



**Woodland
Academy Trust**

Ignite the spark, reveal the champion

Application Pack

Deputy Headteacher (Inclusion)



**Peareswood
Primary School**

Ignite the spark, reveal the champion

Welcome from the CEO

Dear Applicant,

Thank you for expressing an interest in this role at Woodland Academy Trust. Woodland Academy Trust is a small but ambitious Trust that puts the children and community first. We are on an exciting journey to achieve the best possible outcomes and excellence for all.

To support us on our journey, we are welcoming applications from skilled and committed applicants who have vision, drive and ambition and would be keen to hear about your experiences and what skills you can bring to this role. We seek to attract staff who have a growth mindset, strong values and work ethic and care deeply about serving communities.

This is an exciting time to join Woodland Academy Trust as we further strengthen our school improvement offer across the Trust. You will benefit from working with a strong team, receive the very best professional development and have the opportunity to make a real difference to the daily learning experiences of our wonderful children.

We look forward to your application.

Yours faithfully,

Nav Sanghara, Trust Leader (CEO)



About our Trust

Woodland Academy Trust was formed in September 2011 and consists of five primary schools, four of which are located in the London Borough of Bexley and one in Kent,.

All our schools share the same mission; *ignite the spark, reveal the champion*. We are an inclusive and ambitious Trust, striving to achieve the best possible outcomes for our children. Our aim is to provide the highest quality learning experiences for every child by creating an ethical culture of empowerment and growth for all. We believe deeply in the importance of nurturing strong partnerships with our local communities and beyond.



AMBITION



COLLABORATION



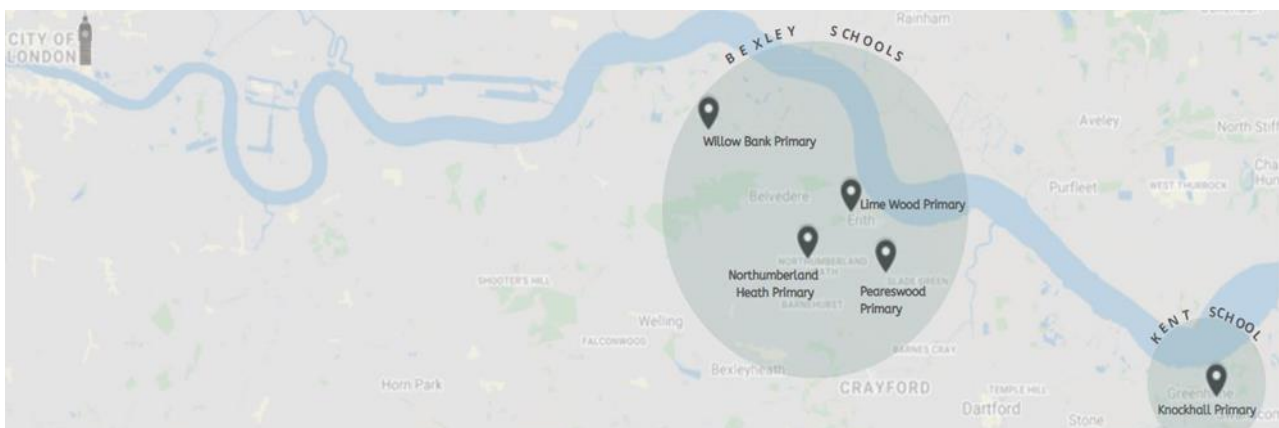
COMPASSION



EXCELLENCE



INCLUSIVITY



Ignite the spark, reveal the champion

Welcome from the Headteacher

Peareswood Primary School is a warm, nurturing and inclusive primary school in Erith. Our values support and reflect our 'school family' and ensure high aspirations for all learners, through both a challenging and supportive approach. Our core purpose is to equip our children with the skills to continue their learning journey and achieve their own personal goals and aspirations. Our bespoke curriculum provides children with enriched knowledge of their local area whilst developing their confidence, self-esteem and resilience through lessons and experiences outside of the classroom.

