

SHINE
ACADEMIES



**Deputy Headteacher and
Inclusion Manager
Crowmoor Primary School
Candidate Information Pack**



Message from the CEO



I am privileged to be the Chief Executive Officer of SHINE Academies. Having been part of the SHINE journey since its inception in January 2015, I am incredibly proud of the progress that has been made by all of our pupils, staff and stakeholders over the years.

Children only get one chance for their primary education. Whilst we all understand the importance of the core subjects, our pupils are much more than a numerical outcome. We strongly believe that all pupils should have an opportunity to find their niche and reach their potential in all areas. This is supported by a steadfast commitment to the arts and sport, as well as opportunities for exploring cultural capital making our pupils exceptional citizens. We have high expectations of our pupils and encourage them to have high aspirations – there should be no ceiling.

I am proud that our schools are recognised as inclusive environments for our pupils, and we pride ourselves on having skilled practitioners to support our diverse communities. Our family support team has broad expertise and the capacity to support our pupils and their families in many areas beyond the classroom, including mental health, bereavement and housing support. We offer a range of opportunities to our pupils, creating a high-quality educational experience, in a safe, creative and exciting learning environment.

I am proud that our schools maintain their own identity and characteristics, whilst joining a MAT that supports the strategy and school improvement journey, alongside the business elements of running an educational establishment, such as finance and HR. SHINE Academies has a mission to grow with likeminded schools joining our Trust, and whilst we have the capacity to support schools that need additional help in key areas, we are small enough to listen and work alongside our Headteachers to ensure support is tailored for their needs. All of our leaders recognise the need to evolve and take mitigated risks in order to ensure our pupils are ready for the challenges of secondary school and beyond.

Strong and robust governance is key to a successful MAT and I am lucky to work with some exceptional individuals who volunteer on our Member, Trust and Local Governing Boards. Each governance function aids the MAT delivery of its strategic objectives and ensures accountability of my role and that of other executive leaders within the MAT.

This is an exciting time to be part of SHINE Academies!

Gemma Draycott
Chief Executive Officer



Our Values

In 2024, our stakeholders developed a new set of values and a vision for SHINE Academies. These values are our drivers for change within all of our schools, and underpin everything that we do within the trust. We demonstrate working **COLLABORATIVELY**, with **COURAGE** and **COMPASSION** – we support staff and stakeholders to take calculated risks but always remember that children must be at the heart of everything that we do.

No matter the challenge, **SHINE** works **collaboratively** with **courage** and **compassion**, creating a child centered community

We launched our new values at our first Trust Collaboration Day in September 2024, which saw all our schools come together for the first time.

