

**CLOSING DATE FOR APPLICATION:**  
**INTERVIEWS:**

**Thursday 20<sup>th</sup> April 9am**  
**Wednesday 26<sup>th</sup> and Friday 28<sup>th</sup> April**



# The Salesian Academy of St. John Bosco

**JOB TITLE: ASSISTANT HEADTEACHER - SEND, INCLUSION AND  
SAFEGUARDING**

This prospective applicant pack provides you with all the relevant information you need to apply for the vacancy being advertised. The pack also provides a lens into our school community through content that we have created for you.





The Salesian Academy of  
**St. John  
Bosco**



Proud to be part of  
**Pope Francis**  
Catholic Multi Academy Trust

## ***Welcome from the Headteacher***

Dear candidate

As the recently appointed Headteacher of The Salesian Academy of St John Bosco I am delighted for your interest in joining our leadership team.

The newly appointed Assistant Headteacher will play a vital role in delivering our vision of securing the very best standards of teaching and learning so that pupils, regardless of their background, abilities or specific learning needs, remain healthy, successfully complete their formal education, and are able to make positive contributions towards society. Working alongside myself and the school's leadership team, your role will be to lead on SEND and Inclusion to create and maintain high standards and aspirations in all aspects of school life, underpinned by our Salesian and Gospel values and to secure outstanding outcomes. In addition to this responsibility you will lead our Safeguarding team as the Designated Safeguarding Lead for the academy.

There is a new ambition for the Salesian Academy of St John Bosco, driven by the strong partnership that exists between the Pope Francis Catholic Multi Academy Trust and the Salesians. This ambition, alongside the build of a new school in 2025, will provide an exciting environment for pupils and staff alike to develop their many talents and pursue academic and personal excellence under our leadership.

If you are confident that you have the qualities, skills and experience we are looking for, as well as the enthusiasm, knowledge and resilience to shape the future of our school, I look forward to receiving your application.

***Sue Bourgade***  
***Headteacher***



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Catholic Multi Academy Trust

## ***Welcome from the CEO***

Dear Candidate

Thank you for your interest in our school and our Catholic MAT; both the Pope Francis Catholic Multi Academy Trust and The Salesian Academy of St John Bosco are at an exciting point in their development.

The Pope Francis Catholic MAT is the first of the Catholic Multi Academy Trusts that are being formed by the Archdiocese of Liverpool. Each school within the Archdiocese will be given the opportunity to join one of 12 locally based Catholic MATs. We are the first of these MATs and are therefore acting as a pathfinder for the MATs that will follow. At present there are three schools within the CMAT; Saint Edmund Arrowsmith Catholic Academy in Whiston, Sacred Heart Catholic Academy in Crosby and The Salesian Academy of St John Bosco in Bootle. The Pope Francis Catholic MAT will serve the Sefton area and may ultimately include up to 29 Catholic schools, both primary and secondary.

The Archdiocesan Catholic MATs will work closely with one another and have a clearly defined philosophy about the way in which a Multi Academy Trust works. We believe that each of our schools has their own distinct identity, history, tradition and values. We believe very much in the preservation of this identity and that the role of the Trust is to work with the Headteacher to offer support and the highest quality services to enable the schools to focus exclusively on providing the highest quality of education rather than dealing with other distractions. We aim to create a collaborative Trust where all individuals are able to thrive and flourish knowing that they are being underpinned by the highest quality support.

Our Mission is clearly laid out, “Enabling schools, aspiration and faith to flourish by uplifting hearts and inspiring minds.”

Our Values are:

- Unity – working together for excellence
- Excellence – to strive to be the best
- Love – respect and care for others and treat them as you want to be treated
- Service – following the teachings of Christ to become valued members of our communities

The Salesian Academy of St John Bosco became part of the Trust on 1<sup>st</sup> January 2023. The school was formerly known as Savio Salesian College. In the last six years the school has faced a difficult journey. In recent years, it has been inspected three times and each time the Overall Effectiveness has been judged to be Inadequate, the latest being in September 2022. This only tells part of the school's story and there is a well-grounded and strong sense of optimism within the school.

The Salesian ethos pervades all aspects of school life and pupils value the way in which they are loved and cared for. We have appointed a new Headteacher, Mrs Sue Bourgade, who will build on this and have the highest expectations. The school has strong support from the DfE and was included as part of the schools rebuilding programme and we expect the new school to be ready for the pupils to move into in 2025.

***Andrew Dawson***  
***CEO Pope Francis CMAT***

**JOB TITLE: ASSISTANT HEADTEACHER - SEND, INCLUSION AND  
SAFEGUARDING**  
**L10 -14 £55,360-£61, 042**

Required for 1<sup>st</sup> September 2023 or sooner if possible.

