



LAWN MANOR
ACADEMY



RECRUITMENT PACK

Inspiring and Creating Futures for All

WELCOME FROM THE HEAD



Russell Langdown
Headteacher

Lawn Manor Academy is proud to be part of the Ascend Learning Trust.

We were the first school to join the Ascend Learning Trust in September 2017 and we enjoy close links with all Ascend Learning Trust schools. We believe that within each child there is a real potential to achieve and that, as teachers, it is our job to ensure that this potential is met through their academic studies and high expectations.

Lawn Manor Academy is an all-ability school and we place great emphasis on inclusive education.

We have an excellent pastoral care system to support pupils and the community. We offer a rounded curriculum to suit children of all abilities with excellent facilities to support this. We take pride in the focus we give to each child as an individual and how we help them to develop and grow to achieve well and be a good citizen.

We have an ambitious vision for our school with a robust strategy for achieving it. Our I Learn values are at the heart of our strategies for success.

Working at Lawn Manor Academy is both rewarding and inspiring. We are an inclusive environment that celebrates diversity and different cultures daily. We are committed to extremely high standards of behaviour and have fostered an environment where the relationships that exist within the school, and the polite and respectful atmosphere that we enjoy, are commented on by all who visit our school.

By teaching our pupils how to demand the best of themselves, we will send them out into the world ready to embrace the challenges they will meet; whether they are in the boardroom, on the stage, in the lab or on the sports field at home or abroad. A positive mind-set is important at Lawn Manor Academy.

We take pride in “Inspiring and Creating Futures for All”.

Inspiring and Creating Futures for All



Dear Applicant

Thank you for taking an interest in Ascend Learning Trust, where we pride ourselves on our core motto 'Together we Belong, Believe, Become'. As a community of schools, we strive to achieve this through our relentless commitment to our values of 'Compassion, Aspiration, Respect, Dedication and Integrity' for all of our students, with the potential of every individual within our community valued. As a result of our values, we strive to ensure that students receive an incredibly high standard of academic and pastoral care to enable them to leave school with the very best platform for their future. The schools within Ascend Learning Trust are a family, and as such they support each other to continuously improve, providing strength to each other.

As a mother of 3 children at primary, secondary and apprentice level, I know how important young people's school experience is and it is a privilege to lead an organisation whose purpose it is to support this. As the CEO of Ascend Learning Trust (from September 2023) I am fully committed, along with all of our staff to ensuring that each child's education is the very best that it can be.

This pack will give you details of the job description and list the main duties of the post, together with further details of the competencies (skills), experience, qualifications, knowledge and abilities required to do the job. It is important that you identify the competencies, experience, qualifications, knowledge and abilities that will be assessed by application form, as you will need to provide evidence that you meet these criteria.

References

We will require two satisfactory references before a job offer is confirmed; one of which must be your line manager / headteacher in your present or most recent employment.

If you are at school/college or are leaving university, please give details of the name and address of your Headteacher or tutor.

Please remember to check that your referees are actually available to provide a reference, as failure to do this could cause a delay in confirming your appointment.

All staff are required to undertake employment checks which include:

- References (for all staff and volunteers)
- Right to work in the UK (ID check)
- Qualification checks
- Barred List check
- DBS check (for all staff and volunteers)
- Childcare Disqualification check (primary only)
- Online Search checks
- Health checks

Yours sincerely

Jane Coley
Ascend Learning Trust CEO



JOB DESCRIPTION

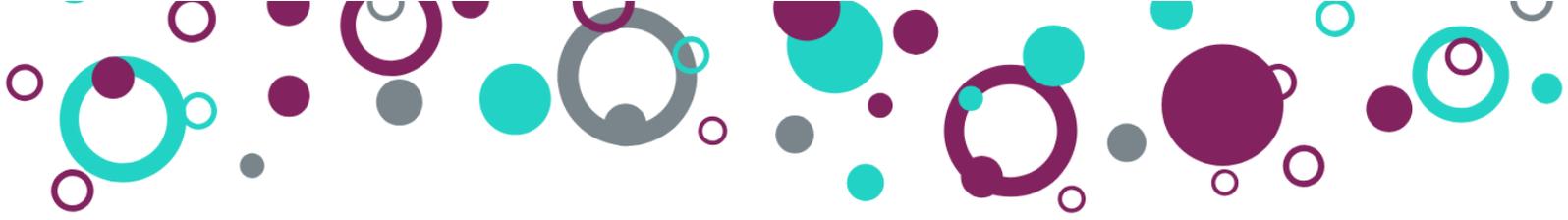
The job description lists all the main duties of the post, together with further details of the competencies (skills), experience, qualifications, knowledge, and abilities required to do the job.