SHINE Academies Trust
Collaboration Day
4th September 2024



Click [here](#) to watch our values video

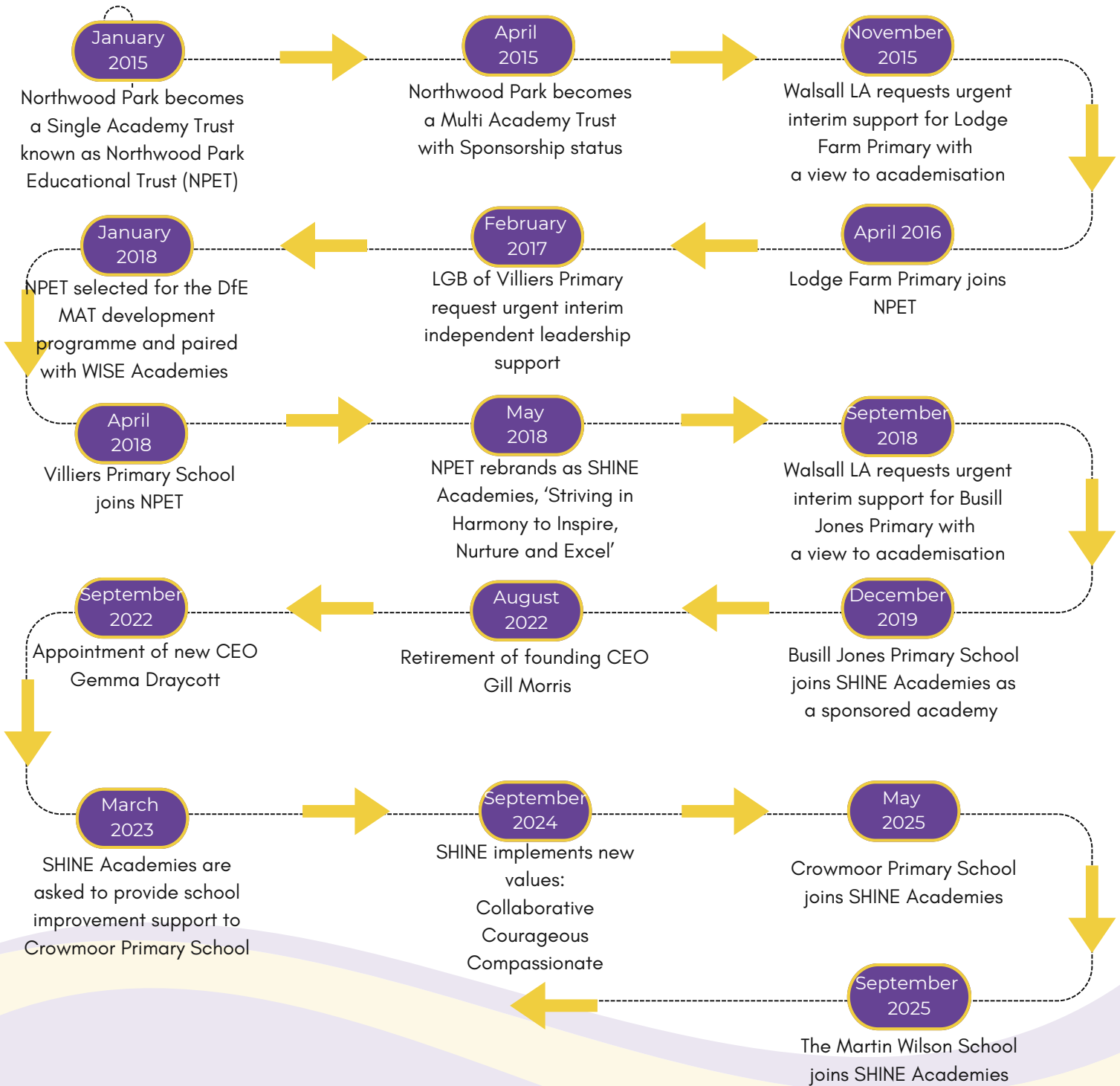
Our Values

Our most recent Trust Day, held on 5th January 2026, focused on our value of Courage. We were inspired by guest speakers Diana Osagie, Stephanie Davies and Matthew Holt, and also heard powerful personal stories from colleagues across the Trust who shared their own experiences of courage. The day also marked a special milestone as we hosted our first-ever SHINE Staff Awards.



We look forward to sharing details of our next Trust Day very soon.

Our Journey So Far



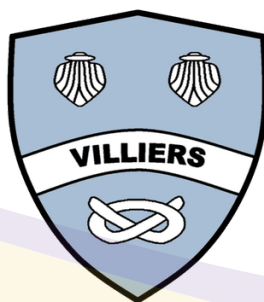
Our Schools

The Trust currently comprises of six schools: Northwood Park Primary School in Bushbury, Lodge Farm Primary School in Willenhall, Villiers Primary School in Bilston, Busill Jones Primary School in Bloxwich, Crowmoor Primary School in Shropshire and The Martin Wilson School in Shropshire. All our schools are large, and therefore progression opportunities are plentiful.

All our schools across SHINE Academies work collaboratively and to the same ethos. Our executive leadership, middle management teams, trust board, and local governing body are compassionate and supportive. Our talented, enthusiastic, and caring pupils are at the center of all that we do, and our staff are proud to be part of the SHINE family.

We recruit highly talented individuals for our schools, which are led by exceptionally talented Headteachers and their teams, who demonstrate a dedication, enthusiasm and commitment to their local community. We recognise talent and develop our staff to be the very best they can be through an intense internal and external CPD programme of support. Our staff and leaders refer to being part of an extended family.

