

Manor Park Primary School and Nursery



Deputy Headteacher Application Pack 2026

A warm welcome

It is with great pleasure that we welcome you to Manor Park Primary School and Nursery, a proud member of Cheshire Academies Trust. Thank you for your interest in joining our wonderful school community.

At Manor Park, everything we do is underpinned by our five core values — respect, pride, responsibility, resilience and reflection. These values are not simply words on a wall; they permeate every aspect of school life and form the foundations upon which we strive to achieve our vision of Limitless Dreams and Endless Opportunities for every child in our care.

Our talented, dedicated and energetic staff team set high standards and hold high expectations for every pupil. As a result, Manor Park is a happy, vibrant place where children love to learn, where wellbeing is nurtured alongside achievement, and where every child is known, valued and supported as an individual. We take enormous pride in our commitment to teamwork, our strong partnership with parents and families, and our deep connections with the wider community.

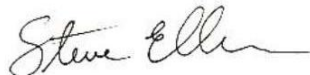
We are currently seeking an inspirational Deputy Headteacher to join our Senior Leadership Team — a passionate and strategic leader who shares our unwavering belief in the potential of every child. As Deputy Headteacher, you will play a pivotal role in championing inclusion, supporting our most vulnerable learners, and working alongside the Headteacher to ensure that Manor Park continues to be a place where children flourish and where staff are proud to work.

Thank you for considering this opportunity. We hope that, through this pack, you will gain a sense of the warmth, ambition and community spirit that define life at Manor Park. We very much look forward to welcoming you to our school.

Warmest regards,



Ben Tudor
Headteacher



Steve Ellis
CEO, Cheshire Academies
Trust



Manor Park Primary School and Nursery

Manor Park Primary School and Nursery is delighted to offer an exciting opportunity for an inspirational Deputy Headteacher to join our Senior Leadership Team from January 2027 (or sooner).

We are a welcoming, single-form-entry primary school and nursery, serving children aged 2–11, and are proud to be part of Cheshire Academies Trust. At Manor Park, our vision is for every child to have “Limitless Dreams and Endless Opportunities.” Our five core values — respect, pride, responsibility, resilience and reflection — underpin all that we do.

The Headteacher, Local Governing Body and Cheshire Academies Trust are seeking a committed, strategic and compassionate leader who shares our belief that every child can succeed. The successful candidate will play a pivotal role in shaping the next stage of Manor Park’s development, helping us to secure the very best outcomes for all pupils — particularly those with SEND, those who are vulnerable and those at risk of underachievement.

The Role

This is a significant leadership post, with a 0.5 teaching commitment, providing an opportunity to model consistently excellent classroom practice while contributing fully to the strategic leadership of the school.

The Deputy Headteacher will work closely with the Headteacher and Senior Leadership Team to lead school improvement, promote high-quality teaching and learning, and ensure that Manor Park remains a place where every pupil feels valued, included and able to thrive.

A central aspect of the role will be strategic leadership of:

- SEND provision and inclusive practice;
- vulnerable groups, including Pupil Premium pupils, Looked After and Previously Looked After Children, pupils with SEMH needs and EAL learners;
- the effective use of funding, interventions, data and targeted support to improve outcomes;
- staff development, coaching and accountability;
- positive relationships with parents, carers, governors, the Trust and external agencies.

The successful candidate will also deputise for the Headteacher when required and will be confident in translating vision into measurable improvements for pupils, staff and the wider school community.

We are looking for someone who will

- be an ambitious and effective school leader with a strong record of improving outcomes;
- be passionate about inclusive education and determined that no child is left behind;
- have a secure understanding of SEND, adaptive teaching, vulnerable groups and the graduated approach;
- inspire, challenge and support colleagues through clear leadership, coaching and collaboration;
- use data intelligently to evaluate provision and identify priorities for improvement;
- build trusting, positive relationships with children, families, staff, governors and external partners;
- uphold high expectations, professional integrity and an unwavering commitment to safeguarding;
- embody Manor Park's values and bring energy, warmth, resilience and a sense of humour to the role.

We offer

- the opportunity to help lead a warm, ambitious and inclusive school community;
- enthusiastic children who are eager to learn;
- a dedicated and supportive staff team;
- a school culture that values wellbeing, teamwork, professional growth and reflection;
- strong partnerships with parents, carers and the wider community;
- opportunities to collaborate and develop professionally across Cheshire Academies Trust;
- a Leadership Pay Scale salary of L3–L7, with a 0.5 teaching commitment.