The Salesian Academy of St John Bosco is a rapidly improving school and we seek applications from highly motivated and inspirational leaders who are committed to ensuring every child and adult within our community has the self-belief to flourish in whatever they choose to do.

“In order to empower everyone to achieve their full potential we, as a community, accept our responsibility to respect and care for each other and our environment in a spirit of friendship and peace.”

The values that are reinforced daily are: Respect, Understanding, Affection, Happiness and Humour.

At The Salesian Academy of St John Bosco we believe that clear expectations regarding responsibilities and behaviour are important in maintaining a successful and happy atmosphere in school.

The Governors are determined to appoint an outstanding and successful leader to the post of Curriculum Lead for Science.

If you are someone that thrives on working in a dynamic environment with like-minded colleagues, then we would encourage you to make an application. This position is a unique opportunity for an exceptional leader to support the school at this point of its development. It is an exciting opportunity to support school improvement and be instrumental in delivering high quality education in our community.

If you require any additional information or would like to visit the school, please contact Mrs Bernadette Deegan at [admin@saviosalesiancollege.com](mailto:admin@saviosalesiancollege.com) who will help you with your request.

Full details of this post including the CES Teacher Application form and associated documents are available to download from the school's website: [www.saviosalesiancollege.com](http://www.saviosalesiancollege.com)

## APPLICATION PROCESS

To apply for this post your completed application must be submitted to include the following documents:

- CES Teacher Application Form
- CES Consent to Obtain References
- CES Monitoring Form
- CES Rehabilitation of Offenders Act 1974 Disclosure Form

Completed applications should be clearly marked with the post title and returned electronically for the attention of Mrs B Deegan at [bdeegan@saviosalesiancollege.com](mailto:bdeegan@saviosalesiancollege.com)

The Salesian Academy of St John Bosco is committed to safeguarding the welfare of children. Disclosure of any criminal convictions and an enhanced DBS check will be required for this post. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. The post may not be exempt from the Rehabilitation of Offenders Act 1974 as certain spent convictions and cautions are 'protected' and are not subject to disclosure. It is important that an applicant provides the school with upfront disclosure of all unspent convictions, cautions, reprimands or warnings. A failure to declare the above (that are not subject to the Disclosure and Barring Service filtering) may disqualify an applicant for appointment and may result in summary dismissal if the discrepancy comes to light subsequently.

The recruitment process for this post will be underpinned by rigorous safer recruitment assessment to ensure that children and young people are protected.

We are an Equal Opportunities Employer.

## JOB DESCRIPTION

Every member of staff at the Salesian Academy of St John Bosco is expected to endeavour to maintain and develop the Catholic and Salesian character of the school, and to support and promote the aims and mission of the school in and through the exercise of all contractual duties and any voluntary activities.

<b>Post Title</b>	Assistant Headteacher – SEND, Inclusion and Safeguarding
<b>Salary Scale</b>	Leadership spine 10-14 (£55,360-£61,042)
<b>Reporting to</b>	Headteacher
<b>Responsible for</b>	<ul style="list-style-type: none"><li>• Leadership of SEND and Inclusion including the specific pupil group of looked After Children across the academy</li><li>• Designated Safeguarding Lead in the academy</li><li>• Leadership of the Safeguarding team of other SLT and non-teaching safeguarding leads</li><li>• Help to uphold the aims and objectives of the academy in line with its Mission Statement and Catholic ethos.</li><li>• Under the reasonable direction of the Headteacher, carry out the professional duties of an academy teacher as set out in the current academy Teachers' Pay and Conditions Document (STPCD).</li></ul>
<b>Liaising with:</b>	Headteacher, senior leadership team, managers, teaching and support staff, Governing Body, Trust Leaders, LA representatives, external agencies, parents and members of the community and the Archdiocese.
<b>Working Time:</b>	Full time as specified within the STPCD
<b>DBS Disclosure Level:</b>	Enhanced

**At The Salesian Academy of St John Bosco we expect all Senior Leaders to be fully committed to:**

- Play a full part in the life of the academy community, supporting its distinctive mission and Catholic and Salesian ethos and encouraging staff and pupils to follow this example.
- Support the academy in meeting its requirements for collective worship and liturgy.
- The inclusive values and ethos of The Salesian Academy of St John Bosco.
- Working as a mutually supporting team, sharing responsibility, successes and challenges.
- Exercising positive leadership and creating a shared vision of the purpose and future development of the academy that reflects our ethos and aims.
- Maintaining high personal and professional standards in all aspects of academy life.
- A consultative and participative approach to leadership and management.