The criteria listed within the job description detail the areas which will be assessed at both application and interview. It is important that you identify the competencies, experience, qualifications, knowledge, and abilities that will be assessed by application form, as you will need to provide evidence that you meet the criteria.

All employees have the responsibility to:

- Ensure any documentation produced is to a high standard and is in line with the Trust brand style.
- Be aware and comply with all policies and procedures relating to safeguarding, child protection, health, safety and security, whistleblowing, confidentiality, and data protection, reporting all concerns to the appropriate person.
- Participate in training and other learning activities as required.
- Participate in the Trust Performance Management process.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Promote the area of responsibility within the Trust and beyond.
- Represent the Trust at events as appropriate and as directed by the Chief Executive Officer.
- Support and promote the Trust ethos, vision, and values.





Job Description

Main Purpose

The Deputy Headteacher Inclusion & Culture, will provide strategic leadership and oversight of the school's culture, inclusion, safeguarding, attendance, behaviour, personal development and transition, ensuring that pupils experience a calm, orderly, respectful and supportive environment in which they feel safe, belong and are able to thrive.

The role will ensure that inclusion is understood and enacted as a whole-school responsibility, beginning with high-quality everyday teaching, underpinned by strong systems, accurate identification of need and timely, proportionate support. The postholder will provide strategic oversight of key pupil transition points and the school's wider provision, including whole-school events, ensuring these are purposeful, inclusive and aligned to school priorities.

The postholder will ensure that leaders and staff:

Establish high expectations for pupils' behaviour, attendance and attitudes to learning; identify needs quickly and accurately for all pupil groups, particularly disadvantaged pupils, pupils with SEND and pupils known (or previously known) to children's social care; remove barriers to learning and well-being through inclusive practice, reasonable adjustments and targeted intervention, without lowering expectations; promote a professional, consistent and supportive staff culture, where conduct, routines and relationships model the school's values; and evaluate impact rigorously using first-hand evidence, professional dialogue and timely information.

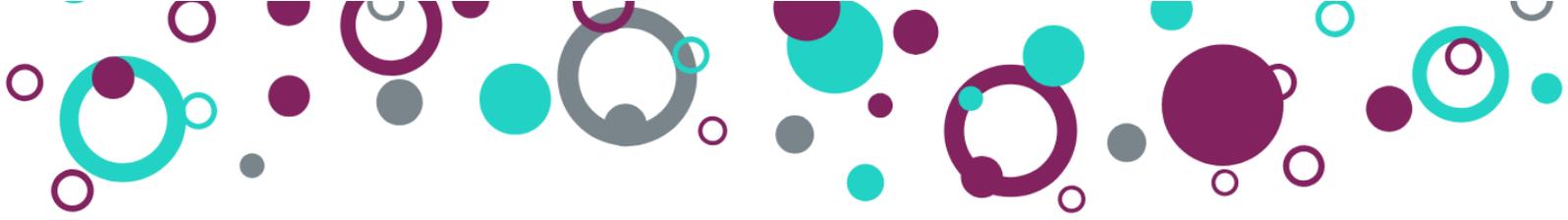
Working in close partnership with the Headteacher, the other Deputy Headteacher, senior leaders, governors, trustees and the Ascend Learning Trust central education team, the postholder will lead whole-school improvement, secure accurate self-evaluation and ensure the school is well prepared for inspection and external accountability.

The Deputy Headteacher will deputise for the Headteacher as required, providing leadership, direction and operational oversight in their absence. All aspects of the role will reflect and promote the Trust's vision and values of Ambitious, Inquisitive and Independent learners and staff.

