skills relevant to the effective delivery of the duties of the post to achieve the academy's educational goals and priorities.		
Excellent people skills, managing issues in a sensitive, supportive and appropriate manner to support the effective operation of the Academy.		
Networking skills that build a professional learning community and enable good practice to be shared for the benefit of the Academy and the Academy Trust.		
<b>Experience - Essential</b>	<b>Experience – Desirable</b>	<b>Evidenced through</b>
An exemplary cross primary phase classroom practitioner who is leading in curriculum innovation, and the use of ICT in learning, to enable successful school improvement; with evidence of how this has had a positive impact on pupils achieving their full potential.	Previous Leadership experience, ideally with the primary age range.	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview activities</li> <li>• References</li> </ul>
Demonstrable evidence of being part of a successful team that has delivered measurable improvement in teaching practice with shared thinking and operational management.	Experience of being inspected by OFSTED at a senior level.	
Proven track record of monitoring, evaluating and improving quality of learning and teaching, by using a number of methods including managing, tracking and interpreting pupil data, to moderate achievement and building effective strategies for school self-evaluation.	Experience of contributing to SEF.	
Evidence of collaborating and building effective relationships with parents, carers and the wider community to enrich teaching and learning for the wellbeing of pupils.	Experience of supporting ECTs.	
<b>Personal Attributes - Essential</b>	<b>Person Attributes – Desirable</b>	<b>Evidenced through</b>
Strong work ethic with a high level of commitment to the whole Academy community and a flexible approach.		<ul style="list-style-type: none"> <li>• Interview activities</li> <li>• References</li> </ul>
Commitment to equality that raises aspirations for all, challenges prejudice and assumptions and promotes integration, celebrating the diversity of multicultural Britain.		
An ability to foster an open, innovative, equitable culture, dealing with difficult decisions or situations in a timely manner, making reasoned judgements, conveying conclusions clearly, positively and sensitively		

Welcomes accountability to a wide range of groups, forms constructive relationships with all and understands the importance and value of engaging with parents, carers and the wider community.		
Committed to enabling the academic, spiritual, moral, social, emotional and cultural development of pupils, recognising and valuing the richness and diversity of pupils needs and the school communities.		
Commitment to excellence in learning and teaching, whilst recognising the importance of work-life balance for the well-being of self and others.		
An ability to promote organisational, individual and self-reflection, that enables positive response to feedback to inform decision making and creates an enthusiasm and motivation for continued improvement and shared thinking		
Positive attitude to change, with an adaptable and versatile approach.		
Enthusiastic, approachable and optimistic, with the presence to inspire confidence and trust, enabling others to feel empowered and motivated to achieve high goals.		
Develops and empowers individuals and teams that promotes collaboration, shared knowledge and understanding, where success is celebrated and individuals accept responsibility for outcomes.		

## What We Offer You

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### For your career

- A strong commitment and support for your personal leadership journey
- A strong and supportive Trust Board determined to do the best for our communities
- The opportunity to make a difference as we drive system improvement in a changing world
- Comprehensive central support, advice and guidance to enable you to lead progress in curriculum and pedagogy.

### To be part of something bigger

- A collaborative Trust, which inspires innovation and the motivation for leaders to influence and shape the strategy of the wider Trust and the educational landscape
- Partnership with the University of Chichester, with over 180 years of experience in the training of teachers, for research, specialist support, training and academic study
- Opportunities to work with senior leaders and academy staff across the Trust, who are committed to a shared set of values.

### To make a difference

- To be part of a team that makes a real difference to the life chances of our children and young people
- Contributing to the creation of a culture and environment in which staff feel valued, are inspired and work in buildings which promote and enhance child progress and learning.

### Other staff benefits

- Teachers' Pension Scheme
- Extensive employee assistance provision including 24/7 telephone helpline and counselling
- Lifestyle health and well-being programme
- Access to an extensive personal development programme
- Access to the University's vast Library resources
- Access to the National College resources
- Generous leave entitlement
- Employee Discounts platform, saving £££'s on a range of goods and services
- Cycle to Work Scheme
- Eyecare Voucher Scheme
- Relocation allowance, if eligible
- Security of knowing you are joining an organisation whose sponsor has been promoting education for more than 180 years and was awarded by Ofsted, Outstanding for teacher training.

## Application Procedure

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Applicants are encouraged to arrange a visit to the academy prior to applying. An informal meeting and tour of the academy can be arranged directly with Head of Academy Sam Cantini via email [sam.cantini@stamshawjun.org.uk](mailto:sam.cantini@stamshawjun.org.uk) alternatively please contact the school office on 023 9266 1045.

Applications can be made online through the Trust website; [www.chimat.uk](http://www.chimat.uk)

<https://accesspeople.accesscloud.com/UniversityChichesterMultiAcademyTrustRecruitment>

**Closing Date: Friday 8<sup>th</sup> February 2026**

**Interview Date: Thursday 12<sup>th</sup> February 2025**

### Support of Application

When completing the application form, please refer to the Job profile and particularly the Person Specification in the context of the accountabilities. Please detail in the application form how you believe your experiences and this role will contribute to our Trust Vision and Mission.

You should provide examples which evidence how you believe your knowledge and qualifications, skills, experience and personal attributes, either at work or elsewhere, qualify you to undertake the duties and responsibilities set out in the Job Profile.

### Selection Procedure

The shortlist will be completed on Monday 9<sup>th</sup> February 2026, and successful candidates will be invited to a selection process on 12<sup>th</sup> February 2026.

### Support

If you have any specific support or adjustments that you would like the Trust to consider or arrange for you, please contact the People Team at [UNICATRecruitment@chi.ac.uk](mailto:UNICATRecruitment@chi.ac.uk) who will be pleased to assist.

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