



Job Description for the post of **Deputy Headteacher – Inclusion & Personal Development**

Salary: Leadership scale L10 to L14 (£64,691 - £71,330)

Hours: Full-time

Contract type: Permanent

Reporting to: Headteacher

Responsible for: Inclusion & Personal Development

Christian Vision & Ethos

To work with the Headteacher to create, inspire and embody a distinctive Christian ethos and culture in this church school, embedding an unambiguous Christian vision that seeks to empower all stakeholders to experience 'life in all its fullness' (John 10:10).

This vision underpins all aspects of leadership, teaching and provision within the school.

Job Purpose

To provide strategic leadership for inclusion and personal development, ensuring that barriers to learning are systematically identified, addressed and removed so that every pupil – particularly those who are disadvantaged, have SEND, are known to children's social care, or face other barriers – can flourish academically and personally.

Working closely alongside the Senior Leadership Team, the postholder will create and lead a culture of inclusion and belonging, rooted in the school's Christian vision and values of resilience, equity, aspiration and love, ensuring that inclusive practice is systematic, evidence-informed and consistently embedded across all aspects of school life.

The Deputy Headteacher will:

- Be an active member of the senior leadership team, assisting the Headteacher in the strategic leadership and day-to-day management of the school in line with the Christian vision
- Support and/or represent the Headteacher at meetings, as and when required
- Deputise for the Headteacher in their absence, undertaking the full range of professional duties as required by the Headteacher or Governing Board
- Play a major role, under the overall direction of the Headteacher, in formulating and reviewing the strategic aims and objectives of the school through:
 - (a) accurate self-evaluation and identification of areas for improvement;
 - (b) establishing policies and practice through which they are to be achieved;
 - (c) managing staff and resources to that end;
 - (d) monitoring progress towards their achievement.
- Assist in ensuring that the provision of high-quality worship and Religious Education consistent with the teachings of the Church of England/Methodist Church are central.



Core Leadership Responsibility

To lead, implement and evaluate a coherent whole-school inclusion strategy that:

- ensures curriculum and pedagogy are inclusive by design, through working in close partnership with the Deputy Headteacher for Quality of Education
 - secures high expectations and strong outcomes for all pupils
 - ensures early and accurate identification of need
 - embeds a rigorous graduated approach (assess–plan–do–review)
 - uses accurately-analysed quantitative and qualitative data to inform decision-making
 - ensures all statutory duties relating to SEND, safeguarding and equality are met
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Key Responsibilities

1. Inclusion Strategy – Coherence, Implementation and Impact

- Lead and implement a whole-school inclusion strategy aligned with school improvement priorities
 - Ensure inclusion systems are joined-up, clearly structured, consistently applied and evaluated for impact
 - Establish robust systems for monitoring the progress, attendance, behaviour and wellbeing of vulnerable groups
 - Use data sharply to identify emerging needs, evaluate provision and adapt strategies
 - Ensure inclusion enhances, rather than competes with, high-quality teaching and academic outcomes
 - Carry out the responsibilities of a class teacher, in accordance with the current School Teachers' Pay and Conditions Document, as directed by the Headteacher.
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2. Disadvantaged Pupils – Pupil Premium Strategy

- Lead the development, implementation and evaluation of the pupil premium strategy
 - Ensure the strategy is evidence-informed and aligned with whole-school priorities
 - Use internal data and external research to select and refine approaches
 - Monitor the impact of funding on pupils' progress, attendance and wider outcomes
 - Ensure all staff understand their role in supporting disadvantaged pupils
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3. SEND – Strategic Leadership

- Provide strategic oversight of SEND provision, working closely with the SENDCo as operational lead
- Through clear policies and systems, ensure a consistent and effective graduated approach (assess–plan–do–review) is implemented across the school



