



Better Together
LEARNING TRUST

**DEPUTY HEADTEACHER
FRIARS ACADEMY**



Applicant Information Pack

Better Together Learning Trust is a charitable company limited by guarantee and registered in England and Wales with Company Number 08722556

The registered office is at Friars Close, Wellingborough, Northamptonshire NN8 2LA

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Friars Close
Wellingborough
Northamptonshire, NN8 2LA
Tel: 01933 304950

www.bettertogetherlearningtrust.org

January 2026

Dear Applicant

Thank you for your interest in the position of Deputy Headteacher at Friars Academy. The enclosed Applicant Information Pack contains full details of the position and useful information to inform you about our school, the Trust and the post.

Friars is a high performing, modern and well-equipped Academy. The Academy has a dedicated staff compliment of 70. We currently have 145 students on role aged 11-18 with a range of learning and cognition needs as well as autism, and a small post 16 group.

Friars enjoys a good reputation and in January 2025 OFSTED judged us as being an outstanding school in all areas. We are proud of the excellent educational links we have built within our local community. This is a wonderful opportunity for a forward thinking, energetic and dynamic person to be part of a committed team.

When completing your application please include a summary of your experience addressing all the appropriate essential qualities listed in the person specification. We look forward to receiving your application for this post via www.mynewterm.co.uk

Yours faithfully

Mr J Budd
Head of School





Introduction to Friars Academy

Friars Academy is part of Better Together Learning Trust, a charitable company limited by guarantee and registered in England and Wales.

Friars Academy is a co-educational community special school for students aged 11-18, who have Education, Health & Care Plans identifying them as having learning and cognition needs. There is a small post-16 unit for those students who would find transition to college at 16 a challenge. The students may be those that find learning a challenge or they may be students with specific difficulties who are not achieving their full potential. The academy at present manages a delegated budget for 145 students and occupies an attractive site close to local amenities on the edge of the town centre of Wellingborough.

A team of experienced and dedicated staff work hard to provide a secure, caring and safe environment where everyone is: valued, encouraged to feel confident, appropriately challenged and prepared for the next step in life. The academy is a happy place to work and learn, and we are proud of our students' achievements. We actively incorporate trauma informed strategies that can help both students and the workforce build resilience and improve outcomes by reducing any unintentional barriers.

Academy Aims

The Academy (staff and governors) aims to provide a high-quality education for students with special educational needs, in partnership with parents/carers, the community and the Local Authority. We believe that:

- at the heart of our Academy is the view that "Every child, every chance, every day".
- the management of behaviour and the development of self-discipline is an essential first step to creating a successful teaching, learning and working environment.
- students and staff function more effectively in a safe, positive, supportive environment.
- students have a right of access to a broad curriculum in line with National Curriculum Guidance.
- opportunities will be given to students which will enable them to fulfil their potential and prepare them for their future in becoming good citizens in our society.
- the Academy will make a valuable contribution to the local community of which it is a part.
- there is commitment to equal opportunities for all.

These aims are supported in different ways by all associated with Friars Academy: governors, staff, parents/carers and students.

Admissions

Students are admitted following assessment of their needs by the Local Authority in consultation with parents/carers and in accordance with the academy's admission statement.

The academy meets the needs of students who: -

- have attainments well below the expected range of their peers with additional difficulties that may include physical difficulties, speech and language delay, low self-esteem, sensory impairment and underdeveloped social skills
- have significant learning difficulties and attainments below Level 1 of the National Curriculum
- have a diagnosis of an Autistic Spectrum Condition that requires structured teaching and may require discrete provision.
- Students may have challenging behaviour but this will not be their primary need. The academy would not normally meet the needs of students with profound and multiple learning difficulties (PMLD) with additional complex needs or those who require complex medical intervention.

Provision for Students with Severe Learning Difficulties

The academy is well-resourced for meeting the very wide range of needs associated with students who have severe/complex learning difficulties. Students are based in key stage classes and have access to the excellent facilities that exist in the academy. These include specialised areas concerned with Cooking and nutrition, Design Technology, Science, Computing, Sport and Leisure and a Sensory Studio.

