



ST THOMAS MORE
CATHOLIC HIGH SCHOOL



Welcome
Vitajte
Bine ati venit
Bienvenue
Fáilte
Salve
Croeso
Ben-vindo
Willkommen
Benvenuto
Witam
Svāgata
Bienvenida



**Recruitment Pack for the Position of:
ASSISTANT HEADTEACHER (INCLUSION)**

Recruitment Pack for the Position of ASSISTANT HEADTEACHER (INCLUSION)



Welcome to St Thomas More Catholic High School

Thank for taking time to consider the post here at St Thomas More Catholic High School. The role is a vitally important one in our school and will impact directly on our continued success and future development.

Our school is recognised as one of the very best schools in Cheshire and nationally as our Progress 8 score has been the best in Cheshire East in 2016 and 2017 and in the top 5 in 2018. Our OFSTED inspections of September 2007, April 2012 and January 2016, together with our pupils' examination results at Key Stage 4 establish our wider reputation as a school with excellent results and pupil progress. The Diocese of Shrewsbury graded the school outstanding in February 2017

I hope that in finding out more about the school and its secure basis on Gospel Values you will feel motivated to apply for the position. I would encourage you to visit the school and meet our exceptional pupils. Please do not hesitate to contact the school if you have specific questions. However do look at our website if you would like more information about our school.

Your application form and covering letter, including referees should be returned by the advertised closing date.

The application form and covering letter can be emailed to:

mrs.mcglone@st-thomasmore.cheshire.sch.uk

Kind regards

Mrs Clare Hogg
Headteacher



St Thomas More Catholic High School Keeping Faith in Education

St Thomas More Catholic High School is a high performing, oversubscribed, 11-16 school in the South Cheshire Catholic Multi Academy Trust in the Diocese of Shrewsbury which was once again rated Good by Ofsted in March 2020. Our most recent inspection by Shrewsbury Diocese rated us as an Outstanding Catholic school.

We have a well-deserved reputation for academic excellence balanced by outstanding pastoral care and support which allows our pupils to flourish and develop as rounded individuals.

We continue to focus relentlessly on the quality of teaching leading to excellent results for pupils, very high expectations of behaviour to create a calm and happy school, a strong good pastoral system to care for pupils and their needs, and a range of enrichment activities to engage and motivate pupils to contribute to their wider education to ensure that St Thomas More Catholic High School provides an outstanding education for all pupils.

Every school in the country with high ambitions for its young people would probably say the same, but we have a distinctive foundation or inspiration for our pursuit of excellence: our Catholic Christian values, based on the Gospel of Jesus Christ, which regards every person as a unique creation of God with an 'original gift' to offer the world. Our aim is to help pupils to discover the person they are called to be.

In the day to day life of the school, Gospel values are evident in the culture of respect and the strong 'family' atmosphere which all our visitors comment on and our staff and pupils value highly. Our values and common purpose has enabled us to create a thriving community who experience a full and balanced education which prepares them to live a fulfilling life and able to grasp all job, career, high education and leisure opportunities which the world offers.

What is special about a Catholic School?

- | | |
|----------------------------------|---|
| ✦ Form prayers each day | ✦ Links with Global Schools |
| ✦ Assemblies | ✦ Caring ethos |
| ✦ Retreats | ✦ Inclusion for all |
| ✦ Liturgical events | ✦ Wellbeing Days |
| ✦ Faith in Action | ✦ Curriculum Core RE |
| ✦ Equality and Respect of all | ✦ Supporting the Church Catechetical Programmes |
| ✦ Relationship and Sex Education | ✦ Chaplaincy Team |

Recruitment Pack for the Position of ASSISTANT HEADTEACHER (INCLUSION)



KEY FACTS

| | |
|--|-----------------|
| LOCATION: | Crewe, Cheshire |
| DENOMINATION: | Roman Catholic |
| DIOCESE: | Shrewsbury |
| AGE RANGE: | 11 - 16 |
| NO OF PUPILS: | 647 |
| NUMBER OF STAFF: | 78 |
| % OF PUPILS ON FREE SCHOOL MEALS: | 17.7% |

Crewe is an established town in Cheshire with a population of approximately 84,000. Crewe is known for its large railway junction and its history of manufacturing and overhauling locomotives. Crewe was also the home of Rolls-Royce Motors from 1946 until 2002. The Pym's Lane factory now produces Bentley Motor Cars exclusively.

