



PRINCE ALBERT HIGH SCHOOL

RECRUITMENT PACK



**DEPUTY LEAD PRACTITIONER
FOR INCLUSION**

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WELCOME FROM OUR CEO

Thank you for taking the time to download the application pack and expressing your interest in the Deputy Lead Practitioner for Inclusion at Prince Albert High School.

I am a mom of five wonderful children and I passionately want the very best for each and every one of them, they are all unique individuals which means no one model suits them all. What I want for them is the same as any parent would want for their child; the very best. The best school, the best teachers, the best opportunities, the best sports coaches, the best dinner staff and the best pastoral care in order to ensure they are happy, safe and successful, today and in the future.



I have worked as a teacher and leader in numerous schools across Birmingham for the last 22 years. Being the Chief Executive Officer for The Prince Albert Community Trust is an exceptionally privileged position which enables me to strive and achieve for PACT children what I want for my own. One of our mantras is “we work this hard because we believe that our schools have to be good enough for our own children...we hope someone will work this hard for our children.”

Key to achieving our PACT vision “enable every student to succeed at school and in life” is one of my core principles; developing people. I believe by inspiring and developing staff we will inspire and develop our students and so we work extensively to personalise the learning for all. I feel blessed to work with the children, staff, and trustees of the PACT. My role allows me to work with and for all of our schools. Having a strategic overview of their strengths and areas for development, we work tirelessly to support each other across the PACT working in true collaboration.

We actively seek and positively welcome challenge, feedback and suggestions. Please feel free to see any of our staff, myself, or our feedback section on our websites and help us on our journey. The door is always open.

A handwritten signature in black ink that reads "Phillipa Sherlock-Lewis".

Phillipa Sherlock-Lewis

OUR VALUES

Everything in our school is about purpose and that is underpinned by our three values:



Integrity

We are honest to our work, ourselves and others. We always do the right thing because simply because it is the right thing to do - not for reward or to avoid sanction.



Excellence

We have the highest expectations of ourselves and each other. We are happy to get feedback and learn to be better. We are proud of our identity and to be ambassadors of our community.



Service

We believe that to lead is to serve and service brings joy. We promote kindness and grace in every interaction - inside and outside of school. We give back to our community to make our education valuable.

PHILOSOPHY

Our philosophy emphasises the importance of articulatory, vocabulary and the art of debate. This is promoted through the curriculum, enrichment, and students' interaction with every member of staff:



We are a no shouting school

We believe that shouting is a loss of control and therefore model emotional constancy in every interaction. We do not raise our voices at students.



Deliberative language and choice

We pay close attention to words. We use language that is relentlessly positive, unambiguous, emotionally constant and growth-orientated.



Routines are codified

Our routines are the backbone of our culture. They provide an effectiveness, consistency and clarity that liberates staff and students.



Behaviour is separate from the individual

We believe that behaviour is a choice which can be improved, rather than based on an innate personality trait. We model better choices through our value of excellence.



We sweat the detail on everything

We enter the building in service to a calm start. We speak to each other in service of respect and grace. We present our work in service to our value of excellence.



We remain close to the work

Our staff, including senior leaders, are visible and present. They exemplify and model our expectations of excellence in every interaction.

SAFEGUARDING

CHILD SAFEGUARDING POLICY

At Prince Albert Community Trust we are committed to Safeguarding and Promoting the Welfare of all its students. Each students' welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at PACT, their behaviour may be challenging, we will always take a considered and sensitive approach in order that we can support all our students.

The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting'

KEEPING CHILDREN SAFE IN EDUCATION 2025

The Trust pays full regard to "Keeping Children Safe in Education" guidance 2025. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, social media, and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

For the full policy visit the school's website by clicking on the school's logo on the right:



ROLE INFORMATION

Post: Deputy Lead Practitioner for Inclusion

Salary: L1-4

Responsible to: Deputy Headteacher, Lead Practitioner for Inclusion

Working with: Senior Leadership Team, Welfare Team, Class Teachers, External Professionals

JOB DESCRIPTION: DEPUTY LEAD PRACTITIONER FOR INCLUSION

Job Description:

Prince Albert Community Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment. This post is subject to safer recruitment measures, including a DBS check.