- Being forward looking and anticipating change.
- Responsibility for their own professional and leadership development.
- Being visible at the beginning, during and at the end of the day, specifically at key strategic areas.
- Treating people fairly, equitably, and with dignity and respect to create and maintain a positive school culture.
- Contribute to achieving and sustaining a safe, well-ordered and stimulating school environment where children know, understand and display exemplary learning and social behaviours.
- Where necessary investigating behaviour issues ensuring fair and transparent consequences that are shared appropriately.
- Setting a good example in terms of dress, punctuality and attendance.
- Taking on any additional responsibilities which might from time to time be agreed with the Headteacher.
- Attending and participating in open evenings and school events.
- Building strong links with parents and carers.
- Upholding the school's behaviour code and uniform regulations.
- Participating in and where appropriate lead staff training.
- Attending and where appropriate leading team, SLT and staff meetings.
- Develop strong links with governors, LA support teams, outside agencies, Pope Francis Multi Academy Trust and neighbouring academies and schools.
- Take appropriate responsibility for your own health, safety and welfare.

## **Main Responsibilities: SEND**

The Assistant Headteacher SEND is expected to:

- Lead the work of the SEND Department at the whole academy level.
- Have a strong understanding of the backgrounds of all SEND, especially the most vulnerable pupils.
- Promote high expectations and have high aspirations for pupil outcomes through excellent practice and a relentless pursuit of pupils achieving their best.
- Promote a strongly inclusive culture in which SEND will thrive.
- Ensure the strategic development and operation of SEND and policy and provision.
- Have a strategic overview of provision for SEND pupils across the school, monitoring and reviewing the quality of provision.
- Contribute to academy improvement planning and self-evaluation, particularly with respect to provision for pupils with SEND.
- Make sure the SEND policy is put into practice and its objectives are reflected in the academy improvement plan (AIP).



- Maintain an accurate SEND register and provision map that is well communicated with staff.
- Identify a pupil's SEND, coordinate the provision that meets the pupil's needs, secure the relevant services where necessary and monitor the effectiveness of that provision.
- Hold responsibility for SEND assessment, consultations, annual reviews and EHCP requests.
- Guide and manage, assess, plan, do review cycle within the school.
- Ensure that the SEND Code of Practice is being followed.
- Ensure that all subjects offer a curriculum that addresses the needs of all SEND pupils.
- Ensure that subject strategies for assessment meet the needs of all SEND pupils.
- Evaluate the effectiveness of SEND provision across the academy and continually strive to improve.
- Lead on CPD that addresses key Teaching & Learning priorities for SEND & strong pastoral care.
- Lead SLT and curriculum leaders in establishing a clear quality assurance system, which informs teachers about gaps in their knowledge, skills and understanding of pupils with SEND.
- Ensure that staff know their SEND pupils and can adapt their teaching and respond appropriately to pupil needs.
- Support newly qualified staff, experienced teachers and leaders in their professional development in relation to SEND.
- Use evidence to support staff to improve and hold them accountable.
- Triangulate attendance, behaviour and curriculum data to ensure the school's high expectations on pupil performance are achieved and the necessary support and intervention to achieve this is put into place.
- Develop a system that evidences the progress and achievements of all pupils within the SEND Department.
- Present data, impact and next steps at SLT meetings and termly Governor meetings.
- Liaise with primary academies and ensure a smooth transition to secondary school.
- Ensure if a pupil transfers to or from another academy/school mid-year, all relevant information is conveyed and support a smooth transition for the pupil.
- Promote SEND pupils' inclusion in the academy community and access to the curriculum, facilities and extra-curricular activities.
- Work with the Headteacher and Governors to ensure the academy meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Ensure a consistent approach across the academy to all policies that relate to pupils with SEND.
- Develop strong relationships with parents and carers, (community), without compromising the school's high expectations.

- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice.
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment.
- Evaluate whether funding is being used effectively and suggest changes to make use of funding more effectively.
- Be a key contact for and work with external agencies, such as other academies, educational psychologists, health & social care professionals and the local authority.
- Be aware of the provision in the Local Offer.

## **Main Responsibilities: Looked after Children**

The Assistant Headteacher LAC is expected to:

- Take lead responsibility for LAC at the school, acting as a first point of contact for staff, monitoring and reviewing any concerns relating to pupils' welfare.
- Maintain detailed, accurate and secure written records of arrangements, and any concerns, for LAC.
- Ensure staff members act in accordance with the safeguards in place for sharing sensitive information about individual LAC.
- Create appropriate personal education plans (PEP) for LAC, introducing the necessary teaching and learning provisions, and ensure staff members effectively implement these plans.
- Review PEPs before the statutory review of the care plan, ensuring that they are up-to-date and contain any new information since the last review, including whether agreed provision is being delivered.
- Reflect the progress of LAC in their PEP, setting appropriate targets with appropriate timescales and providing pupils with the support needed to achieve these targets.
- Stay up-to-date with the information about the pupil's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her, and have details of the pupil's social worker and the name of the virtual school head in the authority that looks after the child.