- Ensure accurate and timely identification of pupils' needs, including emerging or changing needs
 - Alongside the SENDCo, monitor the progress and outcomes of pupils with SEND and ensure provision is adapted accordingly
 - Ensure statutory requirements are met, including the SEND Information Report and EHCP processes including consultation
 - Promote staff training and development to meet a wide range of needs effectively
 - Contribute to and engage with the local area SEND partnership and local offer
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4. Behaviour & Culture – High Expectations and Inclusion

- Lead and embed a consistent, inclusive behaviour framework rooted in high expectations and relational practice
 - Ensure behaviour systems reduce barriers to learning and support long-term success
 - Monitor behaviour data to identify patterns and address inequalities
 - Ensure staff apply behaviour expectations consistently and effectively
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5. Safeguarding & Pupils Known to Children's Social Care

- Act as Designated Safeguarding Lead, ensuring safeguarding systems are robust, proactive and compliant
 - Act as Designated Teacher for Looked-After and Previously Looked-After Children, ensuring that pupils known (or previously known) to children's social care receive targeted, high-quality support
 - Oversee Personal Education Plans (PEPs) for looked-after and previously looked-after children
 - Work effectively with social workers, the Virtual School and external agencies
 - Use safeguarding knowledge to inform decisions that reduce barriers to learning, attendance and wellbeing
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6. Attendance – Removing Barriers to Engagement

- Lead a strategic approach to improving attendance, with a focus on disadvantaged and vulnerable pupils
 - Ensure early identification of pupils at risk of persistent absence and implement targeted, evidence-informed interventions
 - Monitor attendance patterns and evaluate the impact of strategies
 - Work closely with families to improve engagement and attendance
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7. Pastoral Systems & Early Help

- Design and oversee coherent pastoral systems that enable early identification and timely support
 - Ensure effective coordination of early help, family support and multi-agency work
 - Line manage pastoral, attendance and community staff to ensure clarity and impact
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8. Pupil Support, Intervention and Review

- Ensure that interventions are well targeted, evidence-informed and evaluated regularly
 - Embed a continuous cycle of assessment, planning, action and review across all provision
 - Ensure adaptations support pupils' long-term success and independence
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9. Mental Health, Wellbeing and Inclusion

- Lead a whole-school approach to mental health and wellbeing
 - Embed trauma-informed and inclusive practice across the school
 - Ensure staff are trained and supported to meet pupils' social, emotional and mental health needs
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10. Parents, Community and Pupil Voice

- Work closely with parents and carers, ensuring their views inform decision-making about support
 - Ensure pupils' views and aspirations are actively sought and reflected in provision
 - Strengthen partnerships with families and the wider community
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11. Alternative Provision and Equality Duties

- Ensure any alternative provision is safe, appropriate and in pupils' best interests
 - Monitor the quality and impact of alternative provision
 - Ensure compliance with the Equality Act 2010, including reasonable adjustments
 - Ensure the accessibility plan is implemented, reviewed and effective
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Leadership & Line Management

- Line manage SENDCo, pastoral and attendance teams
- Build leadership capacity across the school and reduce variability in practice
- Provide high-quality training and support to staff to deliver inclusive practice
- Ensure clarity of roles and accountability in delivering inclusion priorities



- Work in close partnership with the Headteacher and wider leadership team to drive shared priorities in a unified approach to school improvement
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Values & Ethos in Action

The postholder will ensure that the school's values shape every aspect of inclusion:

- **Resilience** – enabling pupils to regulate, recover and succeed
- **Equity** – ensuring all pupils receive the support they need
- **Aspiration** – maintaining high expectations for every pupil
- **Love** – creating a culture of belonging, dignity and care

Underpinned by a Christian commitment to dignity, service, and the belief that every child can flourish, this role ensures all pupils are known, valued and supported to succeed at Arnot St. Mary.