We value the importance a primary school plays in the life of a child and therefore strive to cultivate positive experiences and memories for both children and carers to cherish in future years.

Learning together we grow as one, ensuring each child achieves their potential and feels happy and safe in school, with differences celebrated.



Mrs Ferla, Headteacher at Peareswood Primary

About Our School

At Peareswood Primary, we promote independence and challenge through a bespoke curriculum localised firstly within the community we serve and draws on the rich cultural heritage that is on our doorstep. We seek to provide all children with lifelong skills and experiences providing opportunities for children to achieve qualifications beyond the traditional curriculum.

Children are at the centre of all that we do with an ethos of developing and nurturing the whole child and revealing the champion within all children. Our school values underpin the great relationships that develop at school and support us in exploring the issues and dilemmas that we encounter in our everyday lives. Our values also support us in developing the calm, respectful and collaborative community that is evident across the school.

We value our relationship with the local community and work collaboratively with families, parents and carers in order to provide the very best opportunities for all children.

Our school vision is:

Learning together we grow as one, ensuring each child achieves their potential and feels happy and safe in school, with differences celebrated.

To achieve our vision, each member of staff will be a children's champion, working alongside the community. We will support and nurture in order to ensure our values are embraced.

Our values are:

Pride Ambition Kindness Creativity Collaboration

Peareswood Primary School



www.peareswoodprimaryschool.co.uk 
Peareswood Primary School
Peareswood Road,
Erith,
Kent,
DA8 3PR
 01322 332 379

The Vacancy

Job title: Deputy Headteacher (Inclusion)
Status: Permanent/ full-time
Grade: Leadership Scale – points 9 to 14

Start Date: January 2024

A rare opportunity has arisen within our school due for a Deputy Headteacher (with responsibility for inclusion) at Peareswood Primary School who will lead and develop inclusion across our school and share in our ethos and vision.

As our Deputy Headteacher, you will:

- ensure that the needs of all learners across the Trust are being met through quality first teaching and/or personalised learning.
- ensure that safeguarding and child protection procedures across the schools are implemented effectively.
- support the development of attendance procedures, especially relating to persistent absentees.
- liaise with relevant agencies, including local authorities.

- support and advise on EHCPs and HNF applications and inclusive classroom provision.
- Work collaboratively with parents and the local community with ability to build strong links.
- Have a successful track record of teaching across the whole curriculum
- Have a passion for ensuring good progress of pupils, particularly those with barriers to learning
- Extensive knowledge and hands-on experience with a range of strategies to support learning
- Strong, ethical leadership skills to get the most of our children and colleagues, leading, motivating and developing teams.
- Experience of or a good understanding of the roles of SENCO and Designated Safeguarding Leads

The successful candidate will be responsible for the development of inclusion practices within our schools and will work collaboratively with the inclusion teams (including Wellbeing Coaches and Community Liaison Officers) to share best practice and develop skills and knowledge in relation to inclusion. In addition, they will support leaders and teachers with their teaching and learning practices to support children with additional needs.

The post holder will have experience with completing applications for high needs funding and education, health and care plans (EHCP) and working with local authority teams to ensure children have access to the support they need. They will also have a working knowledge and experience of safeguarding and working with children with SEND. We are looking for applicants who are not only secure in their knowledge of inclusion, but also in how to role model this and develop staff to support their knowledge and understanding too.

The successful candidate will also have the opportunity to work collaboratively with inclusion colleagues from across the Trust.

Applications

Please apply by visiting our recruitment page at: [Woodland Academy Trust- Join Us](#)

Or if you would prefer to complete a word application form, please contact us at sbmpwp@watschools.org.uk

Application Deadline: 13 October 2023
Interviews: 30 October 2023

Visits to the school are welcomed and can be organised by contacting [**cferla@watschools.org.uk**](mailto:cferla@watschools.org.uk)

For more information about please visit: [Woodland Academy Trust](#).

