

Deputy Head Teacher

(Inclusion and Belonging)



Job Description

We are looking for a strong and enthusiastic leader who will help us drive improvements for pupils across all groups within our wonderful, vibrant and diverse school with 270 pupils on roll. A passion for SEND and inclusion is essential for this post and a knowledge and understanding of supporting pupils for whom English is an additional language is highly desirable. At St George's we want the needs of every pupil to be met to the best of our ability and in a timely and supportive way.

Everyone is welcome here and everyone belongs and we want this message to be clear from the moment a new pupil walks in and beyond the day that they move on. At St George's 75% of our pupils have English is an additional language, we have a very high level of mobility and 30% of our children are on our SEND register.

This is a key leadership position within the school and as such it is a **non-class based leadership role**- offering the successful candidate the opportunity to focus fully on strategic and operational inclusion provision across the school. The post holder will work closely with the Head Teacher, be a part of the whole school leadership team and be supported by a highly capable and brilliant Pastoral Manager.

The Deputy Head Teacher (Inclusion and Belonging) will:

- Work alongside the Headteacher to articulate, embed and deliver the school's vision, values and strategic direction.
- Provide professional operational leadership and contribute to the day-to-day management of the school.
- Deputise for the Headteacher as required, including leading the school in their absence.
- Lead the strategic development of SEN and EAL provision across the school.
- Lead and contribute to the School Development Plan, ensuring priorities are translated into sustained improvement.

- Mentor ECT teachers to enable them to have the best start to their careers-providing challenge as well as support that ensures high standards
- Monitor standards of teaching, learning, behaviour and inclusion across the school.
- Analyse school performance data and use it to inform leadership decisions and improvement strategies.
- Model the highest standards of professionalism, integrity and leadership presence.
- Oversee, coordinate and assess all interventions for pupils on the SEND register and EAL list.
- Be integral to our mobility pathway for pupils joining mid year to ensure a smooth start and rapid assessment and support.
- Collaborate with teachers, pastoral staff, and families to create and implement individualised support plans.
- Provide training, resources, and guidance to staff to strengthen inclusive teaching practices.
- Liaise with external agencies, specialists, and the local authority to secure the best outcomes for pupils.

We are looking for someone who:

- Is a skilled communicator, able to build trust with pupils, families, and professionals.
- Is reflective, resilient, and ready to lead with compassion and clarity.
- Has a recognised SENCO qualification/ equivalent experience or is/wants to work towards it.
- Demonstrates a deep understanding of inclusive education and SEND legislation.
- Aligns with the values and ethos of a Church school who cares deeply for every child and staff member.
- Understands the processes and procedures for SSPP and EHCP applications to enable the best support for every child.
- Is committed to nurturing the whole child—intellectually, emotionally, socially, and spiritually.
- Is reflective, resilient, and ready to lead with compassion and clarity.

We can offer:

- A new, supportive and ambitious leadership team.
- A school community grounded in Christian values and inclusive practice.
- A supportive and collaborative staff team.
- Pupils who are enthusiastic, confident, and full of potential.
- Opportunities for professional growth and meaningful impact.
- An opportunity to make a lasting impact in a school committed to transformation and care.

If you think this post may be for you- please come and visit us! We would love to show you around our school and discuss the role in more detail as well as answer any questions you may have.

St George's CofE Primary School is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to a satisfactory Disclosure and Barring Service (DBS) enhanced disclosure certificate. St George's CofE Primary School is committed to safeguarding and promoting the welfare of children and young people.

1. Job Purpose

To lead the school, alongside the Head Teacher to improve standards and experiences for all children. A specific focus is additionally to coordinate the strategic development of provision for pupils with Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL).

2. Duties and Responsibilities

This is a **non-class-based leadership role** although there will be cover requirements – which may be timetabled or for unplanned absences depending on the needs of the school.

The Deputy Head Teacher for Inclusion and Belonging will work closely with staff, families, and external agencies to ensure that all pupils are supported to access a high-quality, inclusive education.

Shaping the Future

- Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
- Motivate and work with others to create a shared culture and positive climate.
- Work with individual staff and teams to translate the school vision into agreed objectives and operational plans which will promote and sustain school improvement.
- Stand as an advocate for children with additional needs by ensuring SEND is prioritised in meetings, agendas and policies including with the LAB.