Person Specification for the Post of **Deputy Headteacher for Inclusion & Personal Development**

Qualifications	Essential/Desirable	Evidence
1. Educated to degree level or higher with QTS	E	A
2. NPQH or willingness to undertake it or North West Christian Leadership Course	D	A/I
3. Recent CPD and training relevant to the post	E	A/I
Faith Commitment		
4. A practising Christian, able to articulate how their faith informs their leadership and practice.	E	A/I
5. Commitment to sustaining and developing the Christian vision and character of a church school.	E	A/I
6. Ability to apply a Christian vision to promote the flourishing of all within the school community.	E	A/I
7. Ability to lead inclusive, invitational collective worship.	E	I
8. Understanding of effective Religious Education and collective worship.	E	A/I
9. Ability to build effective partnerships with the church, Diocese and wider community.	E	A/I
10. Understanding of spiritual development across the school community.	E	A/I
Experience		
11. Recent successful experience as a middle leader, assistant head or deputy head	E	A/I
12. Evidence of successfully leading whole school initiatives which have improved pupil outcomes	E	A/I
13. Experience of whole school self-evaluation and development planning	E	A/I
14. Ability to contribute to staff development through e.g. coaching, mentoring, leading CPD/INSET etc.	E	A/I
15. Experience of monitoring staff performance and improving inclusive practice	E	A/I
16. Proven leadership of inclusion, SEND or pastoral systems	E	A/I
17. Experience of improving outcomes for disadvantaged and vulnerable pupils	E	A/I
18. Experience of working with safeguarding and external agencies	E	A/I
Knowledge & Skills		



19. Strong understanding of effective, evidence-informed approaches to inclusive teaching across the primary age-range	E	A/I
20. Ability to support the development of a small-steps curriculum to enable all pupils to make good progress.	E	A/I
21. Strong understanding of how pupils with barriers to learning embed and retain knowledge over time	E	A/I
22. Strong understanding of effective SEND, safeguarding and inclusion practice, including statutory frameworks, e.g. SEND Code of Practice and Equality Act	E	A/I
23. Knowledge of evidence-informed approaches to supporting disadvantaged pupils	E	A/I
24. Ability to systematically analyse data and evaluate monitoring evidence to identify areas for improvement	E	A/I
25. Understanding of Ofsted's Inclusion and Personal Development framework	E	I
26. Effective coaching strategies to support and develop the practice of others	E	A/I
Personal Qualities		
27. Passionate about achieving the very best outcomes for all learners through high expectations of all pupils and staff	E	A/I
28. Strong moral purpose and commitment to equity, inclusion and removing barriers to learning	E	A/I
29. Strong emotional intelligence, communication and relationship-building skills	E	I
30. Compassionate, resilient and values-driven leadership	E	I
31. Ability to lead with clarity, precision and integrity	E	I
32. Flexibility, initiative and personal responsibility to maintain a positive attitude in the face of a challenging and demanding job	E	I
33. Self-reflective and committed to own professional development	E	A/I

Professional Skills

Each candidate will be expected to demonstrate knowledge and understanding of the Headteachers' Standards 2020 which also form the basis of the Job Description. Candidates will be expected to show evidence of having applied this knowledge and understanding in their current setting as well as an awareness of how this will be applied in our school.

Confidential References and Reports

Positive and supportive faith reference from the vicar/priest/minister where the applicant regularly worships	D
Positive recommendation from all referees, including current employer	E



ARNOT ST. MARY
Church of England Primary School



How to Apply

Applications should be submitted as a letter of application that reflects the person specification and key aspects of the job description. Applicants are not expected to address every criterion individually, but should instead provide a clear overview of their relevant skills and experience. This should be accompanied by a completed Liverpool City Council application form and Equal Opportunities form. All documents must be submitted electronically by the closing date to **Mrs D. Cavanagh, School Business Manager, at asm-ao@arnotstmary.liverpool.sch.uk**

Start date: September 2026 or as soon as possible

Closing date: Friday 24th April 2026 at 12:00pm

Interview date: Tuesday 28th April 2026

Arnot St Mary is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. As part of safer recruitment, an enhanced DBS check with barred list check will be sought for the successful applicant, in line with statutory requirements and Keeping Children Safe in Education (KCSiE) guidance. All relevant pre-employment checks and online checks will also be undertaken prior to appointment.