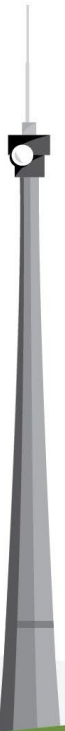


# Information Booklet

Assistant Headteacher with responsibility for  
Special Educational Needs and Disabilities.



# A warm welcome from the Mast Academy Trust

Thank you for considering applying for this post within The Mast Academy Trust.

We genuinely believe that any of the schools within our Trust are wonderful places to work and develop your career.

We are a community of schools where relationships are positive, respectful and friendly. We consist of Birdsedge First School, Shelley First School, Kirkburton Middle School, Scissett Middle School and Scholes Junior and Infant School. We are an incredibly busy community of schools with lots going on all year round.

We are fortunate in having exceptional staff teams in all our schools who enthusiastically provide an engaging curriculum and a wealth of extra-curricular activities and experiences for our pupils to enjoy. Our schools, and the Trust, are supported by our dedicated and committed teams of Trustees and Governors.

As a community, we all work hard to ensure that pupils get the very best learning experience which supports them to achieve the very best outcomes.

We have a well-established passion for collaboration; working in partnership throughout the Trust and with a range of other alliances and as part of the Shelley pyramid of schools.

We would hope that what you read in the information pack and your wider research about the Trust and schools will encourage you to apply.



CEO – The Mast Academy Trust

## About the Trust

The MAST Academy Trust was established in December 2016 to build upon strong, existing partnerships around the pupils and families in our locality through academy status. The Trust currently comprises of five schools across the 4-13 years age range. We are a collaborative Trust, with all leaders supporting the development of MAST within the context of an Executive Leadership Team. Working strategically together, within our Pyramid of schools and with other services, we aim to transform provision and outcomes for pupils and their families.

*We want to support everyone to be the change they wish to see in the world. We understand that this is not about grand gestures, it's about helping individuals. Through a constant drive to enrich and develop our people, we can create a group of schools capable of achieving this goal. We remember this in everything we do, everything we say, every action we take, everything we promote. By keeping this focus, we aim to be an influential contributor to the world of education and an example to others.*

Our vision for our pupils, staff and schools at the Mast Academy Trust is not defined by a statement but a set of key principles; principles that when united reveals our overarching vision. As individual schools and a Trust:

- We celebrate **individuality**
- We **collaborate** for the good of our children and staff
- We **inspire** our children, and our employees to **achieve** their ambitions
- We all **learn** from our experiences
- We ensure a **safe** and **caring** environment for everyone

We commit to:

- Put the **children** at the heart
- Value all our **people** and respect their well-being
- Serve the **community** around us
- **Respect** different opinions and then unite together
- Be willing to **challenge** and accept challenge
- **Support** all areas within the MAST Academy Trust
- Adhere to the Nolan Principles

The Mast Academy Trust

c/o Scissett Middle School, Wakefield Road, Scissett, Huddersfield, HD8 9JX  
[www.themast.co.uk](http://www.themast.co.uk) | 01484 865444

# Joining the Trust

## Career Progression

The Trust is committed to developing all staff within their roles and creating opportunities for further career progression.

## Pension

Every employee of the trust and the schools part of The Mast Academy Trust has access to the Headteacher's Pension Scheme or the Local Government Pension Scheme.

## Health and Wellbeing

As an employer we are committed to promoting and protecting the physical and mental health of all our staff. All employees in the Trust have access to a mental health and wellbeing service provided by Group Buy Scheme. The service provides counselling, medical and wellbeing support.

## Supportive Colleagues

Wherever you work within the Trust, in our school teams or collaborative teams, in a teaching or support role, there are leaders and colleagues there to offer support and guidance throughout your career at the Mast Academy Trust.

Our new colleagues receive a comprehensive induction; all our colleagues receive ongoing Continual Professional Development provided by the Trust or from external providers.

One benefit of being part of a trust is you can learn and share knowledge and experiences with colleagues from the other schools within the Trust.

## Equality

The Mast Academy Trust's aim is to attract people from diverse backgrounds to build on our inclusive culture and represent the communities we serve. We welcome applications from everyone regardless of sex, race, disability, age, sexual orientation, transgender status, religion or belief, marital status, or pregnancy and maternity.

