

# Manchester Communication Academy

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Deputy Headteacher for Inclusion, Belonging and Culture



with you, for you, about you.

Dear Candidate,

Manchester Communication Academy is a school defined by its culture, its community, and its unwavering belief that every child should feel known, valued and able to succeed.

We serve over 1250 students in Years 7 to 11 and are proud of our richly diverse community. As a true community hub, our work extends far beyond the classroom, ensuring that our students and families are supported to thrive. Recognised by Ofsted in 2024 as Good with Outstanding Personal Development, we are ambitious for what comes next.

This is a pivotal moment in our journey. In September 2026, we will open a new, purpose built Transition Centre, a school within a school dedicated to Year 7, designed to transform the experience of transition into secondary education. Alongside this, we are opening a state of the art Science and STEM facility, expanding our capacity to 1500 students over the next five years.

This growth is not just about buildings, it is about shaping the future of our academy. It is a rare opportunity to help design systems, culture and provision at scale.

As Deputy Headteacher for Inclusion, Belonging and Culture, you will play a central role in this next chapter. You will lead behaviour and culture with clarity and conviction, championing kindness, gratitude and respect, while ensuring the highest standards are consistently realised across the academy.

You will help define what exceptional culture looks like in practice, building strong systems, developing people, and ensuring that every student, particularly those who are most vulnerable, can access a rich curriculum and fully participate in academy life.

At MCA, we believe in the transformative power of knowledge to create equitable opportunities. Our ambitious and carefully designed curriculum ensures that students are equipped to succeed academically, socially and morally. We invest heavily in professional development, drawing on our EEF Research School to provide staff with the very best evidence informed practice.

You will be joining a team that is deeply committed to continual improvement, where high expectations are matched by strong support, and where leaders at all levels are developed to thrive. We are unapologetically ambitious for our students and our staff.

Our culture is deliberately crafted, clearly communicated and consistently reinforced. We want every corridor, every classroom and every conversation to reflect a warm, respectful and purposeful environment. This work is not always easy, but it is always meaningful.

In return, we are equally committed to our staff. We prioritise wellbeing through careful management of workload, flexi days and access to an Employee Assistance Programme. Our staff are expert professionals who embrace learning and continually strive to improve.

If you are a leader who is driven by values, energised by challenge, and motivated by the opportunity to shape something significant, we would very much welcome your application and would welcome you to visit us.

Kind Regards



Susan Watmough  
Headteacher

## JOB DESCRIPTION

<b>JOB TITLE</b>	Deputy Headteacher: Inclusion, Culture and Belonging
<b>SALARY GRADE</b>	Leadership scale. L24-L27
<b>DEPARTMENT</b>	Senior Leader
<b>RESPONSIBLE TO</b>	Headteacher
<b>HOURS OF WORK</b>	Full Time

### Responsible for

Assistant Principal for Safeguarding and Student Welfare  
 Assistant Principal for Culture and Standards  
 Assistant Principal for Inclusion

This job description details the responsibilities of the post but does not direct any particular priorities or the amount of time to be spent carrying out these duties. It is not prescriptive, nor necessarily a comprehensive definition of the post. As such it may be subject to amendment, after consultation, to meet the changing needs of the academy and the Trust.

### Job Purpose

The Deputy Headteacher for Inclusion, Culture and Belonging will provide strategic leadership for the systems, culture and practice that ensure every student at Manchester Communication Academy feels safe, valued and able to succeed.

The role will ensure that the academy's commitment to excellence and social justice is realised through inclusive practice, strong pastoral systems and a culture of belonging for all members of the community. The Deputy Headteacher will lead the strategic development of safeguarding, behaviour, attendance, inclusion and pastoral care so that every student is known, supported and able to thrive.

Through strong leadership and clear systems the Deputy Headteacher will ensure that barriers to success are identified early and addressed effectively, particularly for students with additional needs or vulnerabilities.

The successful candidate will bring:

- A proven track record of improving a secondary school through impactful leadership
- The knowledge, skill, and passion for delivering high standards for learning culture for all students

- The ability to inspire, support and motivate others through strong leadership and communication
- The organisational capacity to manage a diverse and ambitious portfolio of work

## Key Outcomes

- The effective implementation of a behaviour and culture framework.
- Outstanding systems for safeguarding, behaviour, attendance and pastoral care that ensure students are safe, supported and able to engage fully in learning.
- Strong leadership of inclusion so that vulnerable students achieve highly and experience success and contribute to a positive school learning environment
- A culture of high expectations, strong relationships and consistent standards across the academy.
- Strategic leadership that develops staff expertise in inclusive practice and builds a culture of care and belonging.