Application process

Interested candidates should submit an application via the MyNewTerm website, our online portal, outlining their suitability for the post and how they would contribute to the continued development of Manor Park Primary School and Nursery.

Manor Park Primary School and Nursery is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to share this commitment. This post is subject to an enhanced DBS check, satisfactory references and all relevant pre-employment checks.



Job Description

Job Purpose

- Play a significant role, under the direction of the Headteacher, in formulating the aims and objectives of the school and establishing the policies through which they are achieved.
- Undertake professional duties of the Deputy Headteacher as reasonably delegated by the Headteacher.
- Act as Headteacher in the event of their absence from school.
- In partnership with the Headteacher and Senior Leadership Team, provide professional leadership and management of teaching, learning and school development priorities.
- Take strategic responsibility for SEND, Inclusion and Vulnerable Groups, working closely with the Headteacher to ensure that every child at Manor Park Primary School and Nursery receives an excellent education and that no learner is left behind.
- Maintain a 0.5 teaching commitment, consistently modelling excellent classroom practice.
- Undertake annual performance management, setting and agreeing targets linked to school development priorities with the Headteacher and Local Governing Body.

Post:

Deputy Headteacher

Salary:

Leadership Scale L3 – L7

£56, 298 - £62, 251

Location:

Manor Park Primary School,
Manor Park North,
Knutsford,
Cheshire,
WA16 8DB

Reports to:

The Headteacher
The Governing Body
The Central Trust Team

SEND — Strategic Lead

As the strategic lead for SEND, the Deputy Headteacher will:

- Lead the strategic development of SEND provision across the school, ensuring full compliance with the SEND Code of Practice (2015) and the Children and Families Act 2014.
- Oversee the accurate identification, assessment and review of SEND pupils.
- Maintain and quality assure the SEND register.
- Apply, manage and review EHC plans correctly; ensuring appropriate levels of funding are sought for those who require it.
- Ensure that the graduated approach (Assess, Plan, Do, Review) is consistently applied across the school, being well understood by all staff.
- Lead and quality-assure EHC needs assessments and the annual review process, liaising proactively with the Local Authority and wider agencies.
- Work in close partnership with all school stakeholders to ensure effective, targeted and well-resourced provision for pupils with SEND.
- Oversee the deployment and practice of staff, ensuring provision is purposeful, evidence-based and according to need.
- Report to the Headteacher, Governing Body and Central Trust Team on the effectiveness of SEND provision.
- Build strong, trusting relationships with school stakeholders, ensuring they are well informed, heard and actively involved in decisions about children's support.
- Keep abreast of developments in SEND legislation, guidance and research, ensuring school policy and practice remain current and compliant.
- Work in close partnership with the school's Inclusive Practice and SEND Lead to ensure a high quality and well-coordinated standard of SEND provision.

Inclusion — Strategic Lead

As the strategic lead for Inclusion, the Deputy Headteacher will:

- Support the Headteacher in achieving the school's vision for an inclusive education for all at Manor Park, and that this is reflected in the quality of provision for all groups of pupils.
- Champion an inclusive school culture in which every child — regardless of ability, background or need — is valued, respected and supported to thrive.
- Support staff's CPD, helping them secure the knowledge, skills and confidence needed, through relevant training, coaching and guidance.
- Ensure that the school's policies and practices actively promote equality of opportunity for all pupils and staff in accordance with the Equality Act 2010.
- Oversee the effective delivery of high-quality, adaptive classroom practice; that meets the needs of all learners in the classroom.
- Monitor and evaluate the impact of inclusion strategies on attainment, progress, attendance and wellbeing, sharing effective practice and addressing identified areas for improvement.
- Report findings to the Headteacher and governing body through clear and well-informed reports and presentations.

Vulnerable Groups — Strategic Lead

As the strategic lead for Vulnerable Groups, the Deputy Headteacher will:

- Take strategic ownership of outcomes for all identified vulnerable groups, including Pupil Premium pupils, Looked After and Previously Looked After Children (LAC/PLAC), pupils with SEMH needs, EAL learners and any other cohort at risk of underachievement.
- Analyse performance data for vulnerable groups termly, identifying gaps and evaluating the impact of targeted provision and interventions.
- Develop and review the school's Pupil Premium strategy, ensuring funding is deployed effectively and that impact is rigorously evaluated and reported to governors and the trust.