Support for pupils

- Lead the identification, assessment & support of pupils with SEND, EAL and LAC.
- Oversee the delivery of personalised interventions, responding to concerns raised in the classroom, playground, or by families.
- Oversee and ensure the smooth integration of new pupils to the school via our mobility pathway
- Promote pupils' academic progress and social, emotional, and mental health development.
- Contribute to and monitor Individual Education Plans (IEPs), provision maps, and personalised curriculums.
- Ensure pupils feel safe, supported, and empowered in a nurturing environment.
- Liaise with external professionals to secure appropriate support and resources.
- Help establish and sustain a strong culture of behaviour, belonging and aspiration.
- Ensure safeguarding is central to all aspects of school leadership and practice.
- Act as DSL and uphold a strong culture of vigilance and care.

Support for Teachers & Teaching and Learning

- Provide guidance and training to staff on inclusive teaching strategies and SEND best practice.
- Ensure clear support for pupils who are EAL and clear curriculum support for pupils who have very little English
- Model effective teaching practice that is conducive to the principles of inclusion.
- Support staff in planning lessons that remove barriers to learning and promote participation.
- Monitor and evaluate the effectiveness of teaching and learning for pupils across the school as well as those with additional needs.
- Lead pupil progress meetings and contribute to staff CPD.
- Analyse and interprets whole school data to inform classroom practice
- Influences the Teaching and Learning Policy to promote aspects of inclusive teaching
- Advise on the development and implementation of personalised learning pathways.
- Support, challenge and develop staff to ensure consistently high expectations and practice.
- Be an ECT mentor who enables success through careful and thorough coaching and support while ensuring that our new teachers are accountable for high standards and expectations
- Lead and contribute to staff CPD, coaching and professional development.
- Support middle leaders and subject leaders to develop their leadership capacity and impact.
- Contribute to performance management and appraisal processes.
- Foster a positive, ambitious and inclusive staff culture grounded in trust and accountability.

Leadership and Strategic Development

- Work alongside the Headteacher to articulate, embed and deliver the school's vision, values and strategic direction.
- Provide professional operational leadership and contribute to the day-to-day management of the school.
- Deputise for the Headteacher, including leading the school in their absence.
- Lead and contribute to the School Development Plan, ensuring priorities are translated into sustained improvement – including a focus on SEND and inclusion.
- Monitor standards of teaching, learning, behaviour and inclusion across the school and impactfully plan and deliver support for improvement where needed.
- Analyse school performance data and use it to inform leadership decisions and improvement strategies.
- Model the highest standards of professionalism, integrity and leadership presence.
- Lead the strategic direction of SEND, EAL, and LAC provision in line with school policies and national guidance.
- Write effective referrals, leading to appropriate support and funding.
- To collate evidence, provide interventions and secure SSPP's and EHCP's for children who require it.
- Analyse and interpret school, local, and national data to inform provision.
- Provide regular updates to the Headteacher and Governing Body on the impact of SEND provision.

- Teach across the school as cover when required to support the smooth running of the school and consistency for the children

Strengthening the Community

- Work with other agencies to ensure learning experiences and opportunities for pupils are integrated into the wider community.
- Build the reputation of the school locally and further afield by engaging with local events and people.
- Create and maintain partnerships with parents and carers to support and improve pupils' achievement and personal development and well-being.

Efficient Deployment of Resources

- Identify and manage resources to support SEND, EAL, and LAC pupils effectively.
- Advise the Headteacher on priorities for expenditure and staffing.
- Maintain and develop a range of specialist resources and monitor their impact.

Support for the curriculum

- Promote and safeguard the welfare of children and young people, ensuring that every child feels safe, supported, and empowered.
- Help deliver our aspirational curriculum, which is designed to spark curiosity, deepen understanding, and prepare pupils to flourish in a changing world.
- Adhere to Health and Safety regulations and actively participate in professional development to grow in your role.
- Model personal integrity, professionalism, and the values of Holy Trinity in all interactions.
- Attend staff meetings and parents' evenings, contributing to the wider life and mission of the school.
- Carry out any other duties commensurate with the role to ensure the smooth running of the school.

