

SENIOR LEADER FOR LANGUAGE & LITERACY DEVELOPMENT RECRUITMENT PACK

December 2024



Meet our Headteacher



A handwritten signature in black ink, which appears to read 'Jafay'.

Headteacher

Welcome to our Woodlands family! I am thrilled that you are considering joining us to work alongside our dedicated staff and wonderful pupils. Let me tell you about Woodlands and our story so far.

Woodlands is a specialist provision catering for children and young people aged nine to sixteen who have Special Educational Needs (SEN), specifically Social, Emotional and Mental Health needs (SEMH). We provide education for up to 84 children and young people with EHC plans on a non-residential basis.

“This is a happy school where staff and pupils get along well and staff want the very best outcomes for pupils.” This is what Ofsted found when they recently inspected us and we are so proud that our report reflects our commitment to our children and young people, and to their families. This is a great place to work where the words “life changing” really apply to what we do. Staff are well supported, and wellbeing is not a buzzword but a meaningful outcome we want for all our staff.

There is a thread that runs through our history of being a school that supports vulnerable pupils who have often experienced trauma in their backgrounds, be that adverse childhood experiences or educational trauma before they found their way to us. In the 1940s this building was a school for Jewish Kindertransport refugees. Anna Essinger, who brought a whole school here from Nazi Germany, created a place where children felt safe and accepted and were able to learn. We want the same for our pupils today.

We believe in this approach, where high expectations are

combined with high support and a “we know you can, and we will help you” attitude, will help our children and young people achieve what we know they are capable of. As a result, Ofsted judged our Behaviour and Attitudes as “good” as well as our Personal development, testament to the bespoke support we give to each of our children and young people who consequently feel understood and valued by the adults who support them.

Our curriculum is broad, balanced and ambitious. We provide a strong academic curriculum to GCSE / Level 2 and additionally a bespoke approach through our ‘Oaks’ provision, which includes elements of the academic curriculum and also vocational learning both in school and off-site. The curriculum is centred around the needs of the child or young person set out in their Education, Health and Care Plan and is reviewed frequently.

Our ultimate aim at Woodlands is to prepare our young people for adulthood and enable them to take their next steps knowing they have the skills for independent living and the knowledge and understanding to become healthy adults who can access employment and engage positively with their communities.

More than this even, we want them to feel loved and cared for and replace their feelings of educational failure with the experience of what success feels like, knowing that they are unique and valued and can take that belief out into the world with them when they leave us.

Job description



Post title

Senior Leader for Language and Literacy Development



Salary

Leadership 15 – 9 or L10 – L15



Hours of work

1.0 FTE



Post status

Permanent

We offer

- ❑ A supportive environment with an experienced team where you will be invested in and valued
- ❑ A varied and exciting role – building relationships with a range of colleagues across the Multi-Academy Trust
- ❑ A varied day with different experiences and challenges
- ❑ A Talent Pathway that offers you continued professional development and learning for you as an individual

Why this role above others?

Come and make a difference to the life chances of our young people.

Woodlands is a special school for pupils who have social, emotional and mental health needs. We are proud of the high expectations and aspirations we set for every child and young person, providing an inspiring environment where everyone can learn and achieve.

We provide ambitious and exciting opportunities through well-designed and individualised curriculum packages.

You will be part of a highly effective, supportive team who readily share best practice amongst the team.

You will have the opportunity to work collaboratively with individual children, young people and their parents. You will find each day rewarding, making the difference, and providing support and nurture for children and parents alike.

You will join us in celebrating success and encouraging all our young people to develop broader life skills, investing in them as a whole child.

We are incredibly proud of the achievements of all our pupils and trust that you will feel the same as we work together to ensure the successful future for them.

Any questions in regards to the role can be raised with Lisa Dugmore ahead of the closing date:

Lisa.Dugmore@wdl.mmat.co.uk

Responsible to:

The post holder will be responsible to the Deputy Headteacher / Assistant Headteacher and will have contact with pupils, support staff, families and relevant outside agencies.