- Work with the designated teacher for Looked After Children to ensure the effective use of Pupil Premium Plus and that Personal Education Plans (PEPs) are of high quality.
- Build effective partnerships with external agencies — including the Local Authority, CAMHS, Early Help, school nursing and social care — to support the holistic needs of vulnerable pupils.
- Ensure that staff have the knowledge, skills and confidence to identify, support and advocate for vulnerable pupils, providing relevant training and guidance.
- Champion the voice, aspirations and wellbeing of vulnerable pupils, ensuring they are at the heart of all decisions made about their education.

Securing Accountability

- Take responsibility for promoting the highest standards of pupil outcomes across SEND, inclusion and vulnerable groups and hold self and others to account for the quality of provision.
- Develop a school ethos and vision that enables everyone to work collaboratively, share knowledge and celebrate success.
- Work with the Local Governing Body and Central Trust Team — providing information, objective advice and support — to enable them to meet their responsibilities effectively.
- Communicate clearly and confidently with a range of audiences, including the trust, governors, parents and carers.
- Agree, monitor and evaluate pupil progress information to make a measurable contribution to whole-school targets.
- Reflect on personal contribution to school achievements and take account of feedback from others.

Resource Management

- Work with the Headteacher to provide effective organisation and management of the school, including the strategic deployment of staff and resources.
- Oversee and evaluate relevant area budget allocations — including Pupil Premium and SEND funding — to ensure spend is in line with SDP priorities and best value principles.
- Support the recruitment and induction of teaching and support staff as required.

Developing Self and Working with Others

- Build a professional learning community that enables all staff to achieve high standards and develop their practice.
- Undertake successful performance management processes with an allocated team of staff, setting ambitious and developmental targets.
- Treat people fairly, equitably and with dignity and respect, creating and maintaining a positive school culture.
- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own professional development.
- Support and contribute to trust-wide collaboration, sharing expertise and learning from colleagues across the trust.

Strengthening Community

- Engage with the internal and external school community to secure equity and entitlement for all pupils.
- Build and maintain strong partnerships with parents and carers, recognising their crucial role in supporting their child's learning and wellbeing.
- Work collaboratively at strategic and operational levels with parents, carers and multi-agency partners for the wellbeing of all children.
- Collaborate with other schools in the trust and beyond to share expertise and drive improvement.

Person Specification

Criterion	Essential	Desirable
<i>Qualifications and Training</i>		
Qualified Teacher Status (QTS)	✓	
Degree or equivalent	✓	
Evidence of recent and relevant professional development / further study	✓	
National Professional Qualification for Headship (NPQH) or equivalent senior leadership qualification		✓
Accredited SENCO qualification (NASENCo / NPQ SENCO)		✓
Evidence of professional learning relating to SEND, inclusion or vulnerable groups	✓	
<i>Experience</i>		
Significant recent experience of teaching across the primary age range, including EYFS		✓
Proven experience in a senior or middle leadership role in a primary school	✓	
Successful track record of raising standards of attainment and achievement across a whole school or phase	✓	
Experience of strategic leadership and whole-school improvement planning	✓	
Experience as a school's SENCO or strategic lead for SEND		✓
Experience of leading whole-school inclusion, equality and diversity work	✓	
Experience of leading provision for vulnerable groups (e.g. Pupil Premium, LAC/PLAC, SEMH, EAL)	✓	
Experience of working with external agencies (e.g. EHCPs, CAMHS, Early Help, Local Authority SEN teams)		✓
Experience of leading and managing people, including performance management	✓	
Experience of coaching and mentoring staff towards improved outcomes	✓	
Experience of contributing to school self-evaluation and writing/reviewing development plans	✓	
Experience of data analysis and target setting to inform provision for SEND and vulnerable groups	✓	
Experience of working in a multi-academy trust environment		✓
<i>Knowledge and Understanding</i>		
In-depth knowledge of the EYFS, KS1 and KS2 curriculum, statutory requirements and effective pedagogy	✓	
Thorough understanding of the SEND Code of Practice (2015) and relevant legislation (Equality Act 2010, Children and Families Act	✓	