St Thomas More Catholic High School is located within the parish of St Mary's the Immaculate, Crewe, under the Diocese of Shrewsbury. We work closely with our partner feeder primary schools, St Mary's Catholic Primary School, Crewe; St Anne's Catholic Primary School, Nantwich and St Gabriel's Catholic High School, Alsager. With a PAN of 128 and approximately 650 pupils on roll the school is increasingly oversubscribed.



St Thomas More Catholic High School has an excellent reputation within the Catholic and local community. We are a successful and popular school. Examination results and Levels of Progress are above local and national averages across Key Stage 3 and 4.

Please read our latest Ofsted Report to find out more:

<https://files.ofsted.gov.uk/v1/file/50151054>



"Our school community believes in every person, encouraging their love of learning, their love of each other and their love of Christ"

Information about the role: Assistant Headteacher (Inclusion)

We are seeking to appoint an Assistant Headteacher (Inclusion) who is a qualified SENCo for April 2023. We are looking for an exceptional leader who will be integral in driving school improvement to enable us to achieve our vision for excellence for the quality of education for our school community.

The Senior Team also comprises of one Deputy Headteacher (Quality of Education), and two Assistant Headteachers responsible for Progress and Personal Development.

Although the role and specific responsibilities may change over time, allowing the successful candidate the opportunity to gain wider experience of school leadership, this role is currently envisaged primarily to provide leadership for this key area.

Leading on a key area of focus across the school you will work with the rest of the leadership team helping to shape the strategic direction and improvement of our school. You will assist in securing excellent outcomes for all our students, regardless of background. You will embed the School's ethos, values and vision through inspiring and dedicated leadership, promoting a culture of high expectations in which both students and staff feel valued.

Strategic Leadership

- Play a major role under the direction of the Headteacher and Deputy in formulating the aims and objectives of the school, establishing policies through which they should be achieved.
- Support the Headteacher in:
 - Ensuring the vision and values of St Thomas More are clearly articulated, shared, understood and acted upon by all
 - Demonstrating the vision and values in everyday work and practice
 - Motivating and working with others to create a shared culture and positive climate
 - Building a professional learning community which enables others to achieve.
- Support the Headteacher and Deputies in maintaining high standards of student behaviour, monitoring the personal development and wellbeing of students.
- Be a member of the Leadership Team and attend relevant meetings as well as school functions.
- Work alongside the Headteacher and Deputy to prepare for Ofsted and other external reviews and monitoring.
- Keep up to date with educational publications and share this information in the appropriate forum.
- Be committed to your own professional development.
- Be responsible for the line management and performance management of relevant staff, setting and agreeing targets linked to the development plan priorities with the Headteacher.
- Provide professional advice and support and identify training needs.

Class Teacher Responsibilities

- Undertake the normal responsibilities of a teacher, adhering to the Teacher Standards.
- Attend and participate in parent and open evenings as required.
- Participate in staff training, INSET and Professional development opportunities.
- Ensure that the learning environment is attractive, tidy, safe and conducive to student learning.

Safeguarding

It is the responsibility of each member of staff to safeguard and promote the welfare of all young people he/she is responsible for, or comes into contact with, within the school.

Health and Safety

- Be mindful of and cooperate on all issues involving health and safety.
- Use work items provided for you correctly, in accordance with training and instructions.
- Do not interfere with or misuse anything provided for your health, safety or welfare.
- Report any health and safety concerns to your Line Manager as soon as practicable.

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The jobholder will ensure that academy policies are reflected in all aspect of his/her work, in particular those relating to:

- Equal Opportunities
- Health and Safety
- General Data Protection Regulations (2018) and Data Protection Act (2018)
- Safeguarding children

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Notwithstanding the detail in this job description, in accordance with the School's Flexibility Policy the job holder will undertake such work as may be determined by the Headteacher from time to time, up to or at a level consistent with the Main Responsibilities of the job.