Outline of role:

To provide high quality support, teaching and learning for children with SEMH needs across all primary subjects in KS2 / KS3

Main duties:

1 Strategic Leadership

- Lead the development and implementation of a whole-school strategy for Speech, Language, and Communication, with an emphasis on literacy, oracy, reading, and writing, ensuring continuity and progression across phases.
- Collaborate with the Headteacher, senior leadership team, and Trust stakeholders to align language and literacy initiatives with the school's vision and values, supporting a culture of belonging and engagement for all learners.
- Provide specialist knowledge and guidance, particularly in primary or secondary English, to bridge best practices across phases, supporting seamless progression and development for learners at all stages.

2 Curriculum and Assessment

- Design, implement, and monitor an integrated curriculum for language and literacy development that supports learners' progress in communication skills from early years to secondary levels.
- Lead and refine assessment practices in Speech, Language, and Communication to inform teaching, track learner progress, and ensure targeted support is provided where needed.
- Work with subject leaders to integrate cross-curricular literacy approaches, embedding oracy, reading, and writing skills throughout the curriculum.

3 Educational Technology (EdTech) for Learning

- Champion the strategic use of educational technology to remove barriers to learning, especially in areas of language and literacy development.
- Identify and implement EdTech solutions that support learners in developing communication skills, with a focus on accessibility, engagement, and personalized learning pathways.
- Lead professional development on the use of EdTech tools for teachers, ensuring they can utilize technology effectively to support learners' literacy, oracy, and writing.

4 Teaching and Learning

- Support teachers in implementing high-quality, evidence-based strategies to develop language and literacy skills in the classroom, adapted to meet the needs of all learners.
- Lead professional development and training for staff to enhance their skills in promoting literacy, oracy, and effective communication in their classrooms, with a specific emphasis on supporting learners with diverse language needs.
- Model exemplary teaching practices that inspire high standards of language and literacy development, fostering a positive and engaging learning environment

5 Learner Achievement and Inclusion

- Ensure that all learners, including those with additional needs in language or communication, receive tailored support to achieve their potential.
- Lead interventions for learners at risk of underachievement in Speech, Language, and Communication, using data to drive progress and improve outcomes.
- Collaborate with the SENCO to support learners with specific language and literacy needs, ensuring they have access to a broad and balanced curriculum.

6 Community and Culture

- Promote a school-wide culture of language and communication, engaging parents, carers, and community stakeholders in supporting literacy and communication development.
- Foster learners' cultural awareness and appreciation for diversity through language and literacy initiatives that emphasize belonging and inclusivity.
- Develop partnerships with external agencies and professionals to support learners' Speech, Language, and Communication needs, sharing best practices and resources.

7 Operational and Administrative Leadership

- Contribute to the operational leadership of the school, supporting the Headteacher in achieving key priorities.
- Manage resources effectively, ensuring that funding allocated to language and literacy development is used efficiently to maximize impact.
- Lead on safeguarding responsibilities within the areas of language and literacy development, ensuring policies are upheld and all learners feel safe and supported.

Developing self and leading others:

