



Assistant Principal – Inclusion

CANDIDATE INFORMATION PACK

Welcome to Colne Valley High School where we are currently looking to appoint a new Assistant Principal – Inclusion. Colne Valley High School is on an exciting journey of renewal and transformation as part of Great Heights Academy Trust. Our recent **Ofsted report** highlighted our ambitious curriculum, strong staff-student relationships, and improving behaviour and attendance. While areas for further development remain, we are already making great strides in strengthening parental engagement, ensuring consistency in teaching and learning and embedding high expectations across all aspects of school life. This is a fantastic time to join our dedicated leadership team, playing a pivotal role in shaping the school's future and driving excellence for our students, staff, and community.

Great Heights Academy Trust strive to always provide an inspirational, positive, and welcoming environment where there is a sense of pride and fun and where everyone works together with confidence, enthusiasm, and mutual respect. We aim to nurture academic, personal, spiritual, and social development in a caring and professional manner so that all can achieve their full potential, and all can reach **GREAT** heights.

At Colne Valley High School we are a warm, welcoming community that works together to achieve the best possible outcomes for every single child in our community.





► Welcome

Dear Colleague

It is my great pleasure to welcome you to our vibrant and dynamic learning community. At Colne Valley High School, we are committed to achieving excellence together, fostering an environment where every student can thrive academically and personally. Our actions are underpinned by our RITA values - Respect, Integrity, Teamwork, and Aspiration. Respect is at the heart of everything we do. We believe in the inherent worth of every individual and strive to create a culture where everyone feels supported and valued. Integrity guides our actions; we hold ourselves to the highest standards, ensuring that honesty and fairness are integral to our daily interactions. Teamwork - students, staff, and families work together and challenge one another to achieve our collective goals. Finally, Aspiration - we encourage our students and staff to dream big and to work positively towards the high standards we set for ourselves. Our RITA values provide more than a code of conduct, they help to prepare our students to be responsible, respectful, and active citizens in our thriving and diverse society.

At Colne Valley High School, we believe that high expectations lead to high achievement, and we are committed to ensuring that every member of our community can excel in a safe, respectful, and aspirational environment. Our recent improvements are based upon providing all students with a rigorous, broad and balanced curriculum which challenges them both in and beyond the classroom. Our approach is inclusive; all students will be challenged by the targets we set, both academically and personally and all students will be supported to reach these targets. We recognise that some students will require additional support to reach their goals, and we have dedicated teams in school who are well equipped to provide that assistance.

Our staff body is committed to serving our community. Staff are proud to play their part in ensuring that all students enjoy their time and achieve well at CVHS. As part of Great Heights Academy Trust (GHAT), teachers at CVHS benefit from the latest research in teaching and are supported in putting research into practice by colleagues from our Research School, our English Hub and our SCITT. We benefit enormously from being part of GHAT; by working together, we can provide our staff and our students with more than any single school could. We understand and recognise the significant role that our parents and carers play in realising the potential of all our young people. We will always seek to work in partnership with parents to support the young people who attend our school. Equally, we are proud to serve an amazing community, and wherever we can work in harmony with community organisations to secure better experiences and stronger outcomes for all, we will.

Yours sincerely,

Steve Dixon
Executive Principal

► Overview of the Position for Colne Valley High School

Colne Valley High School are seeking highly driven and talented individuals to join our thriving Multi-Academy Trust which is fully committed to making a difference to the life chances of our pupils. We are keen to hear from candidates who have a successful background in working with young people and who are capable of playing a major role in our evolving plan to deliver exceptional 2-18 provision for the pupils in our growing MAT.

We want to hear from individuals who have the qualities and drive to make the most of this unique moment in time. The successful applicants should have a strong track record of impact and share the Trust's vision. You will need to be an articulate and strong communicator with proven strengths in engaging, inspiring and motivating students and young people at all levels.