Key Areas of Responsibility

Strategic Leadership of School Culture, Behaviour and Attitudes

- Provide strategic leadership to establish and sustain a calm, orderly and respectful culture in which pupils can thrive.
- Ensure the school's approach to behaviour is clearly articulated, consistently implemented and evaluated for impact over time.
- Line manage the behaviour lead holding them to account for consistency, staff confidence and improved pupil behaviour.
- Ensure staff are trained, supported and confident to challenge poor behaviour, including low-level disruption, so that learning is not disrupted.
- Promote a culture in which staff conduct, professionalism and consistency reinforce high expectations and positive relationships.

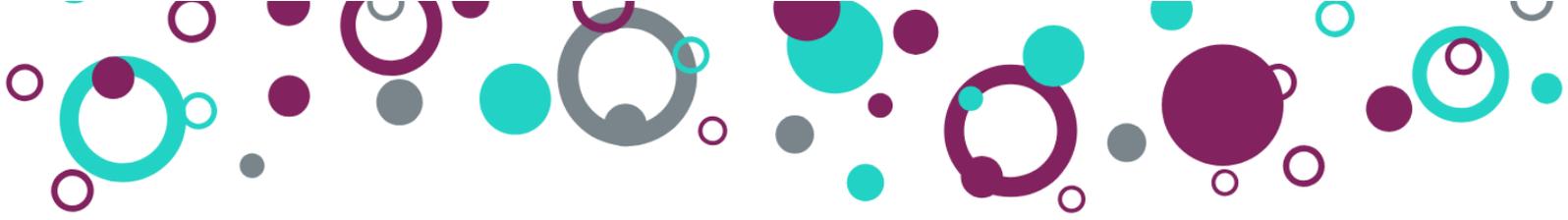
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- Ensure bullying, unlawful discrimination, harassment (including sexual harassment), victimisation and child-on-child abuse are not tolerated, are identified promptly and addressed effectively.
 - Ensure sanctions, including internal suspension, suspension and permanent exclusion, are used lawfully, proportionately and strategically, as part of a wider culture of support and high expectations.
 - Ensure off-site direction and alternative provision are strategically led within the school's graduated response, and that pupils are reintegrated effectively following suspension, off-site direction or alternative provision, with sustained improvements over time.

Strategic Leadership of Attendance and Punctuality

- Provide strategic oversight of attendance and punctuality, ensuring high expectations for all pupils and sustained improvement over time.
- Line manage the Attendance Lead, ensuring robust systems, accurate registers and effective day-to-day processes.
- Ensure attendance strategies are inclusive and evidence-informed, particularly for disadvantaged pupils, pupils with SEND, pupils known to children's social care and those facing barriers such as mental or physical ill-health.
- Use detailed, timely information to identify patterns of absence, anticipate risk and deploy targeted interventions for pupils who are occasionally, persistently or severely absent.
- Work with families, local authorities, the virtual school head and external agencies to improve attendance and reduce persistent absence.
- Ensure the school continues to strive for improvement once attendance reaches national averages.

Inclusion and Removing Barriers to Learning and Well-being

- Provide strategic leadership of inclusion as a whole-school responsibility, embedded consistently across curriculum, teaching, behaviour, attendance, personal development, transition and wider school systems.
- Line manage the SENCo, ensuring they are empowered within the leadership structure to influence whole-school practice and improvement for pupils with SEND.
- Ensure leaders and staff identify, assess and respond to pupils' needs quickly and accurately, including emerging or changing needs.
- Ensure inclusive practice begins with high-quality everyday teaching, with reasonable adjustments and targeted interventions used appropriately to maintain high expectations for all pupils.
- Ensure the graduated approach (assess, plan, do, review) is implemented consistently and evaluated for impact.
- Ensure strategies for disadvantaged pupils, pupils with SEND and other vulnerable groups are aligned to whole-school priorities, evidence-informed and reviewed regularly.
- Ensure any alternative provision or part-time timetable is appropriate, safe, time-limited and in pupils' best interests, with clear plans for reintegration.
- Ensure leaders use well-chosen qualitative and quantitative evidence to evaluate inclusion and refine approaches over time.