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Job Description: Assistant Headteacher (Inclusion)

Strategic Leadership and Management of SEND

- Lead SEND provision across the school as a qualified SENCo.
- Manage the SEND team and Teaching Assistants so they support pupils effectively.
- Establish a fully inclusive culture for SEND pupils.
- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- Support and develop knowledge and understanding of SEND through high quality in-service training.
- Maintain a well-resourced and welcoming Inclusion Centre (Emmaus and Damascus).
- Monitor and evaluate the effectiveness of SEND provision through quality assurance processes.
- Advise on the deployment of the school's delegated budget and other resources (including staffing and accommodation) to meet pupils' needs effectively.
- Ensure that the School's SEND Policy and Medical Needs Policy are up to date and fit for purpose.
- Undertake annual performance reviews for all middle leaders within the SEND team (and any other members of the team as appropriate) and ensure that effective performance management arrangements are in place for other members of the team.
- Plan and deliver an effective training programme for whole school and SEND Team CPDF.

SEND - Compliance, Data and Record Keeping

- Ensure that the School is acting in compliance with the 2010 Equality Act, the 2015 Special educational needs and disability code of practice: 0 to 25 years ("the Code") and any other relevant statutory guidance
- Compile and maintain an updated SEN register.
- Assess pupil needs and ensure all SEND records are updated regularly and available including EHCPs, SEN Support Plans, Pupil Passports and Learning Plans.
- Review EHCPs and SEN Support plans in line with SEND Code of Practice.
- Maintain awareness of the SEND Code of Practice and review and update SEND Policy accordingly.
- Be responsible for ensuring effective examination arrangements are in place.
- Comply with statutory obligations regarding review of Education, Health and Care Plans.
- Track pupil progress and set targets for raising achievement for students with SEND.
- Analyse and use attendance, punctuality, assessment and behaviour data to implement effective target setting and timely interventions for students.
- Ensure that records of all pupils with SEND up to date including, in particular, that the SEND register is reviewed at least monthly and that SEND information on SIMS and SISRA is consistent with the register.

SEND - Teaching, Learning and Assessment

- Ensure that advice and support is available for teachers and teaching assistants in delivering high quality teaching.
- Ensure access to mainstream classes for SEND pupils and deliver through quality first teaching.
- Promote high standards of teaching and learning for SEND pupils.
- Support colleagues to develop appropriate schemes of work and individualised programmes for pupils with SEND.
- Monitor teaching and learning activities for SEND pupils to ensure they meet their needs.
- Model effective teaching and learning techniques supporting an inclusive approach.
- Use effective Assessment for Learning techniques in support of pupils with SEND.
- Identify, assess and review pupils with SEND.
- At all times including at assessment points liaise with colleagues about the progress of pupils with SEND.
- Collect and interpret assessment data and ensure teachers use this effectively when planning for individual Pupils.

SEND - Partnerships

- Build strong and effective partnerships with parents and the local community.
- Liaise with parents and arrange parent meetings and provide up-to-date progress information.
- Ensure effective and smooth transition for incoming pupils to the school and to develop strong links with our partner primary schools.
- Promote multi-agency working and collaborate with outside agencies regarding students with SEND.
- Take a leading role in ensuring the effectiveness of the SEND review meetings.
- Liaise with the relevant Designated Teacher where a Child in Need of Care and Protection (including any that are looked after) has SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be the key point of contact with external agencies, especially the local authority and its support services.
- Ensure that there is effective liaison with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Record keeping, including pupil casework overview and categorisation of need.
- Development of case studies.

Young Carers Champion

- Liaison with Cheshire Young Carers to identify & support all Young Carers in School

Mental Health and Wellbeing Lead

- Support and develop emotional resilience and wellbeing in school community
- Promote positive mental health within the school community
- Increase understanding and awareness of common mental health issues
- Provide support to staff working with young people with mental health issues
- Provide support to pupils suffering mental ill health and their peers and parents or carers
- Draft individual care plans for pupils causing concern regarding pupils with mental health.
- Ensure suitable teaching materials for teaching mental health as part of the I AM (PSHCE) curriculum.