## Strategic Leadership

- Provide strategic leadership for a positive culture for learning for all students
- Work closely with the Headteacher and senior leadership team to develop and implement whole school improvement priorities.
- Develop and communicate a clear vision for inclusion, culture and belonging that aligns with the academy's mission and values.
- Ensure that systems for pastoral care and student support are coherent, effective and consistently implemented.
- Lead the development of policies and systems that support high standards of behaviour, positive relationships and a strong sense of belonging.
- Monitor the impact of strategies through careful analysis of data relating to behaviour, attendance, safeguarding and vulnerable groups.
- Provide clear reporting to governors and Trust leaders on the effectiveness of provision.

## Leadership of Safeguarding and Student Welfare

- Work with the Trust Lead for Safeguarding to provide strategic oversight of safeguarding across the academy through line management of the Assistant Principal for Safeguarding and Student Welfare.
- Ensure that safeguarding systems are robust, compliant and consistently implemented.
- Develop a culture where safeguarding is understood as a shared responsibility by all staff.
- Ensure that students who experience vulnerability receive timely and effective support.
- Strengthen partnerships with families, external agencies and community organisations to enhance student welfare.
- Ensure that safeguarding practice remains aligned with national guidance and statutory responsibilities.

## Leadership of Culture and Standards

- Provide leadership for behaviour, attendance, routines and the wider student experience through a clearly communicated, effectively implemented and impactful strategy
- Ensure that expectations for behaviour and conduct are clear, consistent and rooted in respect and belonging.
- Develop systems that promote excellent learning behaviours and high levels of student engagement.
- Lead strategic work to improve attendance and reduce persistent absence.
- Ensure that pastoral systems support students to develop character, responsibility and pride in their school.
- Lead the internal provisions that support student behaviour

## Leadership of Inclusion

- Provide strategic leadership of inclusive practice through line management of the Assistant Principal for Inclusion.
- Ensure that students with SEND and those facing additional barriers to learning receive high quality support.
- Promote inclusive classroom practice so that all students can access the ambitious curriculum.
- Ensure that provision for vulnerable groups is effective and demonstrates strong impact.
- Lead the development of systems that identify and remove barriers to learning at the earliest stage.
- Ensure that staff develop expertise in inclusive practice through professional development and coaching.

## Leadership and Management

- Line manage Assistant Principals and other pastoral leaders, providing clarity, challenge and support.
- Build high performing teams through clear expectations, professional development and accountability.
- Develop systems that enable staff to support students effectively while maintaining manageable workload.
- Ensure that pastoral teams work closely with curriculum leaders so that students experience a coherent and supportive school experience.
- Promote a culture of reflection and improvement so that practice continues to strengthen over time.

## Culture and Community

- Champion a culture where every student feels known, respected and valued.
- Promote strong relationships between staff, students and families.

- Ensure that the academy continues to develop as a community hub that supports families and the wider community.
- Strengthen parental engagement as a key partnership in achieving educational excellence.
- Ensure that student voice contributes meaningfully to the development of the academy.

### Contribution to the Senior Leadership Team

- Play a full role as a member of the Senior Leadership Team.
- Contribute to whole school strategic planning and improvement.
- Support the development of a strong professional culture built on collaboration, learning and continuous improvement.
- Lead whole school initiatives and projects as required by the Headteacher.
- Act as a visible and values driven leader within the academy community.

## Safeguarding

The trust is committed to safeguarding and promoting the welfare of young people and vulnerable adults and expects all staff and volunteers to share this commitment.

This job description sets out the main duties and responsibilities of the post and each individual task may not be identified. The post holder will be expected to undertake such other duties as reasonably correspond with the general character of the post and are commensurate with its level of responsibility.

This job description will be kept under review and may be amended from time to time, following consultation with the post holder, to reflect changing organisational needs.