## **Main Responsibilities: Safeguarding Lead**

The Assistant Headteacher Safeguarding is expected to:

### **Manage Referrals**

- Refer cases of suspected abuse to the local authority children's social care as required.
- Support staff who make referrals to local authority children's social care.

- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required.

### **Work with others**

- Liaise with the Headteacher to inform of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. The DSL should be aware of the requirement for children to have an Appropriate Adult with them.
- Work with the “case manager” and designated officer(s) at the local authority for child protection concerns in cases which concern a staff member.
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- Liaise with mental health teams where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents especially where families may be facing challenging circumstances.

### **Raise Awareness**

- The DSL should ensure each member of staff has access to and understands the Academy's Safeguarding and Child Protection Policy and that it is used appropriately.
- Ensure the Academy's Safeguarding Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the Safeguarding and Child Protection Policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the academy in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding. Child Protection File
- The DSL should keep detailed, accurate, secure written records of concerns and referrals and understand the purposes of this record keeping.
- The DSL is responsible for ensuring that child protection files are kept up to date in a secure and confidential place with restricted access. Records should include a clear and comprehensive summary of the concern, details of the action taken, decisions reached and the outcome.

- Where children leave the school, the DSL will ensure their child protection file is transferred to the new academy, school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. An understanding that The Data Protection Act 2018 is not a barrier to sharing information to promote the welfare and protect the safety of children.
- In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new academy, school or college in advance of a child leaving. For example, information that would allow the new academy, school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

### **Availability**

- During term time the DSL (or Deputy) should always be available (during academy hours) for staff in the academy to discuss any safeguarding concerns.
- Cover arrangements for any out of hours / out of term activities may be requested e.g. academy visits.

## JOB TITLE: ASSISTANT HEADTEACHER - SEND, INCLUSION AND SAFEGUARDING

### PERSON SPECIFICATION

Applicants must meet all of the essential requirements for this post

Catholic Dimension	Essential	Desirable	Application / Interview
Understanding of the distinctive nature of Catholic schools	✓		A / I
Strong support for our ethos and values as a Salesian Academy	✓		A / I

Safeguarding	Essential	Desirable	Application / Interview
Understanding and commitment to pupil welfare and safeguarding	✓		I

Qualifications and Training	Essential	Desirable	Application / Interview
A degree or equivalent qualification	✓		A
Qualified Teacher Status (QTS)	✓		A
Evidence of relevant professional development for this post	✓		A / I
Postgraduate qualification National Award for Special Educational Needs Coordination (NASENCo)		✓	A / I
Commitment to completing the Postgraduate qualification National Award for Special Educational Needs Coordination (NASENCo) within 2 years of taking up the post	✓		A / I
DSL training or a willingness to complete DSL training as soon as possible after taking up the post	✓		A / I

Experience	Essential	Desirable	Application / Interview
Demonstrable impact from previous leadership and/or management responsibilities	✓		A
Teaching experience in more than one school		✓	A

A proven track record of outstanding classroom practice and securing outcomes for pupils, including SEND, as a class teacher	✓		A / I
The ability to lead evidence informed change, leading to improvement within a subject area on attainment, progress or behaviour	✓		A / I
Experience working with parents/carers to support pupil welfare and achievement	✓		A / I
Experience working with wide range of external stakeholders to support pupil welfare and achievement		✓	A / I

Job Related Skills and Knowledge	Essential	Desirable	Application / Interview
Excellent subject knowledge and skills in own subject area	✓		A / I
Knowledge of how to meet the needs of all pupils through adaptive teaching and personalisation	✓		A / I
The ability to effectively analyse internal and external data to track progress of pupils and evaluate curriculum impact	✓		A / I
The ability to coach, motivate and support staff to improve outcomes for pupils	✓		A / I
The ability to use IT as a management and teaching tool	✓		A / I
The ability to effectively use knowledge of current educational curricular and SEND issues, recent reports and legislation	✓		A / I

Personal Qualities	Essential	Desirable	Application / Interview
Excellent communication skills	✓		A / I
The ability to work collaboratively with others	✓		A / I
The ability to work effectively as a team	✓		A / I
The ability to be self-reflective and desire to improve own performance and that of the staff you line manage	✓		I
Excellent record of personal attendance, punctuality and health	✓		A
High personal standards of dress, conduct and presentation	✓		I

Applicants should be able to provide a well-constructed and concise application providing demonstrable evidence of the essential requirements for the role.

The School Governing Body are committed to safeguarding and promoting the welfare of children. This post is subject to the Enhanced Disclosure procedures.