The main aims of this provision are as follows:

- to build on, consolidate and generalise previous learning gained at primary school level.
- to enable everyone to gain the greatest possible degree of personal independence.
- to develop interpersonal skills associated with personal and social development.
- to enable everyone to access their entitlement to a curriculum which is broad, balanced and appropriate to their needs, delivered by methods which are intended to both motivate and challenge.
- to ensure that students' achievements are nationally recognised.

The Academy Site and Buildings

Friars Academy site was converted to a purpose built secondary special school between 1996 and 1998. The Academy site is situated in a quiet residential location within a short walking distance from the town centre. The Academy and grounds are well maintained and a pleasant place to attend and work. All stakeholders are expected to take a pride in the Academy and to look after the environment.

The academy has a very active eco-friendly approach to all aspects of the management of the site. The academy is within easy walking distance of several local facilities and places of interest.

The academy is well equipped to deliver the full range of subjects and offers an exciting range of practical opportunities and activities including the latest state of the art sensory studio for all students. Each classroom is equipped with ICT facilities including interactive boards and computers. There are the following fully equipped specialist rooms: Art, Design Technology Workshop, Cooking and Nutrition, ICT, Expressive Arts Studio, Science and a Fitness Suite.

There is a hall which is used for Sport and Leisure, assemblies, formal performances and presentations and a library, medical facilities, hygiene room and specialist toilet facilities. There are also outdoor learning areas, together with dedicated specialised rooms to provide further student support.

Student's artwork and other displays adorn the internal walls of the classrooms and corridors and add considerably to the feel of our academy. Outside there are quadrangles where students can enjoy their break/lunchtimes in a more protected atmosphere or they can experience the all-weather playground, grass areas, seats or the purpose-built fitness trail and play equipment.

The academy enjoys an on-site catering facility. Food is freshly cooked daily to provide a hot meal / packed lunch service for students and staff at the Academy.

Community Links and Support Services

Friars Academy has many links with the local and wider community through work and community experience schemes, fundraising for charities, support from local charities and close liaison with local schools, in addition to several industrial and business links.

Friars Academy has had close links for many years with local secondary schools. The academy also has many ties with our primary feeder schools, especially our colleagues at Rowan Gate Special School.

Friars Academy has enjoyed longstanding relationships with many local agencies including educational psychologists, speech therapists, physiotherapists, occupational therapists, and audiologists.

The academy's Family Support Worker and the first aiders can liaise with the school nurse and other professionals who regularly visit the academy. The school nurse is available to see parents at the academy premises by arrangement.



Better Together Learning Trust

Better Together Learning Trust was formerly known as Friars Academy Trust. The Trust currently consists of two schools, Friars Academy and Chelveston Road School.

Both schools provide high-quality education for students with special educational needs, in partnership with parents/carers, the local community and the Local Authority.



Friars Academy
Friars Close
Wellingborough
Northants
NN8 2LA

Head of School
Mr J Budd
www.friarsacademy.org
Tel: 01933 304950



Chelveston Road School
Chelveston Road
Rushden
Northants
NN10 8HN

Head of School
Mr M Adams
www.chelvestonroadschool.org
Tel: 01933 834490



Better Together Learning Trust
c/o Friars Academy

Chief Executive Officer
Mrs S Ijewsky
www.bettertogetherlearningtrust.org



Better Together Learning Trust

Job Description Deputy Headteacher

Grade:	L15 – L19
Accountable to:	Head of School
Performance Reviewer:	Head of School
Day to day line management:	Head of School

Better Together Learning Trust is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Key Role/Functions:

The duties outlined in this job description are in addition to those detailed in the current School Teachers' Pay and Conditions Document.

In addition to the requirements of a class teacher, areas of responsibility and key tasks include:

Strategic direction and development of the school and trust:

- Support the vision, ethos and policies of the trust and school and promote high levels of achievement in the school.
- Support the implementation of the trust strategy and school development plan and to take responsibility for appropriately delegated aspects of it. Ensuring sharing of good practice and developments.
- Support all staff in achieving the priorities and targets which the school sets of itself, and to provide them with support and guidance in implementing schemes of work.
- Contribute to the development, implementation and evaluation of the Trust's policies, practices and procedures in such a way as to support the trust's values and vision.
- Ensure that parents are well informed about the school provision, achievements and their part in the process of improvement.
- Contribute to Governors' meetings as required and write any reports requested by the Head for Governors' Meetings.
- Liaise with parents regarding school developments as directed by Head of School.