► About the Trust

The Trust currently comprises of seven primary schools: three in Calderdale (The Greetland Academy, West Vale Academy and Bowling Green Academy), one in Leeds (Raynville Academy) and three in Kirklees (Carlinghow Academy, Marsden Junior School and Nield Academy). We currently have two secondary schools (The Mirfield Free Grammar and Colne Valley High School). We also have a Trust Head Office based at Riverside Mills in Elland.

To find out more about our Trust, please view our website: greatheightstrust.org.uk

The successful candidates will join a highly collaborative network of leaders and managers. Each academy is different, reflecting the particular aspirations and leadership style of its Principal and local community needs.

Great Heights Academy Trust is committed to safeguarding and promoting the welfare of children and we expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974: pre-employment checks will be carried out; references will be sought, and successful candidates will be subject to an enhanced DBS check, an online search, and other relevant checks with statutory bodies.



► Our Trust Vision

Our Trust vision has school improvement at its heart that will benefit all children in Trust schools.

► We aim to

- ✓ Develop an effective partnership of schools that share a commitment to raising standards.
- ✓ Strengthen the partnership by valuing the uniqueness of each school and expecting all schools to contribute.
- ✓ Foster relationships based on mutual respect with a balance of autonomy and accountability.
- ✓ Share expertise – both best practice and best practitioners.
- ✓ Develop all teachers and leaders through effective professional development.
- ✓ This Trust vision drives both our School Improvement Strategy and our Strategy for Growth.

► Our Vision and Values Statement

The Great Heights Academy Trust strives to always provide an inspirational, positive and welcoming environment where there is a sense of pride and fun and where everyone works together with confidence, enthusiasm and mutual respect. We aim to nurture academic, personal, spiritual and social development in a caring and professional manner so that all achieve their full potential and all can reach GREAT heights.

Current Trust Academies and Designations

GHAT has access to a wide support network through our designations. These offer support to all of our schools.



GREAT HEIGHTS ACADEMY TRUST

Achieving excellence together



BOWLING GREEN ACADEMY



CARLINGHOW ACADEMY



COLNE VALLEY HIGH SCHOOL



MARSDEN JUNIOR SCHOOL



NIELD'S ACADEMY



RAYNVILLE ACADEMY



THE GREATLAND ACADEMY



THE MIRFIELD FREE GRAMMAR



WEST VALE ACADEMY

English Hubs

Teamworks English Hub
@ The Greatland Academy



Great Heights Research School West Yorkshire

Supported by the Education Endowment Foundation



AA Teamworks WEST YORKSHIRE SCITT

Our mantra across our partnerships embraces the following themes:



Great teaching and learning opportunities for all in the partnership



Real life opportunities to develop an understanding of the wider world



Enthuse a love of learning and mutual respect



Academic development to nurture potential for all



Thorough accountability

**JOB DESCRIPTION****(Colne Valley High School)**

| | |
|-------------------------|--|
| Responsible to: | Deputy Principal: Standards and Inclusion |
| Responsible for: | <p>Carrying out the professional duties of an Assistant Principal set out in the Teachers' Pay and Conditions Document as directed by the Principal within the context of the job description set out below.</p> <p>To be accountable for the leadership of SEND provision and development of the school's SEND policy.</p> <p>Line management of SENDCO</p> <p>To be accountable for the leadership of planning, organisation, implementation and monitoring of the curriculum and pastoral provision for internal and external alternative provision.</p> <p>To be accountable for the provision of additional reading intervention for students whose reading age is significantly below their chronological age.</p> |
| Duties: | <p>To teach intervention groups or one to one sessions to students linked to their additional needs, EHCP provision or literacy needs.</p> <p>To be responsible for the leadership, management and organisation of the functions identified within this job description.</p> <p>To play a full and meaningful role as a member of the Senior Leadership Team under the overall direction of the Principal.</p> |
| Salary: | L13-17 |

Leadership and Development of Inclusion:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Determine the strategic development of internal and external additional provision

Leadership of the Appraisal/Performance Development Process

- To promote the professional development of all staff
- To support the overview of professional development requirements and support the planning and delivery of the whole-school CPD offer

Strategic Direction and Development of the Academy

- To work with and support the Deputy Principal in robust and accurate self-evaluation, identification of school improvement priorities and implementation of improvement strategies through the Academy Development Plan.