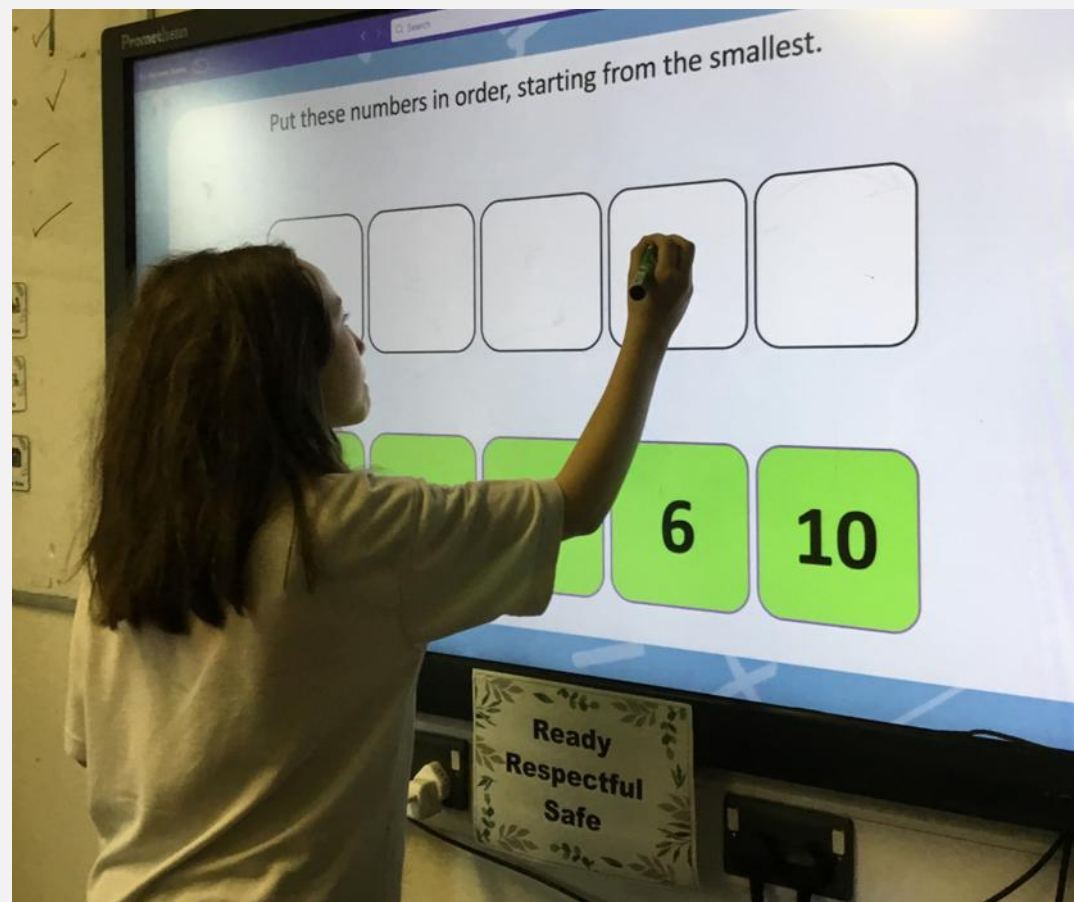
- Take responsibility for own professional development including maintaining an up to date knowledge of developments and related legislation including engaging fully in performance management of self and other staff (if applicable)
- Contribute to effective staff induction and professional development
- Manage own workload, providing support where necessary and delegating where appropriate to ensure that professional duties are fulfilled, as identified

Community responsibilities:

- Effective dialogue with parents in accordance with school policies.
- Attend and support community events as required.

In addition to the above all Marches Academy Trust staff are required to:




- Adhere to policies and procedures, including Equality and Diversity and Health and Safety.
- Respect confidentiality: all confidential information should be kept in confidence and not released to unauthorised persons.
- Undertake appropriate training and development as required.
- Participate in the Performance Review Cycle.
- Demonstrate excellent Customer Care in dealing with all customers.
- Ensure positive effective working relationships with the school teams, stakeholders and partners.





Objectives and outcomes:

- To be agreed with the successful post-holder once appointed.
- The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.
- The post holder may have opportunities to work in other schools within The Marches Academy Trust.

Person specification

	Essential	Desirable
 <p>Qualifications and training</p> 	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • Degree in Primary Education or English (or related field) with a strong foundation in literacy development • Evidence of further professional development relevant to senior leadership, literacy, communication, and educational technology 	<ul style="list-style-type: none"> • Higher Degree • Attachment training Level 2
<p>Experience</p> 	<ul style="list-style-type: none"> • Proven track record of successful teaching and learning leadership in literacy, oracy, reading, and writing, with experience as a primary specialist or secondary English specialist • Demonstrable experience leading whole-school or cross-phase initiatives in language and literacy • Experience in a senior leadership role focused on inclusion, belonging, or supporting learners with diverse needs • Knowledge of educational technology applications and experience in using EdTech to support language and literacy learning 	

Person specification

	Essential	Desirable
 <p>Skills & Knowledge</p>	<ul style="list-style-type: none"> • In-depth understanding of Speech, Language, and Communication development, with expertise in literacy and oracy pedagogies • Strong grasp of curriculum design, assessment, and intervention strategies for literacy and communication • Proficiency in using educational technology to enhance learning outcomes, with an awareness of tools that support accessibility and engagement • Excellent communication and interpersonal skills to build relationships and influence school-wide practice 	
 <p>Attributes</p>	<ul style="list-style-type: none"> • Commitment to Woodlands School's values of inclusivity, belonging, and excellence • Passion for enhancing language and literacy to enable all learners to succeed • A collaborative leader who inspires and develops others • Reflective, resilient, and committed to continuous professional growth 	

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviour, and
- Attitudes to use of authority and maintaining discipline

Welcome from the CEO

This is a high achieving Trust that is imaginative and creative in its approach to teaching and learning and is keen to look for continued sustained improvement.