Person Specification

	Essential	Desirable
Qualifications & Training	<ul style="list-style-type: none"> ✓ Qualified Teacher Status-QTS ✓ National Award for Special Educational Needs Co-ordination (Postgraduate or NPQ SENCO) ✓ Evidence of continued professional development in SEND, SEMH, inclusive education, or leadership 	<ul style="list-style-type: none"> ✓ Masters in Inclusion/SEND ✓ Evidence of senior leadership training or development (e.g. NPQSL, NPQH, or equivalent leadership experience) ✓ ECT Mentor training
Experience	<ul style="list-style-type: none"> ✓ Experience of whole-school leadership, including contributing to school improvement planning ✓ Experience of raising standards beyond a single provision or cohort ✓ Experience identifying, assessing, and supporting pupils with SEND, SEMH, EAL, and LAC ✓ Experience leading and coordinating interventions and support plans ✓ Experience working with families, external agencies, and multidisciplinary teams 	<ul style="list-style-type: none"> ✓ Experience leading SEND practice across multiple settings ✓ Experience of working in a specialist provision setting ✓ Experience acting as deputy or second-in-command ✓ Experience working with governors or trustees ✓ Experience of coaching ECTs in line with the framework
Knowledge & Understanding	<ul style="list-style-type: none"> ✓ Strong understanding of the SEND Code of Practice and current legislation ✓ Strong understanding of safeguarding at senior leadership level ✓ Understanding of whole school accountability, including Ofsted frameworks and statutory duties ✓ Knowledge of inclusive teaching strategies, 	<ul style="list-style-type: none"> ✓ An understanding of the new initiatives and pedagogy for supporting pupils with SEND ✓ Familiarity with nurture based provisions ✓

	<p>adaptive teaching, and personalised learning</p> <ul style="list-style-type: none"> ✓ Understanding of safeguarding procedures and responsibilities ✓ Awareness of Church school ethos and inclusive curriculum design ✓ Understanding of efficient resource deployment to support additional needs 	
Skills & Abilities	<ul style="list-style-type: none"> ✓ Ability to lead change and implement improvement at pace ✓ Ability to support staff with professionalism and care ✓ Excellent communication and interpersonal skills ✓ Strong organisational and time management skills ✓ Ability to analyse data to inform provision and monitor impact ✓ Skilled in coaching and mentoring staff ✓ Able to write effective referrals and contribute to EHCP applications ✓ Confident in using school-based systems ✓ Capable of designing and implementing intervention programmes ✓ Able to advise on expenditure and staffing priorities 	<ul style="list-style-type: none"> ✓ Strong analytical skills to interpret data trends and inform strategic SEND planning. ✓ Skilled in designing and evaluating nurture-based interventions that support SEMH and academic progress.
Personal Qualities	<ul style="list-style-type: none"> ✓ Demonstrates leadership presence, credibility and calm under pressure ✓ Compassionate, reflective, and resilient ✓ Committed to Christian ethos and school values ✓ Passionate about nurturing the whole child ✓ Proactive leader with integrity and professionalism 	<ul style="list-style-type: none"> ✓ Ability to inspire and motivate others through a values-driven approach ✓ Demonstrates a commitment to continuous personal and professional growth in inclusive education
Senior Leadership & Accountability	<ul style="list-style-type: none"> ✓ Willingness and ability to deputise for the Headteacher, including 	<ul style="list-style-type: none"> ✓ Experience representing the school externally,

	<p>leading the school when required</p> <ul style="list-style-type: none"> ✓ Work alongside the Headteacher to articulate, embed and deliver the school's vision, values and strategic direction. ✓ Experience as a Designated Safeguarding Lead (DSL) or Deputy DSL, with responsibility for leading safeguarding systems and staff training ✓ Provide professional operational leadership and contribute to the day-to-day management of the school. ✓ Commitment to upholding public trust, ethical leadership and professional conduct ✓ Ability to work effectively with governors, external partners and agencies ✓ Commitment to safeguarding and promoting the welfare of all pupils ✓ Commitment to leading whole school initiatives or improvement priorities, resulting in demonstrable impact on outcomes, culture or provision 	<p>including working with the local authority, trust, diocese</p>
Curriculum Support	<ul style="list-style-type: none"> ✓ Promote and safeguard pupil welfare ✓ Support aspirational curriculum delivery ✓ Model school values and participate in wider school life 	<ul style="list-style-type: none"> ✓ Experience in curriculum development aligned with inclusive values
Efficient Deployment of Resources	<ul style="list-style-type: none"> ✓ Identify and manage resources for SEND, EAL, and LAC pupils ✓ Experience in securing additional funding or resources through 	<ul style="list-style-type: none"> ✓ Ability to evaluate the impact of specialist resources and interventions on pupil progress and adjust provision accordingly.

	<p>successful applications (e.g. EHCPs, SSPPs, or external grants).</p> <ul style="list-style-type: none">✓ Advise Headteacher on expenditure and staffing✓ Maintain and monitor specialist resources	
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