PURPOSE OF THE POST:

- Support the leadership and delivery of high-quality Inclusion, SEND, and EAL provision across the school as a member of the Senior Leadership Team.
- Act as the Deputy SENDCO, ensuring compliance with the SEND Code of Practice and the Children and Families Act.
- Support the leadership of the school's resource base provision.
- Support the implementation of the school's approach to supporting pupils with medical needs.
- Act as a Designated Safeguarding Lead (DSL) contributing to the effective operation of the Safeguarding Team.
- Provide support for staff, modelling inclusive teaching that ensure the best outcomes for all vulnerable learners.
- Working under the direction of the Lead Practitioner for Inclusion, contribute to SEND systems and processes, and help ensure that provision for pupils with additional and complex needs is implemented consistently, effectively and in line with statutory requirements.

DUTIES AND RESPONSIBILITIES

Strategic Direction and Development

- Support the Lead Practitioner for Inclusion in implementing the school's vision and priorities for Inclusion, SEND, EAL and pupils with medical needs.
- Contribute to the review, refinement and embedding of inclusion systems, policies and procedures to ensure consistency and compliance with statutory frameworks, including the SEND Code of Practice.
- Assist with the monitoring and evaluation of Inclusion and SEND provision, contributing evidence and insights to inform school improvement planning.
- Support the analysis and interpretation of pupil-level and group data (attendance, behaviour, progress and outcomes) for pupils with SEND and other vulnerable groups, helping to identify strengths, gaps and priorities.
- Promote the use of evidence-informed and research-based strategies to support inclusive classroom practice and targeted intervention.
- Build and sustain effective working relationships with external agencies and professionals, supporting a coordinated approach to meeting pupils' needs.
- Support positive and transparent communication with parents and carers, contributing to a culture of trust, partnership and meaningful co-production.

Teaching and Learning

- Model consistently high-quality, adaptive and inclusive teaching practice that meets the needs of pupils with a wide range of SEND.
- Undertake teaching within the SEND specialism, as agreed, aligned to the needs of the school and the purpose of the role.
- Support colleagues with planning and delivering well-sequenced, accessible learning that is appropriately adapted and ambitious for pupils with SEND.
- Provide practical guidance to staff on strategies such as scaffolding, assistive technology, targeted support and classroom adaptations.
- Contribute to the development and effective use of assessment approaches for pupils with SEND, ensuring assessment information is used to inform teaching, intervention and review.

JOB DESCRIPTION: DEPUTY LEAD PRACTITIONER FOR INCLUSION

Supporting and Developing Staff

- Support the Lead Practitioner for Inclusion with the day-to-day leadership of the Inclusion and SEND staff team.
- Provide guidance, mentoring and coaching to teachers and support staff to strengthen confidence and consistency in inclusive practice.
- Support the induction of new staff working with pupils with SEND, including sharing key knowledge, resources and expectations.
- Contribute to the planning and delivery of professional development related to SEND and Inclusion, tailored to individual and team needs.
- Act as a visible and approachable source of advice and problem-solving support for staff working with pupils with additional needs.

Provision for pupils with complex Special Educational Needs

- Support the operational delivery of provision for pupils with complex SEND, ensuring agreed provision is implemented with fidelity and purpose.
- Assist with the coordination and preparation for EHC needs assessments, SEN Support Provision Plans and annual review processes, including documentation, evidence gathering and liaison with families and professionals.
- Support transition and induction processes for pupils with SEND, ensuring effective information sharing and continuity of support.
- Help to monitor the quality, impact and effectiveness of interventions, curriculum pathways and personalised provision.
- Work with teachers and leaders to support meaningful inclusion and integration of pupils with complex needs into the wider life of the school.
- Maintain accurate, timely and confidential records relating to SEND provision and pupil support.

Safeguarding and Pastoral responsibilities

- Support safeguarding processes in line with school and Trust policies, reporting concerns promptly and appropriately.
- Contribute to creating a safe, inclusive and supportive environment that promotes the wellbeing, dignity and safety of all pupils.
- Be alert to the additional vulnerabilities of pupils with SEND and contribute to early identification and responsive support.

Other Duties and Responsibilities

- Undertake any other duties that are reasonable, commensurate with the role, and consistent with professional responsibilities, as directed by the Headteacher or Lead Practitioner for Inclusion.
- Actively contribute to the protection of children and vulnerable adults in line with safeguarding policies and procedures.

PLEASE NOTE: THIS JOB DESCRIPTION IS NOT PRESCRIPTIVE AND MAY BE REVIEWED AND CHANGED, IN CONSULTATION WITH THE POST-HOLDER, TO MEET THE CHANGING NEEDS OF THE SCHOOL

Data Protection

Ensure compliance with the Data Protection Act (2018) and General Data Protection Regulations and the Freedom of Information Act(2000).