Diversity & Inclusion

Woodland Academy Trust values and cares about the lived experience and backgrounds our colleagues can bring to their roles. We believe a diverse team strengthens our organisation and encourages innovation.

We welcome applications from all backgrounds and ensure our colleagues feel respected and valued for being themselves.

We are committed to ensuring that employees who have a disability are given every possible assistance in the workplace. All disabled applicants that meet the minimum criteria for the job will be given the opportunity to be interviewed. We have a commitment to make reasonable adjustments to our recruitment and selection processes, where appropriate, this is to ensure that no candidate, whether or not that have a disability, is unfairly prevented from demonstrating their true abilities.

Our Offer

Woodland Academy Trust seek to appoint colleagues who share in our values and mission to ignite the spark and reveal the champion. We recognise that in order to offer the best outcomes for our children, our staff teams need the opportunity to be the very best they can be too. We do this by ensuring we have in place for all staff:

- Continuous professional learning focusing on core areas;
- Working collaboratively with agencies around us and offering formal training opportunities, bespoke and targeted professional development as well as in-house, bespoke training from our many experts and coaching and mentoring;
- Embedding initiatives to support with reducing teacher workload;
- A strong supportive ethos with dedicated line management structures and clear communication channels;
- Well-being assistance and support including a dedicated employee assistance helpline and occupational health;
- Opportunities to take part in exciting initiatives and projects that help shape the way our children will learn in the future;
- Wide range of family friendly policies in place for staff;
- Recognising national terms and conditions for staff;
- Teachers and Local Government pension schemes;
- Cycle to work schemes.

Safeguarding Children and Young People

Woodland Academy 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

In line with KCSIE 2023, we reserve the right to carry out a fair process for carrying out online searches of shortlisted applicants to ensure their suitability for the role. Further information can be found within our Privacy Notice.



Peareswood Primary

Resilience Teamwork Respect Pride Curiosity

JOB DESCRIPTION AND PERSON SPECIFICATION

	Deputy Headteacher (Inclusion)
Grade	L9 – L13
Job purpose	<p>To play a major role under the direction of the Director of Education in formulating the aims and objectives of the Trust particularly relating to inclusion, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement.</p> <p>The Deputy Headteacher will take responsibility for reviewing and monitoring effective safeguarding and child protection across the Trust schools.</p> <p>The Deputy Headteacher will take part in in strategy discussions, inter-agency meetings and contribute to the assessment of children and support other members of staff with child protection matters. You will liaise with the relevant agencies such as the local authority and police.</p>
Responsible to	Headteacher
All staff responsibilities	<ul style="list-style-type: none"> • Staff are expected to value their own well-being and the well-being of colleagues. • Staff are expected to value their own professional development and welcome any training opportunities or opportunities to take part in further research to help shape the future of education for the better. • To share in the mission, vision and values of the Trust and to carry out the Trust ethos in your everyday work life. • All staff agree to follow the school and Trust's policies and procedures.
Duties and responsibilities specific to the post	<ul style="list-style-type: none"> • To have a thorough knowledge & understanding of the National Curriculum and the SEND Code of Practice. • To lead learning and co-ordinate the strategic management and development of inclusion across the schools so that all pupils with a range of additional needs, as identified as English as an Additional Language, Special Educational Needs and Gifted & Talented, are well supported across the school and make very good progress. • To oversee and ensure quality provision is in place for children with a range of additional needs mainly: English as an Additional Language, children with Special Educational Needs, and Gifted & Talented (designated group). • To develop and lead staff development programmes to support effective inclusive practices and provision in school. • Establish, review and update as necessary the School Improvement Plan for Inclusion. • To oversee, and work collaboratively with Key Stage Leaders, to ensure the effective coordination of intervention programmes to support designated groups of pupils.