We are committed to inclusivity and will consider requests for flexible working including part time and job share arrangements, where the role allows. We are committed to promoting and protecting the physical and mental health of all our staff.

We adopt a 'name blind' approach to shortlisting. Recruiting managers will not have access to personal information, including your name and contact details, until a shortlisting decision has been made.

# About Scholes Junior and Infant School



Welcome to Scholes Junior and Infant School. We hope you find the information contained within this information pack useful in getting to know us and in understanding what our values are as a school.

Scholes Junior and Infant School is a small, village primary school set within a semi-rural part of Holmfirth, Huddersfield. There are currently 184 pupils on roll, divided into 7 classes.

We are a member of the Mast Academy Trust, which also comprises of Scissett Middle School, Birdsedge First School, Shelley First School and Kirkburton Middle School. We are also a part of the very successful Holmfirth Pyramid of schools. Most pupils come to us from the surrounding village of Scholes and then transfer to Holmfirth High School at the end of Year 6.

One of our key aims is to equip pupils with the essential knowledge and skills they need to lead happy and successful lives, as well as preparing them for the next steps in their learning journey. We have begun to establish robust curriculum plans and work closely with specialist leaders of education within the trust, as well as being part of a number of subject networks. This means we have access to expertise, but with the opportunity to make the right decisions for our school when it comes to the curriculum.

The team at Scholes are hardworking, dedicated and strive to provide the best curriculum possible which is reflective of the National Curriculum and the Scholes area. As part of the trust, we have established Rosenshein principles of instruction to maximise learning opportunities and help pupils remember the taught curriculum overtime. Alongside this, we aim to enrich the curriculum with a whole host of exciting visitors, trips and activities to add to pupils' cultural capital.

Pupil development is rooted within our **KIND** values - **Kindness** is key within all interactions at Scholes and pupils embody this with each other, staff and all visitors. Our pupils are encouraged to build **Independence** - from the first days in Reception, right through to the leadership roles held in Key Stage Two. We **Nurture** not only one another, but also the talents of every individual where success is celebrated. All staff encourage children to have **Determination** in their actions - mistakes happen but provide valuable learning opportunities for personal growth. Our pupils really do 'learn through enjoyment'.

We specialise in supporting, nurturing and guiding pupils through this time in their lives – emotionally, socially and academically – in order that they can achieve well and feel safe. We believe strongly in the importance of inclusion, the development of the whole child, and meeting the needs of the individual.

Attendance is strong, bullying is rare, and pupils tell us they feel safe and well-cared for. Through stakeholder surveys, parents tell us they are very happy with their children's experience at school; the progress their children make and the quality of teaching each child receives. We believe that development is most effective in a calm and orderly atmosphere where children are encouraged to behave in an appropriate manner and where self-discipline and resilience is important and valued. Pupils are encouraged to take responsibility for themselves and their learning, seeing themselves as citizens of the community - citizens who can make a difference.

Mrs Lisa Pugh  
Headteacher

# Assistant Headteacher

For the Scholes Junior and Infant School

Organisation	Scholes Junior and Infant School
Job Scale	L1 – L5 (L1 in the first instance)
Hours	Full Time
Type	Permanent
Job share	Not applicable
Location	The primary place of work shall be Scholes Junior and Infant School, you will be required to work at any school within the Trust.
Responsible to	Headteacher

JOB CODE	SJISAHT0425
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**The Mast Academy Trust and its members, trustees, governors, executive leaders and Headteachers are committed to safeguarding, promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place; it expects all staff and volunteers to share the commitment.**

**Appointments will be subject to an Enhanced DBS check.**



## Overview

We are seeking to appoint a dynamic and committed leader to shape the strategic direction and development of SEND provision across our school. This post provides an exciting opportunity for you to drive school standards forward in this very important area in order to ensure our SEND pupils achieve great outcomes, both academically and personally. You will be joining a friendly and forward-thinking school at a very exciting time; a school that genuinely values the well-being of all staff and that will invest in your ongoing professional development.

As the Assistant Headteacher, you will have responsibility for leading, developing and managing a high standard of provision for learners with SEND, ensuring that the standards of attainment and achievement are high and that SEND pupils make accelerated and sustained progress. You will be responsible for leading our team of highly dedicated support staff, managing and maintaining the school's SEND register and ensuring that the legal and statutory requirements are met for all pupils with SEND. This will require working closely with parents and a variety of outside agencies. You will also contribute to in-service training for teachers and support staff, monitor and evaluate our SEND provision, and ensure strategies are adopted in order to ensure quality first teaching is evident across the school and the wider Trust.

