



THE
WOLSEY PARK
SCHOOL

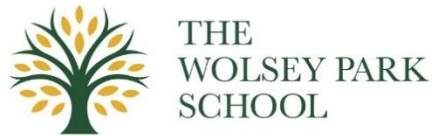


**Job Application Pack
Deputy Headteacher
for Specialist SLD and PMLD School**



ZENITH
MULTI ACADEMY
TRUST

The Vacancy



Deputy Headteacher Required: January 2027 Full time Leadership pay scale L14 to L18

At the heart of education is the ability to transform a child's life for the better

We are building a new specialist school for Essex! Importantly within that, we are now starting to build the incredible team who will shape the vision and culture for this much-needed provision for learners with complex, severe, and profound and multiple learning difficulties.

We are looking for a passionate leader who will play a pivotal role in the creation and ongoing success of The Wolsey Park School. Success will be grounded in our shared values of dignity, positivity, collaboration and aspiration, with families at the heart of decision-making. If this is a mission that excites and inspires you, with the understanding that underpinning this will be a myriad of detailed, explicit planning and implementation for exceptional teaching and learning, then please read on.

The successful candidate will work collaboratively alongside the Headteacher to build and develop our school: our vision and ethos, our team, and our specialist curriculum. They will play a central role in ensuring learners thrive, and parents are valued, contributing to both the strategic and operational leadership of the school.

On completion, The Wolsey Park School will be a split site, with primary-age learners located at Wolsey Park Rayleigh, and KS3 and 4 at Wolsey Park Woodham (in South Woodham Ferrers). By 2028, there will be two deputy-head teachers. Due to the split-site, for the majority of the week, each Deputy will lead on day-to-day management, staffing and parent support, holding key responsibility and front-facing leadership for one of our two sites. Both deputies will hold leadership responsibilities over school-wide strategy, details of which to be agreed on appointment according to skill set. We will be opening Wolsey Park Rayleigh, our primary provision, first, however candidates interested in leading either provision are encouraged to apply at this time.

This post begins one term before the school opens, with the successful candidate working alongside the headteacher on recruitment, admissions, curriculum, and assessment, alongside wider practical preparations.

If you are an outstanding teacher and leader, with a detailed knowledge and understanding of curriculum and assessment for learners with SLD and/or PMLD, and you have the desire to build an amazing culture and the wider team to meet those same high standards of teaching and learning, then we need you! Although this role will have only light teaching responsibilities, we want someone who wants to teach, loves to interact with exceptional children and young people, and is passionate about improving long term outcomes alongside the day-to-day experience for all our learners.

All learners in our care deserve the very best from our schools, and the successful candidate will share a deep commitment to our mission, aims, and values, which should be clearly demonstrated at both the application and interview stages.

Informal visits to look at design plans and have an informal discussion with the headteacher would be warmly welcomed. Please contact Cheryl Allard, Headteacher Designate, cheryla@zmat.co.uk to arrange a visit.

Applications

To apply for the role please [Click here](#). CVs will not be accepted without a completed online application.

You must complete the application form fully and give details of all employment, training and gaps in employment since leaving secondary school to the present day. Any additional information, which you wish to bring to the notice of the selection panel should be included in your letter of application (supporting statement). Please ensure you say why and how you meet the criteria from the person specification in your letter of application. Full job description and person specification can be found at the end of this pack.

Shortlisted applicants may be screened prior to interview by checking social media sites. The purpose of such screening will be to ascertain whether a candidate demonstrates appropriate conduct, behaviour and suitability for employment in a school environment.

Closing Date: Midnight, Sunday 21st June 2026

Interview Date: Friday 3rd July 2026

Start Date: 1st January 2027

We look forward to receiving your application. You will be notified of your application status within two weeks of the vacancy closing date.

Safeguarding Children & Young People

The Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References
- Childcare Disqualification Declaration Check (relevant Primary School posts only)

Welcome from the CEO



It gives me great pleasure to welcome you to our Trust, and I very much hope this job application pack gives you a sense of what it is like working in our Trust, including our vision and values.

We are a small, locally-based Trust in South East Essex, currently comprising one primary school, three secondary schools, and one special school: Laidon Park Primary School and Nursery, The James Hornsby School in Basildon, Castle View School in Canvey Island, and The King John School in Benfleet, and Castledon School in Wickford. We are pleased to now be opening The Wolsey Park School in Rayleigh and South Woodham Ferrers.

We are intentionally a small Trust and very much see our role as central to the communities we serve.