Our vision 'Achievement through Caring' is central to all that we do at The Marches Academy Trust. Our schools are, innovative and striving to ensure that young people make the very most of their learning adventure and are equipped with the skills required to prosper in the modern world.

We are immensely proud of the Alliance of Leading Learning who provide a wide range of professional development opportunities across our Trust, nationally and internationally.

Sarah Finch

CEO

The Marches Academy Trust

Our family of schools currently includes:

- The Marches School and Sixth Form in Oswestry
- Sir John Talbot's School and Sixth Form in Whitchurch
- Tilstock CE Primary School and Nursery in Whitchurch
- The Grove School and Sixth Form in Market Drayton
- Lower Heath CE Primary School and Nursery in Lower Heath
- Shrewsbury Academy in Shrewsbury
- Longlands Primary School and Nursery in Market Drayton
- Grange Primary School and Nursery in Shrewsbury
- Oakmeadow CE Primary School and Nursery in Shrewsbury
- Woodlands School in Wem
- Idsall School and Sixth Form in Shifnal



Meet our Chair of Trustees



Alex Fry

Chair of Trustees

Thank you for your interest in this role.

The Trust is looking to appoint an individual to build on our Trust's current strengths and achievements.

As a thriving Trust serving over 6,000 students and their families in Shropshire, this a pivotal role in driving continuous improvement across our schools and will contribute to our vision of 'achievement through caring'.

Collaborative working with other schools in our Trust offers many benefits for students and staff; sharing best practice in teaching and learning, curriculum collaboration, extracurricular opportunities, staff development, finance and human resources, legal services, school improvement structures and governance arrangements.

We hope that the opportunity to shape the work of our schools and their staff to harness their professional expertise, with the goal of securing excellent outcomes, is one you would relish.

The prospect of this role goes beyond the immediate job description. The successful candidate will influence and help shape the strategy of the Trust, have the opportunity to support our ITT provision, support leadership development and career paths as well as drive efficiencies across our schools.

For the right individual, this is an exceptional opportunity. The right candidate will have no better chance of working with wonderful students, super staff and shaping our Trust into the future.

Who we are



Welcome to the Marches Academy Trust!

We are a multi-academy sponsor based in Shropshire, currently comprising five secondary schools, five primary schools and one special school.

Across our Trust we have a wealth of experience to inspire and motivate children, young people and staff to be the very best they can.

Achievement Through Caring drives our Trust, and our values are shared throughout our family of schools; we work together on embedding them in everything we do.

Our Trust prides itself on delivering high quality education and connecting with our children and young people to inspire and enthuse them to learn, achieve and to be happy.

Check out our video:

<https://youtu.be/RxuP4WDUM88>

Interested? Here's how to apply:

[Search for Jobs \(webitrent.com\)](https://www.webitrent.com)

The closing date for applications is:

Wednesday 15th January 2025

Interviews will take place

Week commencing 20th January 2025

The Trust is committed to safeguarding and promoting the welfare of the children in our care and expect all staff to share this commitment.

A core belief in staff wellbeing and work life balance evidenced in policy and practice