We are proud of our SHINE family of Schools



Employee Benefits

We offer a range of employee benefits, including:



Excellent CPD Opportunities

One term time wellbeing day per year



Lifestyle & Shopping Discounts

Employee Assistance Programme



Generous Occupational Pension Schemes



Your Award-Winning Employee Benefits Provider



Working for SHINE Academies you will have access to our employee benefits platform in partnership with Vivup, a leading and award-winning employee benefits provider



24/7 counselling support, options include telephone, virtual and face to face counselling sessions

Online GP with video and telephone consultation options

Access to health and wellbeing resources such as recipes, podcasts & health assessments



Crowmoor Primary School

Message from the Headteacher

Welcome to Crowmoor Primary School! As the Head, it is my pleasure to welcome you to our school community. Our aim is to provide a supportive and inclusive learning environment where every child is encouraged to reach their full potential.

We believe children achieve best when learning is fun, involved, active and exploratory and where confidence is inspired and success is praised. This is reflected in the experiences and opportunities that we provide.

We have a strong sense of community and ethos. At Crowmoor, we believe that all children should be provided with a wide range of opportunities to develop and grow as an individual, who shapes their own future. Crowmoor aims to equip its children with the skills, knowledge and self-belief to flourish and seize the opportunities the world offers. The school site is vast, with ample outdoor space to encourage outdoor learning and classrooms are bright and spacious.

Crowmoor has been receiving support from SHINE Academies since March 2023 and we are excited to be joining SHINE this academic year.

I would be very pleased to welcome you to our school to watch Crowmoor in action.

Mr R Horton
Headteacher





Job description – Deputy Head Teacher and Inclusion Manager

Responsible to: Head Teacher

Hours 32.40 hours per week

Status of the Post

This is a management post within the school's structure which carries with it membership of the schools Senior Leadership Team.

Main Purpose of the Post

In addition to those professional responsibilities which are common to all classroom teachers in the school, the postholder's key accountability will be for raising the standards of teaching, learning and attainment for all pupils at NPPS in each of the five areas identified in Every Child Matters.

- Be Healthy
- Stay Safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The postholder will be accountable for additional whole school responsibilities as detailed in the School Staffing Composition which can be found in the Staff Handbook.

Professional Responsibilities

The postholder will be required to exercise his/her professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below:-

1. Making an impact on the educational progress of pupils beyond those directly assigned

- Ensuring that appropriate attainment targets exist for individual pupils across the whole school
- Ensuring that pupils experience an educational programme that is personalised to the particular needs identified through a robust assessment system
- Monitoring progress and taking appropriate action
- Monitoring discipline and taking appropriate action
- Contributing to relevant sections of the SEF
- Contributing to relevant sections of the SDIP
- Liaising with external support agencies
- Liaising with other curriculum leaders to ensure curriculum continuity and progression
- To have due regard for safeguarding and promoting the welfare of children, and to follow the child protection procedures adopted by the schools.

2. Leading, developing and enhancing the teaching practice of others

- Monitoring the quality of teaching and learning and sharing judgements with teachers and support staff as appropriate
- Monitoring the quality of planning & assessment and sharing judgements with teachers and support staff as appropriate
- Identifying key professional development needs
- Ensuring that these are addressed through the provision of high quality coaching and mentoring

3. Deputy Head Teacher Duties:

- Report and deputise effectively for the Head Teacher when required to do so
- Deputise in the absence of the Head Teacher
- Act as Deputy Designated Safeguarding Lead
- Assist the Head Teacher and governors in determining and managing a whole curriculum, in accordance with the abilities and needs of the pupils
- Support and contribute to the school's system for the review and evaluation of teaching and learning
- Monitor the raising of pupils' standards of achievement and attainment
- Work in partnership with the Head Teacher and the Governing Body to ensure that sound management of finance, personnel and resources enables the school to offer best value for money
- Contribute effectively as a member of the Leadership Team
- Play a major role in the professional development of all staff and in the management of INSET
- Lead and support staff in the management and development of their curricular responsibilities to promote high quality teaching and learning
- Foster the development of a positive and supportive ethos for academic and social learning
- Oversee the pastoral care, personal development and general behaviour of the school
- Display a high standard of professional behaviour and integrity at all times
- Act as a team leader in the Performance Management system
- Promote and develop a partnership with parents which recognises the worth of their contribution to their child's education
- Assist the Head Teacher in the day-to-day running of the school
- Be involved in the organisation, planning and delivery of assemblies as and when necessary
- The postholder will be responsible for the induction of new staff and will ensure appropriate provision and oversight of the activity of parents and others working in a voluntary capacity
- Whilst a NASENDCO qualification is desirable to the role, a willingness to start the training within the first term of appointment is essential.