As a member of staff within the Trust, you become part of a dynamic network of staff working to achieve a shared vision for all of our children. You become a valued member of a small group of schools, able to shape the education of future generations. In doing so, we hope that you feel really well supported in your career, and that your well-being is always considered. As a member of our Trust, you engage in a professional learning journey which develops you as a practitioner, and allows you to use your talents to transform lives and make a genuine difference.

Our Core Purpose

To enhance the life chances of every child and drive social mobility.

Mission Statement

A quality education and experience for all.

Values

Dignity

Collaboration

Positivity

Aspiration

Vision

Zenith Trust will ensure excellence across the pillars of school improvement, governance, and business operations, harnessing the transformative power of collaboration so that all students attend truly outstanding schools.

Regardless of background or need, all students will achieve highly and have high levels of well-being, because they are taught and supported by the very best staff, who are well-trained and supported, buy into Zenith's vision, and are committed to providing a quality education for all. School leaders act ethically, inclusively, and always with the child's best interests at heart. Our students will be aspirational for themselves, enjoying their time at school, and flourishing as individuals within a safe, secure and nurturing environment.

All Zenith schools value students' social, moral, cultural, and spiritual development, building exceptional character so that students are kind, resilient, and inspired to be life-long learners. By working closely with the families and local communities we serve, and listening to students' voices, students will be well-prepared for life in a modern, tolerant Britain. They will secure outstanding academic outcomes and high quality destinations, always well-prepared for their next steps. As adults, they will lead happy, purposeful, and rewarding lives, and make a positive contribution to the world.

Andy Hodgkinson
Chief Executive Officer

Why work for Zenith Multi Academy Trust?

Thank you for considering Zenith Multi Academy Trust as your potential new employer.

If you share our commitment to securing transformational change and sustainable school improvement, and would like to be part of our vision to provide excellence in education, we would love to hear from you.

In return we can offer you:

- A friendly Trust which places staff wellbeing and development at the forefront of everything we do
- School settings with excellent facilities
- Access to high quality and bespoke CPD across the Trust, including a collaborative project with the Education Endowment Fund (EEF)
- A supportive and positive Early Careers program run in partnership with University College London and Chafford Hundred Teaching School Hub
- The opportunity to develop your career with and across the Trust Schools
- The Trust is an early adopter of the new NPQs

Staff Wellbeing

The Trust is committed to providing a safe and healthy working environment for all staff, and supports management practices that promote good health and wellbeing of all its employees. The Trust recognises that wellbeing and performance are linked. Improving employees' ability to handle pressure and to balance work and home life will ultimately lead to improved individual and Trust performance, including better outcomes for students.

The Trust has adopted a number of policies to support our commitment to staff wellbeing, including:

- Mental Health and Wellbeing policy which focuses on the Trust's commitment to maintaining the health and wellbeing of staff
- The Health and Safety policy which provides a framework for, and measurement of, safe places to work; and
- The staff Recognition and Reward policy which ensures our staff feel valued for the work they do and recognised for the contribution they make.

The wellbeing and training of our staff are seen as critical in creating the most effective and talented staff team. The high calibre of our staff means that we are constantly striving to improve so that we can provide the outstanding level of education that all our diverse and talented young people deserve.

Continuing Professional Development (CPD)

At Zenith Multi Academy Trust, all staff are encouraged to develop their knowledge, skills, understanding, and attributes to enhance their professional work, regardless of experience. We work towards 'a culture of excellence', where all staff have the opportunity to continue to improve and sharpen their knowledge and practice. All staff who work in the Trust also have access to our innovative, online learning platform 'Zenith Institute', which provides staff with bespoke training and access to the latest research. The Trust pays for membership of a whole range of professional/subject associations, which staff can access free of charge.

Working for Zenith brings other benefits:

- Free Benenden Healthcare Scheme
 - GP 24/7 - Access to a GP 24 hours a day seven days a week for you and your immediate family
 - Access to a Mental Health Helpline 24 hours a day seven days a week
 - Medical Diagnostics
 - Medical Treatment at one of the hospitals in our treatment network for certain procedures.
 - Physiotherapy
 - Access to a care adviser who can provide advice and information on adult care services
 - Access to a care adviser who can provide advice and information on Neurodiversity and Disability services
 - Cancer Advice Service
 - Mental Health Counselling Support
- Access to Benenden Healthcare rewards and discounts scheme
 - 46% off digital fitness subscriptions
 - 22% off activity trackers from Fitbit
 - Save up to 11% on the cost of gift cards of E-Gifts
 - Lifestyle shopping vouchers – save 6%
 - Home movies rentals – save up to 40%
- VIVUP Employee Assistance Programme and Lifestyle savings membership
- On site staff counselling programme
- Access to Bike2Work scheme
- Annual calendar of wellbeing events
- Eye sight tests
- On-site free medical health checks
- On-site flu jab clinics
- Free access to on-site gym facilities
- Generous Teachers' Pension and Local Government Pensions schemes
- Generous annual leave entitlement for full-time support staff up to 29 days + 8 bank holidays per annum