- To be a high-profile leader in the Academy, thus securing the commitment of parents/carers and the wider community to the vision and direction of the Academy.

Leading and Managing Staff

- To demonstrate the ability to lead, motivate and develop all staff within the Academy for which they are accountable for.
- To support the Academy with succession planning through coaching and mentoring.

The Community

- To contribute to the writing of reports for LGB meetings.
- To promote links with the local community, primary schools, further education providers and external providers and agencies.
- To promote the positive image of the Academy.
- To plan, attend and support parents' evenings, and other events, as required;

General Duties

- To ensure the smooth running of the Academy.
- To deliver assemblies to all year groups as appropriate.

NOTES:

This job description reflects the standards built upon The Teaching Standards which apply to all teachers.

It is aligned to the School Teacher's Pay and Conditions, set out in the statutory guidance.

As part of your wider duties and responsibilities you are required to promote and actively support the Trust's responsibilities and policies towards safeguarding and promoting the welfare of children, young people and vulnerable adults. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the Principal.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

**Person Specification: Assistant Principal- Inclusion**

A = Application, I = Interview, R = Reference

| Qualifications/Training | Essential | Desirable | A/I/R |
|--|-----------|-----------|-------|
| Qualified Teacher Status | ✓ | | A |
| Relevant professional development undertaken within last 2 years | ✓ | | A |
| SENDCO qualification | ✓ | | A |
| Experience and leadership | Essential | Desirable | A/I/R |
| Recent experience and evidence of impact within a relevant middle or senior leadership role. | ✓ | | A I |
| A proven track record as a successful classroom practitioner consistently demonstrating a positive impact on pupil outcomes based on high expectations of all. | ✓ | | A R |
| Experience of successfully leading whole school strategic development and change management leading to improved standards. | | ✓ | A I R |
| Experience of successfully leading subject curriculum or whole school development and/ or implementation, resulting in improved student engagement and outcomes. | ✓ | | A I R |
| Experience of leading quality assurance processes to ensure consistently high standards within the classroom. | ✓ | | A I |
| Experience of coaching and developing others to improve their practice. | ✓ | | A I |
| Knowledge and understanding | Essential | Desirable | A/I/R |
| Knowledge, understanding and commitment to safeguarding and promoting the welfare of students | ✓ | | A I R |
| Good knowledge of the local, national, and political landscape for the curriculum specifically and education generally. | ✓ | | A I |
| Understanding of the Ofsted framework and requirements for inclusion | ✓ | | A I |
| Understanding of current educational provisions and the wider school system | ✓ | | A I |
| Knowledge and understanding of the latest legislation, future impending changes and current research in SEND and additional provision | ✓ | | A I |
| Detailed working knowledge of how to monitor the performance of staff, hold them to account and deal proficiently with underperformance achieving the best outcomes for all parties. | | ✓ | A I R |
| A comprehensive understanding of reading interventions and programmes; content, implementation and measuring impact | | ✓ | A I |
| Skills and abilities | | | |
| Creativity and innovation | ✓ | | A I R |
| Implementing change | ✓ | | A I R |
| Leading others | ✓ | | A I R |
| Monitoring and evaluation | ✓ | | A I R |

► Reasons to work at Colne Valley High School

A fantastic team

A highly skilled, loyal and supportive team of staff and senior leaders.



Professional development

Bespoke professional development to ensure that you as an employee, 'reach great heights'.



Career Opportunities

Career opportunities across the MAT.



Cycle to work scheme

Tax free cycle scheme.



Holiday package

The Trust provides staff with a generous holiday entitlement.



Pension scheme

Contributory pension through West Yorkshire Pension Fund/Teachers' Pensions.

