



# APPLICATION PACK

Assistant Principal

Date: September 2026 or A.S.A.P

Belonging – Respect – Independence





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- Submit your application by Friday 3<sup>rd</sup> July 2026 at 3.00 pm
- If you have any queries regarding the application process please contact our HR on 01484 226834
- Closing date for applications: Friday 3<sup>rd</sup> July 2026 at 3.00pm
- Interviews: Friday 10<sup>th</sup> July 2026
- Please be aware if we receive a lot of applications we may bring the closing date forward.



# WELCOME

Dear Potential Colleague,

Firstly, thank you for your interest in working at Hillside Primary School, a proud member of the highly regarded Trust, South Pennine Academies. If you're impressed by our exciting work, understand our vision, and want to be part of our journey, then we are keen to hear from you.

Hillside Primary School was inspected by Ofsted in December 2024 and we were described as a 'good school' in all areas, where 'leaders aspire for pupils to learn well' and our 'pupils enjoy school'. We are focused on creating an inclusive school; 'pupils at Hillside Primary School appreciate cultural diversity'. At Hillside Primary School, we ensure that positive relationships are at the core of what we do each and every day underpinned by our core values of Belonging, Responsibility, Independence, Courage and Kindness. As educators, we know that our role is instrumental in inspiring our students to be the best they can be.

We are looking for a passionate, energetic

and dedicated candidate with a strong character and someone who has the ability to motivate and inspire our students to achieve their full potential. Most importantly we are keen to hear from candidates who are driven by a strong sense of purpose and the genuine ambition to help the school drive standards and turn our vision into reality. If this is a position that appeals to you and you have the passion to make a positive difference to the life chances of our students, we would very much look forward to hearing from you. If you wish to discuss any of the opportunities we have on offer, please contact us at [dheywood@hillside.spacademies.org](mailto:dheywood@hillside.spacademies.org), or call 01484 226834. Please also visit our website [www.hillsideprimaryschool.co.uk](http://www.hillsideprimaryschool.co.uk) to learn more about life at Hillside Primary School.

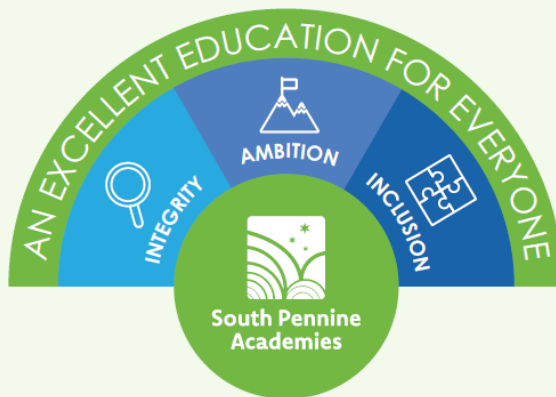
Yours sincerely,  
**Nazmunnisha Ismail**  
Principal

# ABOUT HILLSIDE PRIMARY SCHOOL

At SPA, we place **integrity, ambition and inclusion** at the heart of everything we do.

We are committed and passionate to making a positive impact on the communities we serve and believe through a high-quality education providing **an excellent education for everyone.**

## SOUTH PENNINE ACADEMIES VISION, VALUES & COMMITMENTS



### Culture

We build a culture of belonging where everyone feels valued and empowered.

### Aspiration

We set high expectations enabling every student to excel academically and personally.

### Life Chances

We champion inclusion and diversity to enhance life chances for all students.

### Citizenship

We develop responsible citizens who make a positive impact.

### Best Practice

We apply research-informed strategies to drive excellent teaching and improvement.

### Partnerships

We harness collaboration to achieve shared success across schools and communities.

## WHY JOIN US

1. We pride ourselves on a warm and friendly atmosphere, combined with the highest of expectations for all pupils.
2. We firmly believe in working in partnership with parents and carers to ensure all pupils succeed.
3. We are passionate about teaching and supporting children to make as much personal and academic progress as possible during their time at Hillside.
4. Hillside has a vibrant school community with staff and students from many diverse backgrounds and cultures.
5. Pupils work together, co-operate and communicate positively with others.
6. All pupils develop a love of learning and recognise and value themselves and their own unique skills and abilities.
7. Senior Leadership are visible and supportive; developing staff skills and expertise to create strong leaders in education.
8. Staff that work here find it very rewarding and have a sense of togetherness.



## HOW TO APPLY

Thank you for taking time to read about the academy and Trust. If you wish to apply you should:

- Complete the application form fully, via My New Term [www.mynewterm.com](http://www.mynewterm.com) ensuring all details are accurate and all declarations are signed.
- Please ensure you enclose at least two professional referees with one being your current employer and any other employers in the last two years (with professional email addresses if possible).
- Do not enclose additional CVs.
- Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of our Trust.
- Please ensure that you also include information on how you will develop the role and how your previous experience has equipped you for this.