When the post holder discloses that they have a disability, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

DBS	This post requires DBS clearance and is subject to Enhanced clearance from the Disclosure and Barring Service as well as a range of other safeguarding checks.
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<p>Rehabilitation of Offenders Act 1974</p>	<p>The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website. You are not required to provide details of criminal convictions at application stage, however if shortlisted for interview you will be asked to supply further information, which will include spent convictions.</p>
<p>Online Searches</p>	<p>Any candidate selected for shortlisting may be subject to an online search as part of our due diligence. Online searches do not form part of our shortlisting process, however any issues of concern that come up during an online search may be discussed with the candidate at interview.</p>

## Probation period

Post holders who are not to the Trust will be subject to a probation period of 6 months. The probation period provides a structured framework to ensure employees are inducted into the Trust and understand the standards expected of them in terms of performance, attendance and behaviour.

	Essential / Desirable	Method of assessment
<b>Education &amp; Qualifications</b>		
Good honours degree	Essential	A, I, R, E
QTS	Essential	
NPQSL/ NPQH	Desirable	
Evidence of relevant further professional development		
<b>Experience</b>		
Secondary teaching experience in the UK within the last 2 years	Essential	A, I, R
Middle or Senior Leadership Impact	Essential	
Demonstrable impact at achieving high quality outcomes for learners	Essential	
Evidence of leading teams, school improvement priorities effectively	Essential	
Proven track record of raising achievement for students with who find it difficult in a mainstream setting	Desirable	
Training to enable staff effectively to support students to adopt behaviours in line with our values	Desirable	
<b>Skills &amp; Abilities</b>		
A consistently high quality teacher whose students make effective progress in lessons that they enjoy, are challenged by, and are supported in	Essential	A, I, R
The evidenced ability to create coherent, manageable and sustainable systems	Essential	
The evidenced ability to lead a broad team of staff, including teachers, support staff and external agencies, to promote and ensure the highest standards of provision and learning culture	Essential	
Outstanding communication skills - including the ability and skills to build relationships, keep people in the loop, influence those beyond the circle of line management	Essential	
To evidence the ability to monitor, evaluate, plan for and implement improvement successfully	Essential	
<b>Knowledge</b>		
A clear vision of what constitutes an excellent school experience for all students	Essential	AF, T, I, C
An understanding of what constitutes excellent practice beyond the classroom	Essential	
Rigorous subject knowledge	Essential	
A flexible, adaptable and innovative approach to learning, teaching, curriculum and assessment	Essential	

A sound knowledge of a variety of effective teaching and learning strategies	Essential	
A commitment to and knowledge of community cohesion and social inclusion	Essential	
Knowledge of strategies to engage parent/carers with children's learning	Essential	
<b>Leadership and Management Skills</b>		
Hard working, tenacious, reflective, resilient and responds well to pressure	Essential	AF, T, I, C R
Ability to effectively lead a focus/project	Essential	
Ability to think strategically and creatively, to develop ideas and implement them successfully	Essential	
Ability to respond positively and enthusiastically to new challenges	Essential	
Ability to identify opportunities in the curriculum and beyond for enrichment.	Essential	
Highly effective communication and interpersonal skills suitable for a variety of audiences e.g. parents, staff, students	Essential	
The ability to contribute to the department improvement priorities	Essential	
A willingness to participate in and help organise trips and other enrichment activities	Essential	
<b>Professional qualities</b>		
Absolute commitment to a high quality learning culture	Essential	A, I, R
Passion for the best possible provision, continuous improvement, and the highest possible outcomes for pupils	Essential	
Excellent interpersonal skills - warmth, approachability, contagious enthusiasm and the ability to inspire students, parents and colleagues	Essential	
High-level analytical skills	Essential	
Creativity - the ability to drill down, research and develop solutions	Essential	
Commitment to the highest personal professional standards	Essential	
Personal integrity	Essential	
<b>Work Circumstances</b>		
Enhanced DBS Clearance	Essential	PEC
Can evidence proof of right to work in the UK	Essential	I
Disqualification by Association Declaration	Essential	I
Equivalent of 10 days continued professional development	Essential	I
Equivalent of 10 days extra - curricular activity (2 hours per week after core learning)	Essential	I
Minimum of two appropriate references	Essential	AF, R

- AF – Application Form
- T – Test
- I – Interview
- C – Certificate
- R – Reference
- PEC - Pre-Employment Checks

Any candidate with a disability who meets the essential criteria will be guaranteed an interview.