



**Woodland
Academy Trust**

Ignite the spark, reveal the champion

Deputy Headteacher (Inclusion) Applicant Information Pack



**Northumberland
Heath
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

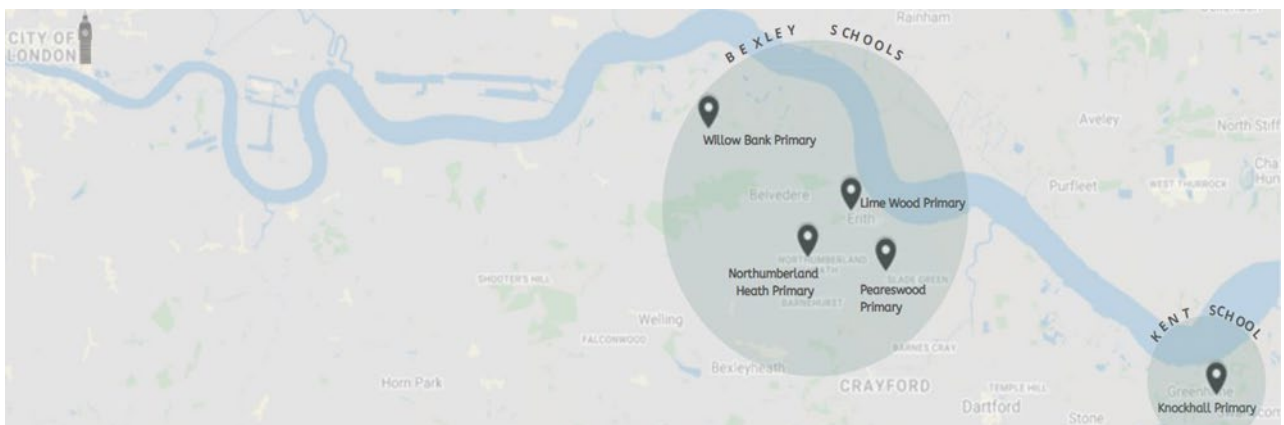


EXCELLENCE



INCLUSIVITY

Discover more about the Woodland Academy Trust by watching our video [here](#).



Welcome from the Headteacher

At Northumberland Heath Primary School we pride ourselves on being a vibrant, inclusive, values-based learning community with the very highest aspirations for our pupils. Everyone at Northumberland Heath is committed to developing young people who are confident, feel valued and can make a positive contribution to our community. Our children have excellent attitudes to learning; they care for each other and enjoy coming to school.

The best way to appreciate us is to come and visit to see our wonderful school in action so get in touch!



Ms D Indresano

Headteacher

About Our School

Northumberland Heath Primary is a three-form entry primary school located in the London Borough of Bexley. We pride ourselves on being a vibrant, inclusive, values-based learning community with the very highest aspirations for our pupils. Everyone at Northumberland Heath is committed to developing young people who are confident, feel valued and are able to make a positive contribution to our community. Our children have excellent attitudes to learning; they care for each other and enjoy coming to school.

We value the strengths each child has and work together to address their needs individually through equity and inclusivity so children are able to thrive and develop a lifelong love of learning in order that they succeed both now and in the future.

To discover more about our school, watch our video [here](#).

Northumberland Heath Primary School



 www.northumberlandheathprimaryschool.co.uk 

Northumberland Heath Primary
Wheelock Close
Erith
Kent
DA8 1JE
 01322 334 638

The Vacancy

Job title:	Deputy Headteacher (Inclusion)
Status:	Permanent
Hours/ weeks:	32.5 hours per week
Working weeks per year:	52 weeks per year
Grade:	L9-L13 (£64,593-£70,873)
Post Start Date:	May 2025
Closing Date for Applications:	3rd February 2025

Do you have the passion and determination to shape an inclusive, nurturing environment where every child thrives? Are you an experienced leader with a proven record in shaping inclusion strategy and driving whole-school improvement? If so, we want to hear from you.

Northumberland Heath Primary School is a vibrant and diverse primary school that believes in unlocking the potential of every child. We are seeking a Deputy Headteacher for Inclusion to join our Senior Leadership Team, taking a pivotal role in driving standards, leading on inclusion and safeguarding, and ensuring our children have the opportunity to access the very best education.

As Deputy Headteacher, you will lead on safeguarding, champion the needs of pupils with additional needs (including SEND, EAL), and oversee the implementation of strategies to ensure all children achieve their full potential. You will have a strong understanding of Universal Design for Learning (UDL) and adaptive learning approaches, using technology creatively to support SEND pupils to access the curriculum. You will inspire and upskill others to embrace the value of inclusive education, while upholding our school's vision and ethos.

The successful candidate will:

- Lead on inclusion, ensuring high-quality provision for pupils with additional needs, including SEND, EAL, children.
- Take responsibility for safeguarding and child protection across the school, liaising with external agencies such as the local authority and police.
- Be a key member of the Senior Leadership Team, driving school self-evaluation and improvement planning.
- Develop and lead professional development programmes to promote effective inclusive practices across the school.
- Lead the behaviour system, ensuring a calm and orderly environment for pupils and staff.
- Embed a forward-thinking approach to inclusion, ensuring innovative strategies and best practices are at the heart of school improvement.

- Champion Universal Design for Learning (UDL) to create a flexible and accessible curriculum that meets the needs of all learners.
- Use adaptive learning technologies to support SEND pupils and ensure they reach their full potential.
- Line-manage and support staff, ensuring performance is monitored and opportunities for CPD are provided.
- Collaborate with Key Stage Leaders to coordinate intervention programmes for children requiring additional support.
- Oversee pupil attendance, in particular supporting those persistently absent and their families.
- Work with parents, carers, and the wider school community to enrich children's learning experiences.