The Schools of Zenith Multi Academy Trust



Cheryl Allard has been appointed as the Headteacher of The Wolsey Park School. This specialist school will consist of two sites, combining to offer 252 places for young people with severe, and profound and multiple learning difficulties, age 4-16 years. Cheryl is committed to growing and leading a team that ensures Wolsey Park is a place of joy and learning, where children and their families belong and thrive.

The Wolsey Park School, currently under construction, will have a phased opening beginning in 2027. Our plan for the school includes high-quality facilities and expertly trained staff; our vision is for a place of learning where children are known and cherished, and are at the centre of all we do.

The Wolsey Park School is being designed for children and young people who require a highly personalised curriculum. Learning will focus on communication and wellbeing, within an engaging, broader curriculum of foundational skills and enriching experiences to prepare our learners for life beyond school. We recognise that some of our young people will face significant challenges, and we will make sure they have the right support, the right approaches, and the right people around them, so that they can make fantastic progress in the ways that matter most to them and their families.



**Castle View
School**
Pursue Excellence | Be The Best

Steve Durkin is the Headteacher of Castle View School. The school is a place where students are put first in everything the school does. Their aims are to pursue excellence, to be the best they can be and they achieve this by working together with parents and the wider community to bring out the very best in their young people.

A good education inspires, opens doors and makes a difference to the lives of individuals, their families and the wider community. Therefore, the school takes their responsibilities as educators very seriously, doing all they can to help their students achieve anything and everything they set their minds to. The school also takes great pride in providing a happy and harmonious learning environment – one where every student is known as an individual.

As well as valuing academic success, the school strives for every child to become a well-rounded, caring and confident individual who plays a part in their community, and has the skills and mind-set to contribute positively to our wider society.



**THE
KING JOHN
SCHOOL**

A QUALITY EDUCATION FOR ALL

Daniel Steel, is the Headteacher at The King John School, as a parent of two young children himself, he leads the school through the eyes of a parent, with very high expectations and aspirations for his students. The King John School is a popular, oversubscribed school where students' very high attendance and levels of achievement reflect their commitment and enjoyment of school life. The school is a large, mixed comprehensive with a well-established sixth form, and serves the ever-growing communities of Thundersley and Benfleet, as well as welcoming students from further afield.

To enable their students to be happy and successful learners, they strive to create a caring, supportive and aspirational learning community, with high expectations and opportunities for all. They believe in offering a broad and balanced curriculum to enable students to flourish as individuals, and to achieve future success in whatever they choose to become later in life. This includes a strong emphasis on sport and the Arts. Opportunities for extra-curricular activities are extensive for all to support in developing knowledge, skills and cultural capital beyond the classroom setting. These opportunities include enterprise, creative performing arts, and a wide variety of trips and visits. Added to this their sporting expertise which puts them at the top of the county and national championships in a whole range of sports you will see the school has a lot to offer. They strive to nurture and develop global citizens of the future by celebrating success and valuing aspiration. There is a strong focus on developing students' character by instilling the King John PRIDE values of positivity, resilience, integrity, dignity and equality. They are determined every student should maximise their potential.

The recruitment, retention, and training of fully-qualified staff play a key part in their drive to secure strong academic outcomes for all students, and to instil a life-long love of learning. They understand the vitally important role of partnerships between families and school, and value their relationships with all members of the community they serve.

They have a thriving sixth form, which has been significantly extended to provide a wealth of additional state-of-the-art facilities. Students achieve well in a wide range of subjects and over a three-year trend, the results are in the top 15% of over 2000 schools with 68% A*, A or B grades at A-level. Students' destinations are very strong, and they progress to Higher Education, including Cambridge and other Russell Group universities, apprenticeships and employment.



Laindon Park is a small school located in a rural unspoilt area. Their building retains a Victorian character with many historical features. The Headteacher of Laindon is Cristina Portoles, who ensures that they are a school where the child is at the heart of everything they do and leads the decisions they make.

"Learners enjoy learning and playing together at this small, friendly school. They are confident that everyone is welcome here. From the early years, children learn to share ideas and equipment. Older learners proudly take on roles in the school to help each other and to care for the school environment." (Ofsted February 2023)

The James Hornsby School is an oversubscribed 'Good' school; as rated by Ofsted, where students are at the heart of all we do. We have a strong family ethos where we believe "Together we excel".