Safeguarding, Early Help and Threshold Decision-Making

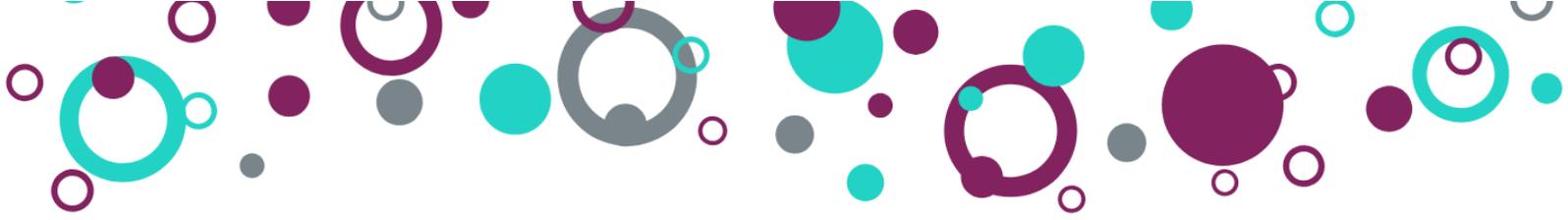
- Provide strategic oversight of safeguarding, ensuring an open and positive safeguarding culture where safeguarding is everyone's responsibility.
- Line manage the Designated Safeguarding Lead (DSL), ensuring statutory duties are fulfilled and safeguarding practice is effective, reflective and continually reviewed.
- Provide strategic oversight of early help, threshold decision-making and escalation processes, ensuring responses for pupils and families are timely, proportionate and well-judged.
- Ensure safeguarding systems are transparent, well-recorded and open to challenge, and that leaders actively learn from cases and incidents.
- Ensure effective multi-agency working to secure timely help and protection for pupils who need it.
- Provide assurance to governors and trustees that safeguarding arrangements are compliant, effective and robust.

Personal Development, Mental Health and Well-being

- Provide strategic leadership of pupils' personal development, character and well-being, ensuring pupils are well prepared for life beyond school.
- Ensure pupils are taught how to stay safe, including online safety and healthy relationships, and know how to seek help.
- Ensure the school's approach to emotional well-being and mental health is coherent, inclusive and aligned with safeguarding, attendance, behaviour and inclusion systems, drawing appropriately on external support where required.
- Ensure the curriculum and wider school offer promote resilience, confidence, independence and a strong sense of belonging.
- Ensure pupil voice and parental perspectives are gathered systematically, valued and used meaningfully to inform evaluation and improvement.
- Ensure personal development provision prepares pupils for their next stage of education, employment or training.
- Provide strategic oversight of Relationships, Sex and Health Education (RSE), ensuring provision is age-appropriate, inclusive, compliant with statutory guidance and aligned with safeguarding and personal development priorities.

Strategic Oversight of Transition, Vulnerable Pupils and Whole-School Events

- Provide strategic oversight of key pupil transitions, including admissions, in-year transition, phase transfer, managed moves, reintegration and off-site provision.
- Ensuring transition processes are coherent, inclusive, well-communicated and evaluated for impact.
- Ensure transitions are planned carefully and focused on continuity, belonging and sustained improvement in attendance, behaviour and engagement.
- Provide strategic oversight of whole-school events that support culture, belonging, transition and community engagement, ensuring they are purposeful, inclusive and aligned to school priorities.
- Ensure whole-school events are evaluated for impact, including participation and experience of vulnerable groups.