The academy is committed to safeguarding and promoting the welfare of all students, and staff must share this commitment. Appointment is subject to a satisfactory enhanced Disclosure & Barring Service check and the Academy's Safer Recruitment policy and procedures. Please note two references will be taken up prior to the interview process; please ensure your referees are prepared and aware of your application.



# JOB DESCRIPTION

<b>Job Title</b>	Assistant Principal Responsible for SEND and Inclusion
<b>Salary Scale</b>	L1 - L5
<b>Responsible to</b>	Principal
<b>Required for</b>	September 2026 (or as soon as possible)
<b>Academies:</b>	Hillside Primary School (HPS)

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## MAIN PURPOSE

The Assistant Principal for Inclusion will lead the academy's inclusive culture, ensuring all pupils are known, valued and supported to achieve highly, regardless of need, background or circumstance. The role champions inclusion across curriculum, culture, leadership and outcomes by removing barriers to learning, improving attendance, strengthening behaviour and safeguarding vulnerable pupils.

The postholder holds responsibility for:

- SEND (including statutory SENCO duties)
- Looked After Children (LAC) and previously LAC
- Medical Needs provision
- Disadvantaged strategy (including Pupil Premium)
- Strategic oversight of behaviour, safeguarding and attendance via line management of the Pastoral Manager, DSL and Attendance Lead
- Deputy Designated Safeguarding Lead (DDSL)

The Assistant Principal will maintain an appropriate teaching commitment, modelling excellent practice and supporting improvement through direct work with pupils and staff.

Working with the Principal and SLT, the role will:

- Deliver the academy's vision, values and inclusive ethos
- Provide strategic and operational leadership for inclusion and pupil support
- Establish systems that promote belonging, participation, achievement and attendance
- Lead inclusion-focused improvement priorities
- Manage staff, budgets, resources and partnerships
- Evaluate impact through evidence and data

The role also includes:

- Acting as senior leader for inclusion and pupil welfare
- Active contribution to safeguarding and attendance
- Leading disadvantaged strategy and reporting
- Supporting curriculum areas aligned to inclusion, PSHE and personal development
- Working with governors/trustees
- Deputising for SLT as required
- Undertaking duties delegated by the Principal

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## KEY ACCOUNTABILITIES

### Strategic Leadership of Inclusion

- Develop and deliver a clear whole-academy inclusion vision
- Embed inclusion across curriculum, behaviour, attendance, safeguarding and personal development
- Evaluate provision against Ofsted expectations
- Ensure early identification and effective support for vulnerable pupils
- Secure equitable access, participation and outcomes
- Lead inclusion self-evaluation and academy improvement planning
- Report impact to senior leaders and governors

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### SEND Leadership (SENCO)

- Lead SEND strategy and provision in line with statutory requirements
- Ensure compliance with the SEND Code of Practice and Equality Act 2010
- Oversee identification, assessment and graduated support
- Maintain accurate records and statutory documentation
- Monitor teaching quality and interventions
- Lead EHCP processes and reviews
- Coordinate external agencies
- Support SEND admissions and transitions
- Develop staff expertise in inclusive practice
- Evaluate SEND impact (outcomes, attendance, behaviour, pupil voice)

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### Disadvantaged Strategy

- Lead Pupil Premium strategy and implementation
- Ensure evidence-informed spending with measurable impact
- Monitor outcomes, attendance, behaviour and participation

- Identify and remove barriers to achievement
- Produce statutory reports
- Ensure access to high-quality curriculum and enrichment

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## LAC, Previously LAC and Medical Needs

- Act as designated teacher for LAC and central contact
- Ensure high aspirations and effective support planning
- Lead PEP processes and reviews
- Liaise with carers, families and external agencies
- Oversee statutory responsibilities for medical needs
- Ensure healthcare plans and reasonable adjustments
- Promote full inclusion in school life

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## Behaviour, Safeguarding and Attendance

- Provide strategic oversight through line management of key leaders
- Ensure inclusive, consistent behaviour systems
- Monitor trends and provision for vulnerable groups
- Maintain robust safeguarding systems and culture
- Support safeguarding training and practice
- Monitor and improve attendance, particularly for vulnerable pupils
- Ensure effective interventions and accountability measures

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## Teaching, Learning and Curriculum

- Promote adaptive teaching and high expectations
- Ensure curriculum accessibility without reducing ambition
- Develop inclusive pedagogy
- Improve participation and engagement
- Monitor provision through lesson visits, work scrutiny and pupil voice

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## Staff Leadership and Development

- Line manage staff and teams effectively
- Support recruitment, including safer recruitment
- Lead performance management
- Provide coaching, mentoring and CPD
- Build leadership capacity in inclusion and pastoral teams
- Promote staff wellbeing and sustainable workload

## Organisational Leadership and Improvement

- Contribute to whole-school leadership and operations
- Lead policy development and implementation
- Use data to evaluate impact and drive improvement
- Support self-evaluation and inspection readiness
- Manage budgets and resources effectively
- Establish sustainable systems for improvement

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## General

This description reflects the role's scope and may evolve. Priorities will be agreed annually through performance management and academy improvement planning.