We are looking for somebody who:

- Firmly believes in the unlimited potential of every pupil and has a commitment to inclusive educational provision
- Has excellent leadership, management and interpersonal skills in order to lead, motivate and inspire our staff and pupils
- Has a good working knowledge of the SEND Code of Practice and other relevant statutory requirements
- Has the skills and ability to improve the quality of the SEND provision both within school and the wider Trust in order to ensure excellent outcomes for all

This job is part of our Education Support job family which plays a key role in supporting schools to deliver high quality services.

This job is part of our Education job family which plays a pivotal role in supporting schools to deliver high quality services.

## Basic Job Purpose

The assistant headteacher will support the headteacher in:

- Communicating the school's vision compellingly and supporting the headteacher's strategic leadership
- The day-to-day management of the school
- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct
- Build positive and respectful relationships across the school community
- Serve in the best interests of the school's pupils

- Determine the strategic development of special educational needs (SEN) policy and provision in the school.
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies.

The assistant headteacher will also have a timetabled teaching commitment complying with the Teachers' Standards and modelling best practice for others.

They may also be required to undertake any of the duties delegated from the headteacher.

## Main Responsibilities – Assistant Headteacher

### School culture and behaviour

Under the direction of the headteacher, the assistant headteacher will:

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

### Teaching, curriculum and assessment

Under the direction of the headteacher, the assistant headteacher will:

- Establish and sustain high-quality teaching across subjects and phases, based on evidence
- Ensure the teaching of a broad, structured and coherent curriculum
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
- To ensure that Quality First Teaching is taking place in lessons across the school and support teaching staff in meeting the needs of SEND pupils.

### Strategic development of SEN policy and provision

- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision.
- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability.
- Ensure the SEN policy is put into practice, and that the objectives of this policy are reflected in the school improvement plan.
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice.
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective.

## Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map.
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support.
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment.
- Be aware of the provision in the local offer.
- Work with other schools, educational psychologists, health and social care professionals, and other external agencies.
- Be a key point of contact for external agencies, especially the local authority.
- Analyse assessment data for pupils with SEN or a disability.
- Implement and lead clearly defined and focused intervention groups for pupils with SEN, and evaluate their effectiveness following a 'Plan → Do → Review' cycle.

## Support for pupils with SEN or a disability

- Identify a pupil's SEN.
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness.
- Secure relevant services for the pupil.
- Ensure records are maintained and kept up to date.
- Review the education, health and care plan with parents or carers and the pupil.
- Communicate regularly with parents or carers.
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil.
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability.

## Organisational management and school improvement

Under the direction of the headteacher, the assistant headteacher will:

- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Ensure effective use of budgets and resources
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure these school improvement strategies are effectively implemented

## Staff management and professional development

Under the direction of the headteacher, the assistant headteacher will:

- Performance manage teachers/support staff, including carrying out appraisals and holding staff to account to their performance
- Manage staff well with due attention to workload
- Ensure staff have access to appropriate, high-standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet their own needs

## **Governance, accountability and working in partnership**

Under the direction of the headteacher, the assistant headteacher will:

- Work with the governing board as appropriate
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

**Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the assistant headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.**

### **Further Duties**

- To carry out additional tasks deemed reasonable by the headteacher.
- To undertake performance management and to contribute to the programme as required / agreed
- To undertake and commit to your continued professional development

### **General**

- Show a commitment to diversity, equal opportunities and anti-discriminatory practices.
- Show a commitment to ensuring that children and young people learn in safe environment.
- Participate in relevant and appropriate training and development as required.
- Carry out your duties with due regard to current and future school / trust policies, procedures and relevant legislation. These will be drawn to your attention as part of your induction and ongoing performance development and through school communications
- Promote and actively support the trust's responsibilities towards safeguarding.

The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the school.

Thank you for taking the time to read this pack.