Policy Coherence and Strategic Oversight

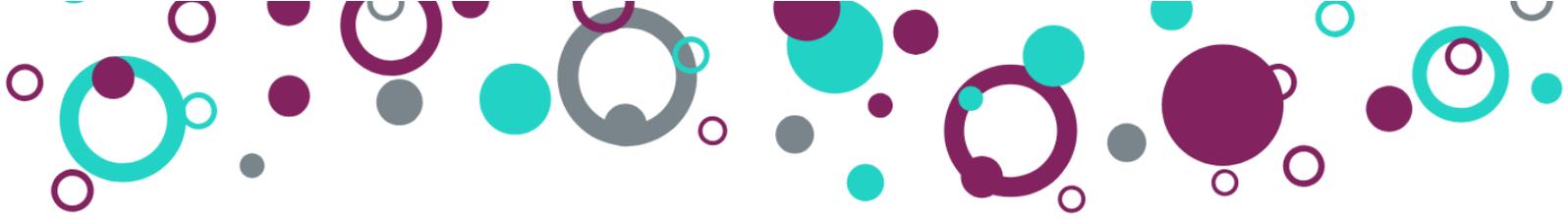
- Ensure policies relating to, but not limited to, behaviour, attendance, safeguarding, inclusion and transition are coherent, aligned and implemented consistently across the school.
- Ensure policies are reviewed regularly, informed by evidence and professional dialogue, and evaluated for their impact on pupils' experiences and outcomes.

Evaluation, Governance, Inspection Readiness and Accountability

- Lead robust evaluation of culture, behaviour, attendance, inclusion, safeguarding, personal development and transition using first-hand evidence, case sampling and professional dialogue.
- Ensure leaders' self-evaluation is accurate, well-evidenced and clearly understood.
- Lead areas of inspection readiness relating to culture, attendance, behaviour, inclusion, safeguarding, personal development and transition, ensuring evidence is accessible and grounded in everyday practice.
- Present clear, evaluative information to governors and trustees, focused on impact over time.
- Work with the central education team and the headteacher to quality-assure self-evaluation, improvement planning and external accountability.

Leadership, Line Management, Appraisal and Deputising

- Deputise for the Headteacher as required.
- Work collaboratively with the Headteacher and the other Deputy Headteacher to provide coherent leadership and shared accountability.
- Line manage other leaders across the broad area of responsibility Leaders ensuring leadership capacity, accountability and sustained impact.
- Lead personal development for line-managed staff and contribute to whole-school quality assurance processes.
- Lead the school's response to serious pastoral or safeguarding incidents, working closely with the Headteacher, governors and external agencies to ensure pupils are protected and learning is secured.
- Contribute to strategic oversight of staff deployment, duty systems and operational arrangements to ensure pupil safety, consistency and effective running of the school.
- Model high standards of professional conduct and promote a culture of trust, care and high expectations.



Person Specification

Deputy Headteacher (Inclusion and Culture)

Qualifications and Professional Learning

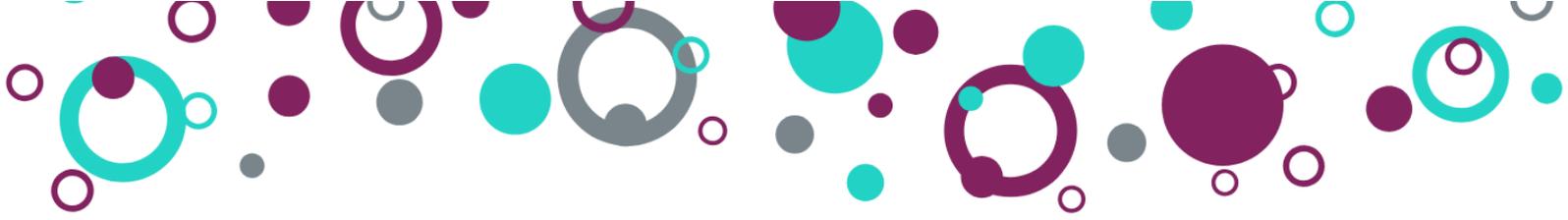
Essential	Desirable
Qualified Teacher Status	NPQSL, NPQH or equivalent senior leadership qualification
Degree or equivalent professional qualification	Postgraduate qualification in education, leadership or inclusion
Sustained professional development related to behaviour, attendance, safeguarding, inclusion, personal development or transition leadership	Trust-wide or system-level professional learning