Leadership and management:

- Manage the school effectively in the absence of the Head of School.
- Be a member of the school Senior Leadership and Management Teams (SLT & SMT).
- Line management of the Key stage leaders, Family Support Worker and identified teachers.
- To be responsible for the school day-to-day organisation, calendar and diary, including staff deployment.
- Oversee day to day staff absences and ensure consistency with procedures led by COO.
- Support the Head of School in the appointment, deployment and development of staff to make most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities.
- Prepare and monitor the school timetable including PPA and management time.
- Introduce and lead the development of new initiatives as directed by the Head of School.
- Support the Head of School in the management and organisation of relevant groupings of students to ensure the effective teaching and learning takes place and that student's personal development needs are met.
- To produce duty rotas and monitor the impact of them to ensure high standards of behaviour.
- Oversee before school & after school clubs and staffing in line with needs and budget.
- Be the EVC for the academy.

Students' personal development and wellbeing, care guidance and support:

- Act as the Designated Safeguarding Lead (DSL) for the school, see separate job description
- Responsible for leading behaviour & attendance across the school.
- Monitor incidents of behaviour, truancy, attendance, bullying and racism and report back to the Head of School.
- To monitor punctuality of students.
- Monitor attendance and liaise with the Family Support Worker (FSW) for appropriate actions.
- To be responsible for monitoring behaviour in lessons/around school and off site.
- Organise and be responsible for internal exclusions.
- Ensure oversight of interventions with the Inclusion Leader and Teaching and Learning Leader.

Staff development

- Manage CPD across the school developing a CPD Plan, including leading training days.
- Evaluate the effectiveness of CPD across the school and manage the CPD related budget.
- Contribute to staff development activities.
- Lead induction of new staff, managing mentoring and coaching of all staff.
- Be part of the appraisal team including for line managed staff and identified teachers.
- Oversee the performance of Teaching Assistants, ensuring the needs of the school are met.
- Ensure sufficient coverage of first aid, manual handling or other additional services/staff as required with Inclusion Leader.

Teaching and learning:

- Carry out teaching duties in accordance with school's schemes of work and the National Curriculum, demonstrating high quality practice in the teaching and learning.
- Support development of the teaching and learning including the curriculum and assessment.

- Ensure work is set for students absent from school.
- To be responsible for the use of teaching assistants and their deployment.

Partnerships working:

- Develop relationships and support across the trust, enabling co-production and share workload.
- Undertake networking for areas of responsibility and attend partnership meetings.
- Enlist the views of local businesses and engage when applicable with industrial mentors.
- Liaise with external groups and agencies.
- Support the Head of School in developing links with parents/carers, other schools, educational institutions and the wider community, including business industry, to enhance teaching and learning and student's personal development.



Better Together Learning Trust

Person Specification

Deputy Headteacher

A	Professional Qualifications / Training	Essential	Desirable	Evidence
	Qualified Teacher with QTS	*		A
	Honours Degree or equivalent	*		A
	Evidence of sustained participation in INSET/CPD	*		A
	Middle Management training or school management training programme	*		A
	Leadership qualification (NPQ or equivalent)		*	A
B	Experience			
	Ability to teach across Key Stage 3, 4 and 5 and a range of abilities (Pre-Key Stage Standards 3 to Year 6 expectations)	*		A/I
	Experience working with students with SEND with a range of complex needs	*		A
	Experience of senior or middle leadership	*		A/I
	Experience of recruiting, selecting, interviewing, inducting staff		*	A
	Experience of delivering effective appraisal of staff	*		A
	Experience of leading/coaching/mentoring staff	*		A/I
	Experience with working other schools/agencies		*	A
	Experience of managing a budget		*	A
C	Leadership & Management			
	Experience of leading a significant development to implementation.	*		A/I
	Experience of leading a staff development programme.	*		A/I
	Experience of leading, managing and implementing change whilst maintaining high quality provision for students.	*		A/I
D	Skills, Knowledge & Attributes			
	Awareness of current developments in education and the implications of these.	*		I
	Recent experience of an OFSTED Inspection and its follow up.		*	A/I
	Practical understanding of effective teaching and evaluation strategies.	*		I