The Headteacher, Tammy Nicholls firmly believes that investing in staff is a priority to ensuring every student receives a high-quality education, enabling them to achieve their best. Family, Pride, Ambition and Excellence are their key drivers for success not only for their students, but for their staff as well. As such staff retention and well-being is high.

The James Hornsby School are extremely proud of the strong family ethos that has been built, which focuses on developing personal character, resilience, independence and removing barriers to success. They have a vertical tutoring system, and every student and staff member is placed into a college structure, this strengthens the sense of belonging.

Our ethos ensures a safe and happy environment where students are at the centre of all we do. They have highly effective safeguarding structures in place and work in collaboration with parents and carers to ensure high levels of attendance, welfare and outcomes.

They have created an environment where all students can make great progress. This is underpinned by a well-structured curriculum that is rigorous and aspirational and is supported by quality first teaching.

The ultimate purpose is to ignite hope, drive ambition and advance the life chances of everyone who is part of their family. We will help students gain qualifications that will open the door of opportunity and develop the character to get them through.

We welcome the chance to meet with you and discuss your development opportunities as part of the James Hornsby and Zenith family!



Simon Holliday is the Headteacher of Castledon School. This school is a community special school based in Wickford, Essex that aims to unlock the potential of learners aged 5 to 19 with moderate learning difficulties and complex needs. Our motto is "Unlocking Potential".

We work closely with parents, staff and students to create a safe and inclusive community that is based on mutual respect and understanding. Staff, parents and students helped devise the Castledon Code which encourages all within our community to be safe, kind and responsible.

Our school has a range of facilities and resources to support our students' learning and development, including specialist classrooms and equipment, therapy rooms, a sensory room, a soft play area, a music studio, a swimming pool, animal care shelters and an art room. Our students have access to a range of pathways, including life skills, vocational, and academic. We work with our learners and families to identify their goals and aspirations and offer bespoke pathways that are tailored to each individual student.

Our school has won several awards, including the 2022 Essex SEND Teacher of the Year award. We also recently won the Educational Business Award for Environmental Practice in 2022, and the Community Award in 2021, Academy Partnership Award, and SEN Provision Award in 2019.

We invite you to follow us on Instagram to keep up to date with our school community.



The King John School



Laindon Park Primary School



The James Hornsby School



Castle View School



Castledon School

Testimonials

Working at King John for the past six years has provided me with a wide range of fantastic opportunities and wonderful experiences. I was encouraged to attend a middle leaders training programme provided by the trust which gave me the knowledge and confidence to be successful in a promotion to Director of English and media. I was also lucky enough to attend the media department trip to Hollywood with a group of KS4 students and was encouraged to organise my own trip to The Globe theatre for KS3 students.

- **Director of Learning, The King John School**

I completed the last term of my SCITT at Castledon and am now in my second year of being an ECT. The collegiality and expertise of the staff at Castledon has enabled me to develop as a teacher and exposed me to effective strategies when transitioning to SEN. Specialists within the school, as well as dedicated and experienced staff, provide CPD and support for individuals and new staff members so that they can offer the best opportunities and care for the students. As a result, I have grown in confidence in managing the range of needs and adapting to different students accordingly. The positive relationship between staff and pupils is such an important part of the job and being a part of the amazing students' progress at this school is truly rewarding.

- **Classroom Teacher, Castledon School**

Since joining as an instructor in 2018, I have been continuously supported by Castle View, and the wider Zenith Multi Academy Trust. This has included fortnightly mentor meetings and frequent observations, feedback and support with my pedagogy; a second school placement at another school within the Trust; and regular CPD opportunities. This all resulted in me achieving my Qualified Teacher Status last December via the Straight To Teach route (which was also funded by the school). Despite only recently qualifying, I am already in discussions with Castle View about my progression and moving on to the next stepping stone of my career and development.

- **Teacher of Maths, Castle View School**

I started working at James Hornsby in January 2012 and began working here as a learning facilitator; almost eight years on and I am now currently the head of mathematics. In this time I have had the opportunity to complete many roles within the school. Working in the behaviour support unit, as an achievement officer and then as a maths instructor, while I was completing my maths degree at university. The leaders within the school identified my skill set and provided me with the support and guidance to move through these positions.