PERSON SPECIFICATION: DEPUTY LEAD PRACTITIONER FOR INCLUSION

CRITERIA	ESSENTIAL	DESIRABLE
KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> • Knowledge of the SEN Code of Practice. • Knowledge of the safeguarding requirements in a school. • Knowledge of effective teaching and behaviour management strategies to support individual needs. • Knowledge and understanding of setting targets and monitoring progress. 	<ul style="list-style-type: none"> • Awareness of the requirements of the DfE guidance on supporting children with medical conditions in school. • Awareness of the requirements for schools under the Equalities Act 2010. Knowledge and understanding of using comparative information about attainment. • Knowledge and understanding of The Graduated Approach within the SEN Code of Practice.
PROFESSIONAL VALUES	<ul style="list-style-type: none"> • To establish and maintain excellent professional relationships with pupils, parents and colleagues • To set high expectations of all pupils and be committed to raising educational achievement • To adopt a flexible approach to working • To maintain confidentiality 	
PERSONAL ATTRIBUTES	<ul style="list-style-type: none"> • To have good personal presence. • To be approachable, accessible and flexible. • To be able to use own initiative. • To demonstrate flexibility appropriate to circumstances. • To be passionate about ensuring excellence for all. • To communicate enthusiasm and energy. • Excellent interpersonal and communication skills. 	

EXPLANATORY NOTES

Applications will only be accepted from candidates completing the **Trust's Application Form**. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will **not** be accepted in place of a completed Application Form.



SAFEGUARDING CHILDREN AND YOUNG PEOPLE

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

- Candidates should be aware that all posts in Prince Albert Community Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may be answered not applicable where it is appropriate; if your duties have not brought you into contact with children or young people for instance.



INTERVIEW PROCESS

After the closing date, short listing will be conducted by a Panel. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:



1. Documentary evidence of **right to work** in the UK



2. Documentary evidence of **identity** that will satisfy DBS requirements



3. Documentary proof of current **name** and **address**



4. Where appropriate any documentation evidencing **change of name**



5. Documents confirming any educational or professional **qualifications** that are necessary or relevant for the post

Please note that originals of the above are necessary, photocopies or certified copies are not sufficient. We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

CONDITIONAL OFFER: PRE-EMPLOYMENT CHECKS



Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory Enhanced DBS Check
- Satisfactory Online Check
- Verification of professional status such as QTS Status, NPQH (where required)
- A comprehensive online check to ensure our commitment to meet safeguarding duties in line with KCSIE
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked, or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance



HOW CAN I APPLY?

To apply for this role, please complete the online application form available via My New Term

Adverts Open
22 May 2026



Deadline for Applications
7 June 2026

Shortlisting
TBC



Interviews
TBC

All candidates are required to complete an application via MyNewTerm. All applications will receive an email confirmation of receipt of application via MyNewTerm. The candidates selected for interview will be informed after shortlisting via MyNewTerm and full details of the interview programme will be provided. Candidates not successfully shortlisted will be updated via MyNewTerm.

Please note that PACT does not provide feedback to applicants who have not been shortlisted for a post.

The information supplied in your application, as well as any supporting documents provided at the interview stage, will be used as part of the PACT recruitment and selection process. All information is stored securely, and all data submitted by unsuccessful candidates will be destroyed responsibly after 6 months from the date of interview.

WE RESERVE THE RIGHT TO WITHDRAW FROM THIS RECRUITMENT PROCESS AT ANY GIVEN POINT.

SPECIAL CONDITIONS OF EMPLOYMENT

Rehabilitation of Offenders Act 1974



This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions, and reprimands being considered. Any arrests, convictions caution or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed to the Headteacher by the jobholder. Failure by the jobholder to do so, or the obtaining by the jobholder of a relevant conviction caution or reprimand, may be managed in accordance with Prince Albert Community Trust's Disciplinary Procedure.

Health And Safety



The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in Prince Albert Community Trust's Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed.

Equality and Diversity



Prince Albert Community Trust is committed to equality and values diversity. As such, it is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment. This Duty requires the Trust to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they encounter with dignity and respect and are entitled to expect this in return.

Training and Development



PACT has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

Mobility



The jobholder may be required to transfer to any job appropriate to their grade at such a place as in the service of the Trust they may be required, in accordance with legitimate operational requirements and/or facilitating the avoidance of staffing reductions. This job description may be subject to review and / or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing jobholder and will be commensurate with the grade for the job. The jobholder is expected to comply with any reasonable management requests.

CONTACT US

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W: <http://www.pahigh.co.uk>



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