# PERSON SPECIFICATION

E = Essential  
D = Desirable

A = Application Stage  
I = Interview and Assessment stage  
R = References

## Professional Qualifications and Training

Qualified Teacher Status (QTS)	E	A
SEND Qualification (NPQSEND, NASENCO)	E	A,I
Professional qualification related to leadership and management (eg NPQML, NPQSL, NPQH).	D	A,I

## Experience

Successful leadership and management in a school at a middle leadership level related to SEND or Inclusion including working well under pressure, prioritising and effective delegation	E	A, I, R
Experienced Primary Class Teacher	E	A, I, R
Involvement in school improvement including self-evaluation, development planning and external quality assurance.	E	A,R
Coaching, mentoring, performance management and holding others to account.	E	A,R
Significant contribution to staff development and training.	E	A
Leading whole school initiatives, demonstrating impact on raising standards/outcomes.	E	A,R
Successful completion of SEND related documentation and reports including EHCP process.	E	A,R
Responding to safeguarding disclosures and creating a culture of excellent safeguarding.	E	A,I,R
Working collaboratively with a wide range of external professionals and agencies.	E	A,R
Working as a designated SENCO within an education setting.	E	A,R
Responsibilities of a Deputy / Designated Safeguarding Lead.	D	A
Successful leadership and management in a school at a senior level.	D	A,R
Line management including HR, attendance management and disciplinary.	D	A,R
Effectively managing difficult conversations.	D	A,I,R

Supporting and leading recruitment processes in line with Safer Recruitment, including induction.	D	A,I,R
Complying with relevant health and safety regulations, including risk assessments.	D	A,I,R
Contributing to governance and working with the governing body.	D	I
Responding to parental and external complaints, concerns and feedback.	D	I

## Skills, Knowledge and Understanding

Successful leadership and management in a school at a middle leadership level related to SEND or Inclusion including working well under pressure, prioritising and effective delegation	E	A, I, R
Understanding of high-quality, inclusive and responsive teaching and learning for pupils with SEND and the ability to articulate and model this in order to support others to improve, including use of specific strategies.	E	A, I, R
Strong understanding of assessment related to SEND and effective use of a range of data to raise standards.	E	A,R
Skills, knowledge and understanding relevant to SEND and inclusion (e.g. SEND Code of practice, Graduated Approach, Local Offer, Ofsted requirements, admissions, transition, attendance, alternative / specialist provision, resources, adaptations, reasonable adjustments).	E	A,R
Establish and maintain positive working relationships with a range of stakeholders including parents/carers.	E	A,I,R
A positive, relational approach to behaviour management and understanding of a range of strategies to support pupils with SEND, staff and parents / carers in meeting high standards in this area.	E	A,R
Effective communication and interpersonal skills with a range of audiences and purposes.	E	A
Understanding of safeguarding and child protection requirements.	E	A,R
Understanding of requirements for Looked-After and Previously Looked-After Children.	D	A,R
Engage with wider professional reading, research and evidence based practice.	D	A,I,R
Awareness and understanding of child development, attachment and developmental trauma.	D	A,I,R

## Personal Qualities

Child-centered and relational with high expectations for all.	E	A, I, R
Approachable, empathetic and nurturing. Listens and responds to others. Remaining calm at all times.	E	A, I

E = Essential  
D = Desirable

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Self-awareness. Honesty when making mistakes and able to learn from them. Able to ask for help.	E	I
Adaptable, innovative, positive, pro-active and solution focused.	E	A, I
Commitment to safeguarding, equality, inclusion, confidentiality and wellbeing.	E	A, I
Well organised with the ability to prioritise workload and manage competing demands effectively to meet deadlines.	E	A,R

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters E and D in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the E's on day one to be able to do the job, you need to have all the D's to do the job, but they could be learnt during the induction. We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.

Please take time to look at SPA safer recruitment policy on the SPA website  
<https://www.southpennineacademies.org/>

and Hillside safeguarding and child protection policy  
<https://www.hillsideprimaryschool.co.uk/safeguarding-2/safeguarding-at-hillside>

Carry out your duties with due regard to current and future Trust and Academy policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through Academy communications.