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

Candidates should refer to the job description/person specification and explain within their expression of interest how they meet the criteria, whilst also describing what they will bring to the post from their own knowledge and experience.

The successful candidate will work closely with the other members of the school team to provide the highest quality inclusive education throughout school. The role requires you to have ambition and drive for working with children and empowering all stakeholders to ignite the spark, reveal the champion.

We reserve the right to close this vacancy early should a suitable candidate be found; therefore, early application is encouraged.

Applications

Please apply by visiting our school website vacancies page at: [Northumberland Heath Primary Vacancies](#)

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

Application Deadline: 3rd February 2025
Interviews: 12th February 2025

Visits to the school are welcomed and can be organised by contacting the school at sbmnhp@watschools.org.uk

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For more information about Northumberland Heath Primary School please visit:

[Northumberland Heath Primary School website](#)

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

We are committed to ensuring a positive work environment and selecting candidates who align with our values and culture. As part of our thorough recruitment process, in accordance with DfE Keeping Children Safe in Education 2023, an online search will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process.

Any information we come across will be handled confidentially and considered in a professional manner. Our aim is to better understand your qualifications and suitability for the role. If you have any concerns or questions about this process, please contact us for more information.

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

Ignite the spark, reveal the champion

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.



Northumberland
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JOB DESCRIPTION & PERSON SPECIFICATION

Post title	Deputy Headteacher
Grade	L9 – L13
Job purpose	<p>To play a major role under the direction of the Headteacher in formulating the aims and objectives of the school, 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 lead responsibility for safeguarding and child protection across the school.</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"> • Support with the day-to-day management of the school. • Communicate the school’s 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 school community. • 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 the school’s context. • Seek training and continuing professional development to meet own needs. • Lead of the behaviour system.

	<ul style="list-style-type: none"> • Assist the Headteacher in the ongoing and annual review of standards of leadership, teaching and learning and inclusion in all areas of school provision, consistent with the procedures in the school self-evaluation. • To be a member of the Senior Leadership Team, having collective responsibility for school self-evaluation, 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 • Ensure excellent teaching in the school, in particular ensuring that all children have the opportunity to access high quality education, including those with additional needs. • 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. • Hold all staff to account for their professional conduct and practice. • Be responsible for monitoring and reporting to parents on the progress of pupils. • Be responsible for whole school attendance including developing attendance initiative, monitoring and review. • Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour. • Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose. • Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice. • Work with the governing board as appropriate. • Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources. • Support distribution of leadership throughout the school. • 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. • To have a thorough knowledge & understanding of the National Curriculum and the SEN Code of Practice and the Every Child Matters agenda. • To lead learning and co-ordinate the strategic management and development of Inclusion across the school 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
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	<p>range of additional needs mainly: English as an Additional Language, children with Special Educational Needs, and Gifted & Talented (designated group).</p> <ul style="list-style-type: none">• To be a member of the Senior Leadership Team, having collective responsibility for school self-evaluation, understanding and using data and planning appropriate provision so that all children in designated groups achieve well within expectations.• To line manage a team of staff, including the effective recruitment, performance management and development, and induction for newly appointed staff with respect to inclusive practices and where appropriate their specific deployment.• 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.• To actively seek out ways to enrich the learning experiences of children through the coordination of extended learning programmes (homework, long leave, specific clubs, family learning).• Lead and oversee the effective completion of EHC Plans, HNF applications and any other opportunities that utilise support available for children from external agencies.• Deputise in the case of the Headteacher's absence, as supported by the Director of Education.
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Person Specification

	Essential	Desirable
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 with ability to demonstrate a good understanding of an inclusive school ethos and values-based leadership. • Significant experience in inclusion or working with children with additional needs. • Deputy Safeguarding officer or Deputy Safeguarding lead experience. • Experience of leading a successful initiative across the entire primary school age-range. • Experience of working with a wide range of technologies that support the development of the curriculum. • Evidence of successful curriculum leadership and involvement in school improvement planning. • Thorough understanding of and commitment to equality of opportunity. • Knowledge of safeguarding and child protection issues. • Ability to delegate and negotiate when necessary and resolve conflict. • Effective behaviour management. • Ability to understand and resolve conflict. • Coaching and mentoring experience. • Extensive experience of classroom practice in KS2 and able to evidence good outcomes. • An understanding of UDL and how technology can be used to support learners with additional needs. • Data analysis skills and ability to use data to inform practice. 	<ul style="list-style-type: none"> • Knowledge of Rosenshine's Principles and Teaching WalkThrus. • Apple Teacher accreditation. • Mentoring student teachers and/or NQTs. • Teaching within EYFS as well as KS1 and KS2. • Experience of planning and delivering whole school assemblies. • Worked to support the development of other teachers. • Proven track record of raising standards and meeting challenging targets. • Ability to interpret and present data. • Knowledge of how educational technology can be used to support inclusion. • SENDCo qualification or equivalent

<p>Personal qualities and attributes:</p>	<ul style="list-style-type: none"> • Integrity and Respect: Leads by example with honesty, fairness, and a genuine commitment to fostering a culture of mutual respect. • Inspirational Leadership: Demonstrates the ability to inspire and motivate others, cultivating a shared collaborative vision and empowering colleagues to achieve their best. • Empathy and Compassion: Values the perspectives and needs of others, fostering a nurturing and inclusive environment for pupils, staff, and the wider school community. • Resilience and Courage: Remains steadfast in the face of challenges, demonstrating the determination to make decisions that uphold the best interests of the school. • Commitment to Excellence: Holds high expectations for self and others, consistently striving for the highest standards in education and leadership. • Reflective and Adaptive: Welcomes feedback and takes a reflective approach to leadership, adapting practices to meet the evolving needs of the school. 	
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