	Understanding implementing a School Improvement Plan or Action Plan to enable the school to progress.		*	A/I
	Ability to monitor and track students' progress and identify appropriate interventions.	*		A/I
	Understanding of effective assessment and target setting procedures.	*		A/I
	A commitment to develop an understanding of individual preferred learning styles and curriculum flexibility to suit the needs of our students.	*		I
	Understanding the role which can be played by parents and the community in raising standards and communicate effectively.	*		A/I
	Ability to inspire, encourage and command respect.	*		A/I
	Able to motivate students and staff.	*		I
	Ability to act as a positive teaching role model.	*		I
	Committed to the development of all staff, teaching and non-teaching.	*		A
	Able to engage a large group effectively.	*		A/I
	Able to deal sensitively with people and resolve conflicts.	*		I
	Good listening skills and ability to empathise.	*		I
	Able to establish and develop good relationships with the school's wider community.	*		A/I
	Personal impact and presence.	*		I
	To remain calm under pressure and be able to make tough decisions when necessary.	*		A
	To be able to deputise in the absence of the Head Teacher.		*	A/I
	Ability to communicate effectively in writing and orally.	*		A/I
	Able to evaluate own performance.	*		I
	Competent in the use of ICT.	*		A
E	Equal Opportunities			
	Ability to demonstrate awareness and understanding of Equal Opportunities, in all activities and educational environments	*		A/I
	Able to recognise and emphasis possible improvements in Equal Opportunities, in some activities	*		A/I

A: Application Process

I: Interview Process



Better Together Learning Trust

DSL Job Description

Designated Safeguarding Lead (DSL)

The Better Together Learning Trust is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

JOB PURPOSE

The DSL will take lead responsibility for safeguarding and child protection across the school (including online safety and understanding the filtering and monitoring systems in place).

They will take part in strategy discussions and inter-agency meetings and contribute to the assessment of children.

They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.

Some safeguarding activities may be delegated to deputies, but the DSL, the Deputy Headteacher will retain ultimate lead responsibility for safeguarding and child protection. Deputy DSL's are:

- Head of School
- Assistant Headteachers
- Key Stage Leaders
- Family Support Worker

DUTIES & RESPONSIBILITIES

Managing referrals

- Refer cases of suspected abuse and neglect to the local authority children's social care
- Support staff who make referrals to the local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child
- Refer cases to the police where a crime may have been committed

Working with staff and other agencies

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Inform the headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for students to have an appropriate adult
- Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
 - Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced
 - Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school
- The above includes:
 - Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
 - Supporting teaching staff to provide additional academic support and/or reasonable adjustments to help these children reach their potential

Managing the child protection file

- Ensure child protection files are kept up to date
- Keep information confidential and store it securely
- Make sure records include:
 - A clear and comprehensive summary of the concern
 - Details of how the concern was followed up and resolved
 - A note of any action taken, decisions reached and the outcome
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)
- Where children leave the school (including in-year transfers):
 - Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main student file, with a receipt of confirmation, and within the specified time set out in KCSIE

- Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help it put appropriate support in place

Raising awareness

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the child protection policy is available publicly and parents and carers are aware that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing

Training

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C
- Undertake Prevent training to understand the Prevent duty and processes
- Refresh knowledge and skills at regular intervals and at least annually

Providing support to staff

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- Deliver (or facilitate) appropriate safeguarding and child protection training, including online safety, and staff responsibilities in relation to filtering and monitoring
- Support staff during the referrals process
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

Understanding the views of children

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and sharing information

- Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Keep detailed, accurate, secure written records of concerns and referrals

Filtering and monitoring

- Understand the filtering and monitoring systems and processes in place in the school, including how to manage them effectively and escalate concerns when identified
- Make sure that the filtering and monitoring systems and processes block harmful and inappropriate content without unreasonably impacting teaching and learning
- Review filtering and monitoring provision at least annually
- Carry out monitoring of the internet alongside IT staff, and other senior leaders

The DSL will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

During term time, the DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person, but can also be via phone or video call in exceptional circumstances.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Note that this job description may be amended at any time in consultation with the postholder.