## Person Specification – Assistant Headteacher

<b>E</b>	Essential	<b>A</b>	Application Form
<b>D</b>	Desirable	<b>T</b>	Test/Exercise
		<b>I</b>	Interview
		<b>R</b>	References

### Qualifications & Training

<b>E</b>	Degree / Qualified Teacher status.	<b>A</b>
<b>E</b>	Professional development in preparation for a leadership role	<b>A</b>
<b>D</b>	Further professional/academic study.	<b>A</b>
<b>D</b>	National Award for SEN Co-ordination/NPQSEN, or a willingness to complete it within 2 years of appointment.	<b>A</b>

### Experience

<b>E</b>	Leadership and management experience in a school.	<b>AIR</b>
<b>E</b>	Teaching experience across the primary phase.	<b>AIR</b>
<b>E</b>	Involvement in school self-evaluation and development planning	<b>AIR</b>
<b>E</b>	Line management experience	
<b>E</b>	Demonstrable experience of successful line management and staff development	<b>AIR</b>

### Skills and Knowledge.

<b>E</b>	Understanding of high-quality teaching, and the ability to model this for others and support others to improve	<b>RI</b>
<b>D</b>	Understanding of school finances	<b>I</b>
<b>E</b>	Effective communication and interpersonal skills	<b>I</b>
<b>E</b>	Ability to communicate a vision and inspire others	<b>AR</b>
<b>E</b>	Ability to build effective working relationships	<b>AR</b>

### Personal Qualities

<b>E</b>	A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	<b>A</b>
<b>E</b>	Ability to work under pressure and prioritise effectively	<b>AR</b>
<b>E</b>	Commitment to maintaining confidentiality at all times	<b>A</b>
<b>E</b>	Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.	<b>A</b>

## **Applying for the role of Assistant Headteacher**

If you wish to apply for the post of Assistant Headteacher then please complete the application forms found on <https://www.themast.co.uk/job-vacancies>

Application is via the Trust's online application form only, separate submissions or supporting documentation will not be accepted; all information should be provided within the relevant sections of the application form. You have the option to save and edit your application prior to submission ONCE you have populated each section. As the application form is hosted on Microsoft Forms, you may wish to copy and paste any larger sections of text into the form.

The application form requires you to provide In addition to personal details, educational achievements, and employment history, you are required on the application form to provide clear and concise examples (in no more than a total of 2000 words) demonstrating how you meet the following areas:

- Qualities relevant to the post
- Experience of change management and people-centred decision making
- School improvement experience and impact
- Experience of, and commitment to, collaborative working
- How you meet the leadership standards as specified in the Mast Academy Trust professional standards document (provided with the job pack)
- Additional factors including continual professional development

If you require any support completing the application form, please contact [recruitment@themast.co.uk](mailto:recruitment@themast.co.uk) or telephone or 01484 865444 and speak to the HR department.

The job code for this role is SJISAHT0425.

Visits are warmly welcomed and can be arranged by contacting Scholes Junior and Infant School on T:01484 682190.

In addition, we encourage you to visit the school and Trust websites: [www.scholesji.org.uk](http://www.scholesji.org.uk) and [www.themast.co.uk](http://www.themast.co.uk) respectively.

## **Shortlisting**

As part of our safer recruitment process, references will be requested prior to interview. Only in exceptional circumstances will the Trust interview without references prior, where the candidate does not wish to notify their current employer applicants must make this clear when submitting an application. Job offers will always be on condition of satisfactory references.

Online searches will be carried out for all shortlisted candidates therefore it is essential that your 'handles' are accurate to comply with these checks. The information will be treated as strictly confidential and shared with the recruitment panel to validate your suitability for the role that you have applied for. The scope includes relevant qualifications, whether a candidate poses a potential safeguarding risk or reputational damage for the school or Trust. The information found may be explored at the interview stage. Data gathered will be recorded as appropriate and destroyed in line with the data protection policy.

Shortlisted candidates will be asked to provide details of unspent convictions and those that would not be filtered, prior to the date of the interview.

### Equality Opportunity Monitoring

The Mast Academy Trust wants to meet the aims and commitments set out in its equality policy and statement. This includes not discriminating under the Equality Act 2010, and building an accurate picture of the make-up of the workforce in encouraging equality and diversity.

### **Dates**

The **closing date** for applications is **Monday 28<sup>th</sup> April 2025 at 9am**

The **interview date** is expected to take place on **Friday 2<sup>nd</sup> May 2025**.

If we have not contacted you by Thursday 1<sup>st</sup> May, please assume that on this occasion your application has been unsuccessful.

The expected start date for the succesul candidate would be September 2025.