Criterion	Essential	Desirable
2014)		
Knowledge of effective, inclusive and adaptive teaching strategies that meet the needs of all learners, including those with SEND	✓	
Sound understanding of the graduated approach (Assess, Plan, Do, Review) and how it is applied in practice	✓	
Knowledge of how pupil progress data (including for vulnerable groups) can be used to evaluate provision and raise standards	✓	
Understanding of the statutory duties relating to safeguarding and child protection	✓	
Up-to-date knowledge of Ofsted inspection frameworks and current educational policy	✓	
Knowledge of strategies and targeted interventions to support the progress of vulnerable learners	✓	
Understanding of effective approaches to SEMH and the relationship between wellbeing and learning outcomes		✓
Knowledge of the duties of a designated teacher for Looked After Children and the use of Pupil Premium Plus		✓
Skills		
Ability to lead strategically and translate vision into measurable impact for pupils with SEND and vulnerable groups	✓	
Ability to analyse and interpret SEND, inclusion and vulnerable group data to evaluate impact and shape provision	✓	
Outstanding communication skills across a range of audiences (pupils, staff, parents/carers, governors, trust, external agencies)	✓	
Ability to motivate, lead and manage people effectively, both individually and in teams	✓	
Ability to positively influence others and model a collaborative, inclusive way of working	✓	
Ability to implement and manage change effectively, planning strategically for short, medium and long-term priorities	✓	
Ability to prioritise workload, work under pressure and meet deadlines	✓	
Effective coaching and mentoring skills	✓	
Ability to write clear, accurate reports for governors, trust and other stakeholders	✓	
Effective administrative and organisational skills	✓	
Personal Attributes		
Deep commitment to inclusive education and the belief that every child — regardless of need or background — can achieve	✓	
High aspirations for all pupils, especially the most vulnerable	✓	
Relates well to pupils, staff and parents/carers; genuinely cares about individual needs and wellbeing	✓	
Acts with integrity, honesty and loyalty to the school and wider community	✓	

Criterion	Essential	Desirable
Resilient, positive and able to adapt to changing circumstances	✓	
Ability to deal with sensitive issues with professionalism, empathy and confidentiality	✓	
Energy, enthusiasm and a growth mindset	✓	
A commitment to ongoing professional development and self-reflection	✓	
A good sense of humour and ability to build positive relationships across the school community	✓	
Unwavering commitment to safeguarding and promoting the welfare of children	✓	

Candidates will be expected to outline their suitability for the role, aligned to both the job description and person specification via their letter of application. The interview process will be designed to offer candidates further opportunities to share and expand on their skills and experience. Shortlisted candidates will be required to provide evidence of their qualifications at interview and any offer of employment will be on receipt of acceptable references. The school may choose to make social media checks on shortlisted candidates, in line with Keeping Children Safe in Education 2025 (KCSiE 25) guidance.

How to apply

Please read our job description and person specification closely. If you think you may be the candidate we are looking for and would like further information, or an informal discussion, please contact Ben Tudor on 01625 568837 or email head@manorpark.cheshire.sch.uk.

We would like to offer all potential candidates the opportunity to visit our school and find out more about the role. Visits will take place by appointment, please contact the school to make an appointment on 01625 568837 or email admin@manorpark.cheshire.sch.uk.

To apply for this role please complete the application form via the MyNewTerm website, our online portal.

Cheshire Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff, volunteers and other third parties to share this commitment. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed. This includes a request for references, prior to interview. Shortlisted candidates are expected to provide evidence of qualifications at interview and a satisfactory, enhanced DBS check will be undertaken before final confirmation to the successful candidate.

We warmly welcome applications from every suitably qualified member of the local and wider community. We regret that we are unable to provide feedback on the shortlisting process. If we have not been in touch with you by Thursday 17th September, unfortunately, your application has been unsuccessful on this occasion.

Closing Date: 9am Monday 14th September

Shortlisting: Monday 14th September

Interviews: Wednesday 23rd September

Position start date: As soon as possible with agreement of current school and no later than 1st January 2027.

We reserve the right to close advertisements early. Advertisements will therefore close at 9am either on the advertised closing date, or the day the decision has been taken to close the advertisement early.