Cared for Children (CFC) Designated Lead & Champion

- Responsible for ensuring Personal Education Plans (PEPs) are updated
- Liaison with Virtual School Head re provision & funding

Medical Needs

- Ensure adequate provision & up to date training for first aiders.
- Maintain and up to date medical needs register & critical pupil watchlist, which is fit for purpose, and shared regularly
- Regular staff updates re pupils' medical needs & high profile watchlist

Person Specification: Assistant Headteacher (Inclusion)

| ATTRIBUTES | DESCRIPTION | DESIRABLE |
|-----------------------------|--|--|
| Qualifications | <ul style="list-style-type: none"> ➤ QTS ➤ Permitted to work in the UK ➤ Evidence and relevant substantial CPD | NPQSL Master's Degree |
| Knowledge and Skills | <ul style="list-style-type: none"> ➤ Substantial experience working at middle and/or senior leadership level ➤ Demonstrable track record of improving pupil outcomes in the last three years ➤ Experience of having led, or significantly contributed to, the success of a school through its leadership, ethos, teaching and learning and results ➤ Understanding of how to build and sustain effective relationships with parents, carers, other schools and the wider community ➤ Experience and understanding of how to improve and sustain an effective behaviour policy ➤ Experience leading a team and/or working to support the significant success of others, including professional development and effective management of underperformance ➤ Successful management of a demanding workload and associated prioritisation of work ➤ Ability to use data to inform decision making and diagnose weaknesses that need addressing ➤ Effective written and oral communication ➤ Highly effective lead professional (teaching and learning). | Successful experience at Assistant Head Level. |
| Behaviours | <ul style="list-style-type: none"> ➤ Demonstrable commitment to raising attainment and providing an excellent education for all pupils ➤ Genuine passion for and a belief in the potential of every pupil. ➤ A robust awareness of keeping children safe, noticing safeguarding and welfare concerns, and understand how and when to take appropriate action ➤ Commitment to meeting SEND and vulnerable children's needs ➤ Positive approach to working with other staff ➤ Ability to influence others and resolve conflict ➤ Positive approach to working with children and emotional resilience in working with challenging behaviours ➤ Excellent interpersonal, planning and organisational skills ➤ Effective decision-making ➤ Effective delegation ➤ Resilient, motivated and committed to achieving excellence ➤ Reflective and proactive in seeking feedback to constantly improve practice ➤ Commitment to regular and on-going professional development and training ➤ Commitment to and understanding of professionalism in line with the National Teaching Standards | |

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ASSISTANT HEADTEACHER (INCLUSION)**



| ATTRIBUTES | DESCRIPTION | DESIRABLE |
|--------------------------|---|-----------|
| Other Information | Commitment to equality of opportunity and the welfare of all students and staff. Willingness to undertake training. This post is subject to an enhanced DBS check | |

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ENHANCED DISCLOSURE

Thank you for interest in St Thomas More Catholic High School. The post you are applying for involves working with young people. It is therefore exempt from the Rehabilitation of Offenders Act and any offer of employment will be subject to an Enhanced Disclosure.

As this post is exempt from the Rehabilitation of Offenders Act, you must declare any convictions, including pending convictions, cautions, reprimands and warning which would otherwise be regarded as “spent” under this Act. Further details will be sought prior to appointment.

An Enhanced Disclosure is carried out by the Disclosure and Barring Service and will check criminal records for information on any convictions, cautions, reprimands and warnings held on Police National Computer and on local Police records.

All information on criminal records provided both by you and within the Enhanced Disclosure will be used, stored and disposed of in confidence and in line with the Disclosure and Barring Service Code of Practice of Disclosure Information.

If your application is successful, you will receive further information on how to complete the Enhanced Disclosure.



“Our school community believes in every person, encouraging their love of learning, their love of each other and their love of Christ”