Signature:.....

Date:.....

Deputy Head Teacher and Inclusion Manager - Person Specification			
	Essential	Desirable	MOA (Docs, App form, Interview)
Education			
Educated to degree level or equivalent	✓		A, D
QTS	✓		A, D
Evidence of relevant continuing professional development.	✓		A, D
NASENCO qualification		✓	A,D
Knowledge & Experience			
Experience as a member of a Middle or Senior Management Team.	✓		A R
Experience and/or knowledge of school models and structures.	✓		I
Knowledge and experience of school finances.		✓	I
Current and relevant knowledge of school improvement processes.	✓		A I
Has successfully used a range of strategies to encourage parents to support their children's learning and realise the school's vision	✓		A I
Knowledge and experience of using a range of performance management systems to effectively manage and motivate staff.		✓	I
Has experience of working collaboratively with other schools or communities to improve outcomes.	✓		I, A
Experience of how to develop learning pedagogy through CPD, systems and learning environments.	✓		I
Experience of having contributed to policy formulation, implementation, evaluation and review.		✓	I
An outstanding teacher.	✓		I, D, A
Shows a commitment to a multi-agency approach for the well-being of pupils and their families	✓		I
Has an excellent understanding of assessment and how it can be used to plan curricular interventions to accelerate pupil progress	✓		I
Has experience of curriculum design and management	✓		I
Demonstrates personal enthusiasm for teaching and learning and is an outstanding classroom practitioner who can model the principles of effective teaching and learning to a high standard	✓		I
A strategic view of school improvement		✓	A I
An ability to identify leadership potential in others. To be able to foster and develop this through the creation of creative pathways so that the school benefits from their development.	✓		I
An understanding of effective school safeguarding measures.	✓		I
Skills and Abilities			
Able to prioritise, plan and organise own workload and that of others	✓		I
Displays the ability to think creatively to anticipate and solve problems	✓		I
Able to identify, establish and sustain appropriate management structures and systems.	✓		I
Has experience of giving effective feedback to improve the performance of others.	✓		I
Has experience of dealing with conflict and managing challenging situations.	✓		I
The ability to create a united, committed and highly effective staff team.	✓		I
Understands the relationship between managing performance, professional development and school improvement	✓		I
An effective leadership and management style that encourages participation, innovation and develops colleagues' confidence.	✓		I

The ability to lead, coach and motivate staff within a performance management framework, providing professional development and effectively challenging and managing any underperformance.	✓		I
The ability to develop the leadership skills of others as well as to learn from others.	✓		I
Strong interpersonal, written and oral communication skills.	✓		A I
Strong organisational and time-management skills and the ability to delegate appropriately.	✓		I
The ability to skilfully manage and maintain effective working relationships with parents, governors, community members, external agencies and other stakeholders.	✓		I
The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to change, improve and develop.	✓		I
Commercial understanding and acumen.		✓	I
The ability to work well under pressure and manage conflicting demands.	✓		I
Beliefs attitudes and personal attributes			
Confidence and self-motivation.	✓		I
Optimistic, enthusiastic and flexible.	✓		I
Demonstrates high expectations for self and others	✓		I
Committed and passionate.	✓		A, I
Values diversity and equality.	✓		I
A good listener, able to communicate effectively and concisely	✓		I
Goal focussed, but willing to adapt to and develop a deep understanding of people and context.	✓		I
Other			
This post is subject to an enhanced DBS disclosure.	✓		D
The post holder must be committed to safeguarding the welfare of children and to providing equality of opportunity.	✓		I