Our Trust Vision Statement and Values



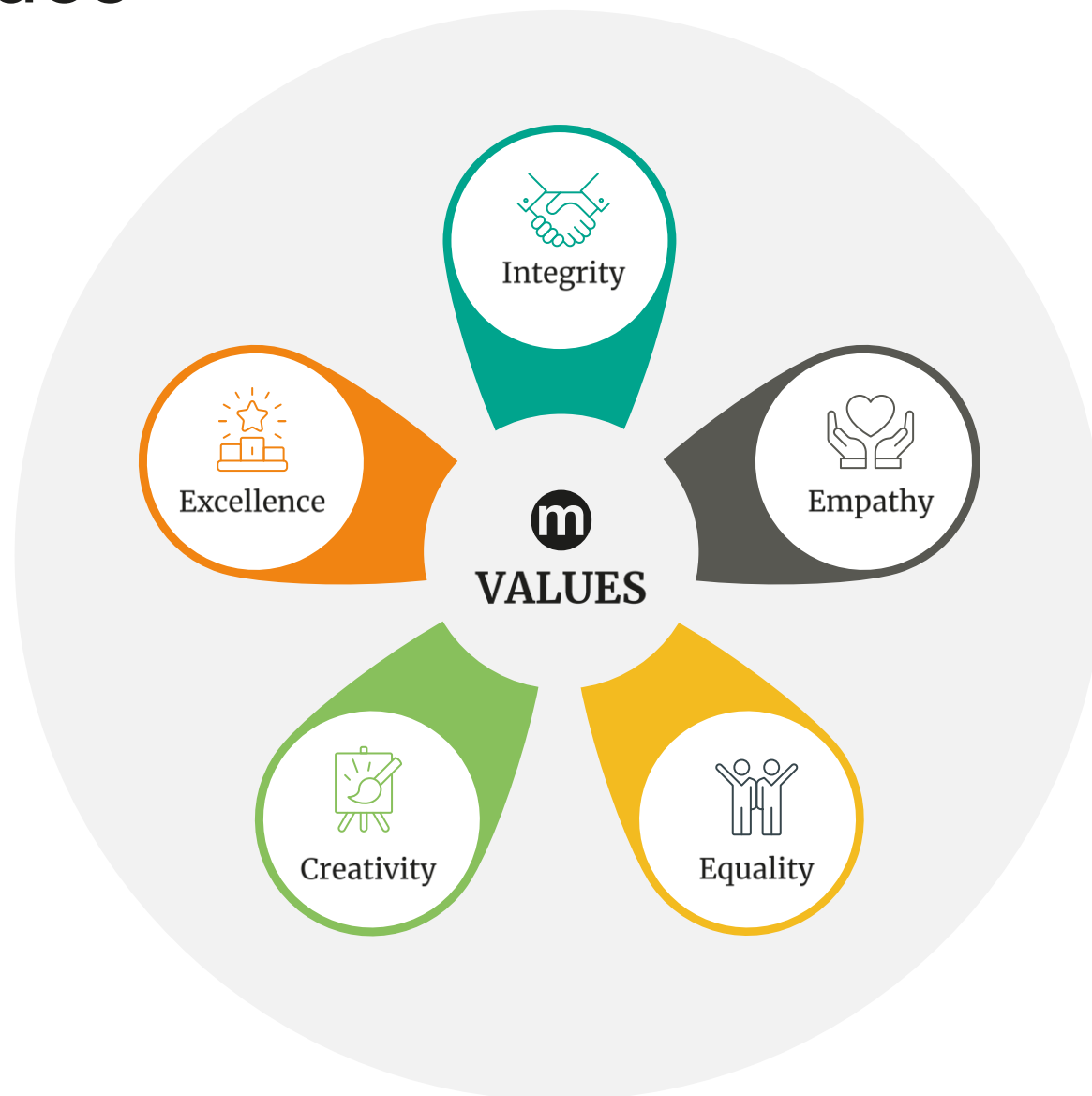
Our Vision

Achievement through caring



Mission Statement

As a Trust, it's our mission to empower everyone in our Trust and our communities to live and breathe our values and Achievement Through Caring, to reach their full potential.



Our investment in you

Talent Spotting our Future Leaders

Our Talent Pathway supports the professional development of staff within the trust. We identify leadership talent and leadership needs for future succession planning – ensuring relevant and practical leadership development opportunities for staff.

Our talent management programme and our Career Development Pathways provide a framework for the discussion of your leadership journey and the professional learning you can access along the way.

Talent Contract

The Talent contract is a promise; a covenant between yourself and the trust that the Trust will do its' very best to support and develop you professionally. The Contract describes a variety of Professional development opportunities and encourages you to identify and pursue your training needs.