	<ul style="list-style-type: none"> • To actively seek out ways to enrich the learning experiences of children through the coordination of extended learning programmes. • Lead and oversee the effective completion of EHC Plans, HNF applications and any other opportunities that utilise support available for children from external agencies. • Support, monitor and develop the Trust's behaviour system and how this is carried out within the schools. • Ensure excellent teaching in the schools, in particular ensuring that all children have the opportunity to access high quality education, including those with additional needs. • Support with the day-to-day management of the schools. • Communicate the Trust vision compellingly and support strategic leadership. • Lead by example, holding and articulating clear values and moral purpose and focusing on providing excellent education for all pupils. • Build positive relationships with all members of the schools' communities. • Keep up to date with developments in education and have a good knowledge of education systems locally, nationally and globally. • Work with political and financial astuteness, translating policy into Trust context. • Seek training and continuing professional development to meet own needs. • To be a member of the Senior Leadership Team, having collective responsibility for school self-evaluations, understanding, and using data and planning appropriate provision so that all children in designated groups achieve well within expectations. • Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes. • Develop staff through training and CPD opportunities. • Establish a culture of 'open classrooms' as a basis for sharing best practice. • Create an ethos within which all staff are motivated and supported to develop their skills and knowledge. • Identify emerging talents, coaching current and aspiring leaders. • Work with staff to support and develop their practice. • Hold all staff to account for their professional conduct and practice. • Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour. • Ensure that inclusion systems, organisation, and processes are well considered, efficient and fit for purpose. • Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources. • Support distribution of leadership throughout the schools. • Innovate approaches to school improvement and leadership. • Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education. • Deputise in the case of the Headteacher's absence, as supported by the Director of Education.
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Person Specification

	<u>Essential</u>	<u>Desirable</u>
Qualifications:	<ul style="list-style-type: none"> • Qualified Teacher Status • Degree • Professional development in preparation for a leadership role • NPQSL (or NPQH) 	<ul style="list-style-type: none"> • DSL Training • CPD in all relevant areas • SENDCo qualification
Experience and skills	<ul style="list-style-type: none"> • Recent and relevant senior leadership experience in a school setting. • Record of outstanding classroom practice and teaching experience in a primary setting. • Working experience and knowledge of being the Deputy Safeguarding officer or Deputy Safeguarding lead. • Significant experience in inclusion or working with children with additional needs. • Ability to evidence continuous learning and development of safeguarding and child protection matters. • Experience of leading a successful initiative across the entire primary school age-range. • Evidence of successful curriculum leadership and involvement in school improvement planning. • Thorough understanding of and commitment to equality of opportunity. • Ability to delegate and negotiate when necessary and resolve conflict. • Effective behaviour management. • Coaching and mentoring experience including supporting Early Career Teachers. • Worked to support the development of other teachers. • Data analysis skills and ability to use data to present information and inform practice. • Proven track record of raising standards and meeting challenging targets. • Knowledge of how educational technology can be used to support inclusion. 	<ul style="list-style-type: none"> • Knowledge of Rosenshine's Principles and Teaching WalkThrus. • Apple Teacher accreditation. • Proven experience of developing and embedding digital and technology projects from start to finish. • Teaching within EYFS as well as KS1 and KS2. • SENDCo experience.

	<ul style="list-style-type: none"> • Experience of working with a wide range of technologies that support the development of the curriculum. • Ability to engage with all stakeholders of the Trust and the wider communities. 	
Personal qualities and attributes:	<ul style="list-style-type: none"> • A love of teaching. • Good attendance and punctuality. • Genuine passion and belief in the potential of every child. • Commitment to our values of excellence, collaboration, compassion, inclusivity and ambition. • Courage and resilience. • A commitment to the highest standards. • A high level of self-motivation. • Well organised and an effective planner. • An ability to be innovative and inspire a love for learning. • Ability to relate well to others. • Ability to work under pressure. • Empathy and compassion. 	

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Peareswood Road,

Erith,

Kent,

DA8 3PR



01322 332 379



jpercival@watschools.org.uk



www.peareswoodprimaryschool.co.uk



[@peareswood](https://twitter.com/peareswood)