Teaching and Senior Leadership Experience

Essential	Desirable
Significant and successful secondary teaching experience	Experience teaching across multiple key stages,
Experience as an Assistant Headteacher or Deputy Headteacher	Substantive experience as a Deputy Headteacher
Experience leading whole-school or large-scale improvement in culture, behaviour, attendance, safeguarding, inclusion or transitions	Leadership of improvement across more than one school or within a MAT
Experience deputising for the Headteacher or operating at whole-school strategic level	Regular representation of the Headteacher in external contexts

Culture, Behaviour, Attendance and Attitudes

Essential	Desirable
Proven track record of improving behaviour, attendance and attitudes to learning	Leadership of sustained improvement in challenging or complex contexts
Strong understanding of how culture, routines and relationships shape pupils' behaviour and engagement	Experience leading large-scale behaviour and attendance strategies
Experience designing, implementing and evaluating behaviour and attendance systems	Experience overseeing alternative provision, reintegration or managed moves



Inclusion and Removing Barriers

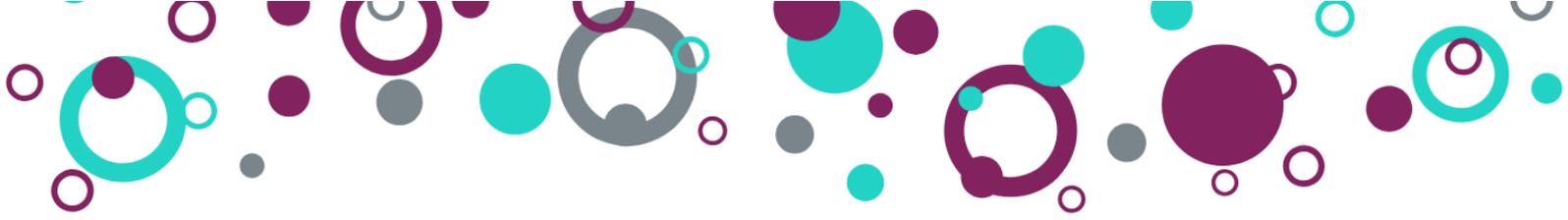
Essential	Desirable
Secure understanding of inclusion as a whole-school responsibility	Leadership of SEND or whole-school inclusion strategy
Experience improving outcomes for disadvantaged pupils and pupils with SEND	Experience line-managing a SENCo
Understanding of the graduated approach and reasonable adjustments	Experience aligning inclusion work with curriculum and teaching practice

Safeguarding, Early Help and Pupil Welfare

Essential	Desirable
Secure understanding of statutory safeguarding responsibilities and guidance	Experience as a Designated Safeguarding Lead
Experience collaborating with external agencies to support pupils and families	Strategic oversight of early help, threshold decisions and multi-agency processes
Ability to evaluate safeguarding systems, processes and practice for effectiveness	Experience leading responses to complex or serious safeguarding incidents

Personal Development, Wellbeing, Transition and Whole-School Events

Essential	Desirable
Understanding of high-quality personal development provision	Leadership of a personal development, RSE, enrichment or character curriculum
Experience supporting pupils' well-being and readiness for next steps	Strategic oversight of admissions, transitions or reintegration processes
Experience leading or overseeing transition processes and vulnerable pupil pathways	Direct line management of a Transition Lead
Understanding of how whole-school events strengthen culture, belonging and engagement	Experience designing or leading major whole-school events or cultural programmes
Commitment to meaningful pupil voice and listening to lived experience	Experience embedding pupil and parent voice into evaluation and planning



Evaluation, Evidence and Accountability

Essential	Desirable
Ability to evaluate impact using first-hand evidence, case sampling and professional dialogue	Experience contributing to Trust-level or governance-level quality assurance
Strong analytical skills relating to attendance, behaviour and safeguarding information	Regular presentation of evaluative reports to governors or trustees
Ability to communicate strengths, priorities and impact clearly and strategically	Experience supporting external review or inspection readiness

Leadership, Line Management and Appraisal

Essential	Desirable
Experience line managing staff and holding leaders to account	Line management experience at senior-leadership level
Experience contributing to appraisal and professional development	Strategic oversight of whole-school appraisal processes
Ability to provide professional challenge with clarity, care and high expectations	Experience managing complex performance issues