We believe successful creative lifelong learners participate in a journey of self-discovery. They know how to learn, acquire skills and feel safe to take risks with confidence and courage.



Our investment in you

We really care about employee wellbeing and our commitment is set out in our Wellbeing Policy and Charter. This commitment is underpinned by our four pillars of wellbeing;

Emotional

Some examples include a robust induction programme, Trust newsletter, professional performance reviews (appraisal) and line manager check-in meeting. We have clear policies and procedures relating to all aspects of your employment and we carry out an annual well-being survey to gauge the health of our staff.

Physical

We are blessed that our schools are located in beautiful Shropshire market towns and /or rural locations. We can offer discounted local gyms and onsite facilities in our secondary schools.

Financial

We offer membership to two great pension schemes; Local government pension scheme and Teachers' pension scheme. Our terms and conditions are aligned to Burgundy Book & School Teachers Pay & Conditions Document (teachers) and NJC Green Book (associate staff). We also recognise continuous service for sickness, maternity and annual leave entitlements for those transferring under the Redundancy payments (local government) Modification Order (RPMO).

Social

Encouragement of great working relationships and sense of belonging through team building events, PD days, end of term events and Trust Awards evening.

Generous
non-contact
time for
staff

Wellbeing Offer

We are delighted that our wellbeing offer includes access to a free confidential medical and wellbeing service with School's Advisory Service (SAS) for all staff. Services available include counselling, bereavement counselling, physiotherapy, menopause support and stress awareness sessions. We encourage staff to utilize SAS in seeking out preventative and early intervention by making support easily accessible for all!





We are a school led inclusive partnership representing all phases and school contexts nationally and internationally. Our core team at The Marches Academy Trust have trained over 400 ITT and over 150 School Direct students; we have also led the professional learning of over 5,000 educational leaders and governors.

We deliver the DfE National Professional Qualifications, and we actively encourage our staff to complete an NPQ programme at their earliest opportunity.

We also talent spot, from within our Trust team, colleagues who want to share their expertise and enhance their experiences by becoming an Improvement Consultant.

Supporting schools, departments and individuals across the Trust and also external schools.

Embracing all our work is the unique Professional Learning Conference we host each year which continues to inspire school colleagues nationally.

In joining The Marches Academy Trust you have direct access to an outward facing large group of outstanding schools across the West Midlands and beyond.

Quite simply we want to ensure the right expertise exists to enhance a self-improving system and impact learners, leaders and schools to drive continuous improvement.

You will be part of this success story as a member of our team; and on starting your new post you will also be starting your learning journey - with all the benefits of being part of a large and successful Trust with exemplary partnerships nationally and internationally.



We hold true to delivering current, inspirational training that has real impact back in the workplace. Most importantly our participants confirm in countless testimonials that we invest in their leadership journey.

Cavelle Priestley-Bird, Executive Director of People and Development)

Bits you need to know

The Marches Academy Trust values each person equally. We are committed to building a diverse team and embedding a welcoming, inclusive culture that encourages diversity and authenticity. We believe this will encourage creative ways of thinking – ensuring we collaborate more effectively and achieve better outcomes. We welcome applicants from all qualified candidates who share this commitment.

Everyone within our Academy Trust shares the objective to help keep children and young people safe by contributing to:

Providing a safe environment for children and young people to learn in an education setting and identifying those who are suffering or likely to suffer significant harm, taking appropriate action with the aim of ensuring they are kept safe both at home and within the education setting and we expect all staff to share this commitment. Shortlisted applicants will be asked to declare any criminal convictions and will be subject to online checks. The successful applicant will be subject to an enhanced DBS check.

“This post is exempt from the Rehabilitation of Offenders Act 1974 and as such all applicants who are appointed to this post will be subject to an Enhanced Disclosure from the Criminal Records Bureau before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once provisionally appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at predetermined intervals during the course of their employment whilst in this post.”




Woodlands School

part of the Marches Academy Trust

Woodlands School
Tilley Green
Wem
Nr Shrewsbury
Shropshire
SY4 5PJ

T. 01939 232372
E. admin@wdl.mmat.co.uk

 woodlands.school  SY4 5PJ  [WoodlandsShropshire](https://www.facebook.com/WoodlandsShropshire)