**Disclosure Level: Enhanced**

**Responsible to: Principal**

*This job description is not an exhaustive document. It reflects the duties and responsibilities applicable at the time of issue. Details and emphasis are subject to amendment and revision in the light of the changing needs of South Pennine Academies Trust*

# SAFEGUARDING NOTICE

## Important Safeguarding notice/ Statement of Intent

As part of your wider duties and responsibilities you are required to promote and actively support the Trusts 'responsibilities towards safeguarding. 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

South Pennine Academies is committed to ensuring a culture of safer recruitment and as part of that implement recruitment procedures that deter, reject or identify people who might abuse children. All Academies across the Trust adopt a consistent and rigorous approach in the recruitment and selection processes, with the aim of ensuring that those recruited are suitable for such an important and responsible role. The purpose of safer recruitment is ultimately to:

- **Deter:** From the beginning of the recruitment process, it is important to send the right message – that the organisation has a rigorous recruitment process and does not tolerate any form of abuse. Wording in adverts and recruitment information must aim to deter potential abusers.
- **Identify and Reject:** It will not always be possible to deter potential abusers. Therefore, careful planning for the interview and selection stage, in terms of asking the right questions, setting appropriate tasks and obtaining the right information can assist in finding out who is suitable for the role and who is not.
- **Induct:** Induction is an essential part of our recruitment process, we ensure that comprehensive induction processes are in place, together with appropriate policies and procedures, raising awareness through staff training and generally developing and maintaining a safe culture within the organisation will all help to prevent abuse or identify potential abusers. Academy is committed to safeguarding and promoting the welfare of all students and staff must share this commitment. Appointment is subject to a satisfactory enhanced Disclosure & Barring service check and the Academy's Safer Recruitment policy and procedures. Please note two references will be taken up prior to the interview process, please ensure your referees are prepared and aware of your application.

The intention of this policy is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to pupils within the organisation. The policy and the practical implementation of recruitment and selection processes also aim to meet all legislative requirements, any statutory or other guidance that may from time to time be issued in order to keep children safe and safer recruitment in education, as well as principles of general good practice.

As part of our shortlisting process, in accordance with KCSIE Guidance, an online search will be completed on all shortlisted candidates.

**Please note this role is subject to an Enhanced DBS**



## Equality

The Board of Trustees and school are committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourable on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated.

We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

## Disabled applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personnel Specification. As an equal rights employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

## Privacy notice

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) (EU 2016/679) and the provisions of the Data Protection Act 2018 (DPA 2018). This policy applies to all personal data, regardless of whether it is in paper or electronic format. For further information please see the full privacy policy on our school website.



Headfield Road,  
Huddersfield, HD4 6LU  
Telephone: 01484 226834, Email: [office@hillside.spacademies.org](mailto:office@hillside.spacademies.org)  
Website: [www.hillsideprimaryschool.co.uk](http://www.hillsideprimaryschool.co.uk)



## PARTNERS OF THE SPA TRUST

**South Pennine Academies is a charitable multi academy trust established in 2012. We currently work with eleven primary and secondary converter and sponsored academies located in Calderdale, Kirklees and Oldham. Our highly regarded SCITT, Huddersfield Horizon, develops approximately 60 new teachers each year.**

The team at South Pennine Academies are committed to delivering school improvement through the development of effective partnerships with our academies, the communities we serve and external organisations. Our academies are an integral part of their local communities. We value the diversity and distinctive opportunities that working within our local communities brings. Development of local solutions to meet local needs is a key aspect of our work.

### BENEFITS OF BEING PART OF OUR TRUST:

- **Professional Development** - The Trust is committed to developing all staff within their roles and creating continued fantastic opportunities for further career progression.
- **Pension** – Every employee of South Pennine Academies has access to the Teachers' Pension Scheme or the Local Government Pension Scheme.
- **Wellbeing Benefits** – Through our wellbeing provider, Health Assured, staff can access a number of generous wellbeing benefits including physiotherapy, 24-hour GP helpline, cancer support, stress counselling support and weight management.
- **Free Will writing service** – Provided via solicitors Dunham McCarthy – a free and completely confidential service for all SPA employees. The free service is provided remotely, either by telephone or video call, at a time to suit you. You will have an adviser to help you complete each step from start to finish.
- **Cycle to Work Scheme** – The Trust has registered to join this scheme as a provider for staff to be able to take advantage of the salary sacrifice tax-relief arrangement. For more information, eligibility criteria and details of how to apply, please contact the central HR team.
- **Annual Flu Vaccinations** – Annual Flu vaccinations offered to staff either by visit from nurse on site or via vouchers, accepted at various GP surgeries or pharmacies
- **Flexible Days** – Our Trust operates a Scheme which allows all staff up to 2 days paid time off during term time for li