- **Maths Teacher – The James Hornsby School**

Job Description

The Deputy Headteacher shall play a major role under the overall direction of the headteacher in;

- Formulating the aims and objectives of The Wolsey Park School;
- Establishing the policies and curriculum through which they shall be achieved;
- Managing staff and resources to that end; and
- Monitoring progress towards their achievement;

The Deputy Headteacher shall undertake any professional duties of the headteacher reasonably delegated to them by the headteacher. Further key areas of responsibilities will be matched to the experience, strengths and development needs of the leadership team. They will include:

- Create a culture where learners experience a positive and enriching school life
- Have ambition for all learners
- Make sure the school prioritises meaningful collaboration with parents, carers and professionals, in the best interests of the learners
- Establish and grow a culture of staff collaboration, respect, care and professionalism
- Play a key role in establishing and embedding research-based strategies that ensure the highest quality of education
- Uphold teaching and learning standards so that all learners are best prepared for adulthood, with access to a quality curriculum that meets their personal needs
- Quality-assure the annual review process, leading annual reviews where appropriate

The Deputy Headteacher shall undertake the professional duties of the headteacher in the event of their absence from the school. It is recognised that as a split-site school, the Deputy of Wolsey Park will be a highly visible leadership partner.

Safeguarding

Fulfil personal responsibilities and support the Headteacher in securing compliance by those working in school, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and the development of services;
- Operating clear whistleblowing procedures,
- Sharing information, with other professionals
- Operating safe recruitment practices
- Ensuring appropriate supervision and support for staff, including undertaking Induction, safeguarding training and reviews of practice
- Operating and monitoring clear policies for dealing with allegations against people who work with children

Specific duties

- Contribute to whole school organisation, strategy and development
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Promote the safety and well-being of pupils
- Direct and supervise teachers & support staff
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff
- Lead on liaison and partnership working with therapeutic and social care colleagues

- Participate in arrangements for the appraisal and review of their own performance and that of other teachers and support staff
- Participate in arrangements for their own further training and professional development and that of other teachers and support staff including induction
- Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work
- Make sure the school fulfils statutory duties regarding the SEND Code of Practice
- Collaborate and work with colleagues and other relevant professionals within and beyond the school

The Governing Body is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

Person Specification

A – Application, R – Reference, I - Interview

Criteria	Essential	Desirable	Assessed by		
			A	R	I
Qualifications					
Good honours degree		*	*		
Qualified teacher status	*		*		
Further professional Qualifications. E.g. SEND qualifications, NPQ and/or Master’s Degree		*	*		
Experience					
Leading and managing quality of education, impacting upon learner achievement	*		*	*	*
Deep understanding of curriculum design, assessment, and evidence-informed teaching strategies	*		*	*	*
Proven experience leading curriculum development		*	*	*	*
Impactful experience of senior leadership in a specialist SLD PMLD school		*	*	*	*
Impactful experience of senior leadership	*		*	*	*
Ability to use data to inform teaching strategies and curriculum planning		*	*		*
Positive impact of coaching and mentoring individuals to achieve specific outcomes	*		*	*	*
Successful experience leading the annual review process	*		*		*
Putting learners first					
A clear understanding of the essential qualities necessary for effective teaching and learning for children with SLD or PMLD	*			*	*
A commitment to and aspiration for, our vision of personal excellence for every child	*		*		*
Experience of and commitment to excellent partnership working with health and therapy teams	*		*		*
The tenacity and skills to implement a consistent and continuous school-wide focus on high quality provision for learning and personal excellence	*		*	*	*

Conversant with safeguarding, medical, and child protection policy and practice	*		*		*
Commitment to and skilled use of a range of communication systems including signing		*	*		*

Investing in staff and wider partnerships					
A track record of delivering inspirational and impactful professional development to staff	*		*	*	
The ability to challenge, influence and motivate others	*		*	*	*
Experience of purposeful collaboration with the wider learning community resulting in positive impact.		*	*		*
Commitment to and experience of working with other agencies for the well-being of all children and their families		*			*
Personal qualities					
Excellent interpersonal skills	*				*
Desire and ability to work with initiative; both with independence and as part of a wider team	*		*		*
Ability to communicate effectively with a wide range of different audiences through a range of different media	*		*		*
Confident leadership and people management skills	*		*	*	*
Strong organisational, strategic, prioritisation and time-management skills	*		*	*	*
Positivity	*		*	*	*
Ability to think creatively and imaginatively to solve problems and identify opportunities	*		*		*
Respect, care and empathy for exceptional children and their families, and a positive view of parental involvement	*		*	*	*
Confidence and skills to deal successfully with issues that may include tackling difficult situations and conflict resolution	*		*		*
Ability to communicate a vision and inspire others	*		*		*