Governance, Trust and System Leadership

Essential	Desirable
Ability to work effectively with governors and trustees	Experience working within a multi-academy trust
Experience preparing or contributing to senior or governor reports	Leadership of Trust-wide improvement or professional networks
Willingness to work closely with the central education team	Experience of system leadership beyond own school

Personal Qualities

Essential	Desirable
High expectations, integrity and resilience	Recognised values-driven leadership
Ability to act decisively and proportionately in complex situations	Evidence of influence beyond own school or Trust
Commitment to Ascend Learning Trust values and inclusive practice	Demonstrable impact in embedding inclusive culture



Lawn Manor Academy

Our ILEARN values are at the heart of our strategies for success, we take pride in 'inspiring and creating futures for all'.

Independence

We strive together to foster a sense of independence in all of our young people in each of their endeavours. We focus on a positive approach to problem solving and improvement, whether it is in the classroom, on the sports field, or in friendships.

Literacy

Literacy represents the key to lifelong education and we are committed to bringing excellence to life in every sense of the word. Excellent reading will allow all of our young people to find the success that they deserve as they move through life, furnishing them with adventure, information and the ability to communicate effectively.

Equipment

Our role is to inspire and equip pupils with the necessary skills and learning that they will need to succeed in the future. In order for this to happen, pupils will need to have a thirst for learning and a desire to succeed in everything that they turn their hand to. Pupils will also need to be personally equipped with smart uniform and personal equipment.

Attitude

At Lawn Manor Academy we are committed to extremely high standards of behaviour and have fostered an environment where the relationships that exist within the school, and the polite and respectful atmosphere that we enjoy, are commented on by all who visit the Academy.

Resilience

By teaching our pupils how to demand the best of themselves, we will send them out into the world ready to embrace the challenges they will meet: whether they are in the boardroom, on the stage, in the lab or on the sports field, at home or abroad. A positive mind-set is important at Lawn Manor Academy.

Numeracy

Making learning count and inspiring the children who come to our school means creating learners comfortable with the notion that numbers underpin all of nature: they fill our language and inform everything we do. We take skilling the next generation of the workforce to be numerate seriously.

Inspiring and Creating Futures for All

Ascend Learning Trust

Welcome to Ascend Learning Trust, where we pride ourselves on our core motto 'Together we Belong, Believe, Become'.

As a community of schools we strive to achieve this through our relentless commitment to our values of 'Compassion, Aspiration, Respect, Dedication and Integrity' for all of our students, with the potential of every individual within our community valued.

Compassion

To always show kindness, inclusivity and empathy to each other and to encourage others to behave this way. To care for those around you and to consider the needs of all.

Aspiration

To 'dream big' and to set your goals with no limits. You work hard towards your goals and follow your dreams and always believe that anything is possible.

Respect

To treat everyone as you would always wish to be treated in both words and actions. This means listening to others, appreciating differences, showing kindness and always being considerate.

Dedication

Always try your very best to commit to and achieve all of your goals and never give up even when things are tough. Face challenges courageously and keep focused on your goals.

Integrity

Holding true to what you believe in and act in a way that shows this. Always be honest and if you are in the wrong accept feedback and apologise.

Our vision at Ascend Learning Trust is to create a sense of belonging for everyone. All our young people receive a holistic world-class education regardless of where they come from or their life challenges. They will leave their Ascend community with outcomes that opens doors to a fulfilling and successful future.

Together we **Belong, Believe, Become**





HOW TO APPLY

Please note CVs will not be accepted. You must complete the application in full giving details of all employment, training, and gaps in employment since leaving school.

Please ensure the closing date for applications is met, we cannot be held responsible for lost or late applications. Due to the large number of applications is it not always possible to respond to each application but we aim to respond within two weeks of the vacancy closing date.

If you would like to arrange a visit to the school, or for more information about applying, please contact the recruitment team on 01793 781485.

Applications should be submitted directly via MyNewTerm, you can access our careers page using the following link:

[Lawn Manor Academy MyNewTerm](#)



mynewterm