



BEDE ACADEMY

Emmanuel Schools Foundation

Vice Principal – Inclusion (SENDSCO and DSL)

VALUED, CHALLENGED, INSPIRED



WELCOME

Dear Applicant

We are thrilled to see your interest in applying for the role of Vice Principal Inclusion (SEND/CO and DSL) at Bede Academy Primary.

We believe ours is a truly exceptional school. As an all-through school, we serve students through their Nursery, Primary and Secondary educations. As a Christian-ethos school of character for the whole community, everyone is welcome at Bede Academy whatever their background, or ability, or faith position. We are all united behind a clear moral purpose as summed up in Christ's offer of 'life in all its fullness' John 10:10. As a result, we are a school where staff are fully committed to ensuring that they provide the very best teaching, learning, individual support and enrichment opportunities for our students.

At Bede Academy, we put a great deal of emphasis on ensuring that staff can work in an environment where students want to learn, in both Primary and Secondary phases. As a result, students across our Primary achieve very high standards of attainment – often significantly above regional and national standards. These high standards of academic success, underpinned by high levels of student attendance and behaviour are maintained because of a relentless commitment to high expectations both inside and outside of the classroom by all staff.

We focus on the holistic development of young people. Who a child becomes when they leave Bede matters just as much as their academic achievements. Outstanding teaching goes hand in hand with rich opportunities for character development. By putting character development at the heart of our mission, we seek to show students that our community is enriched by their willingness to use their gifts to serve others. A good work ethic, mutual respect and responsibility are key qualities which are nurtured in Bede Academy students of all ages, as we recognise that all are made in the image of God.

If you shares this vision of academic excellence, high pastoral standards, care and development of good character within a Christian context and you are interested in serving our community here in Blyth then please give this opportunity careful consideration.

We truly believe that Bede Academy is a great place to learn as a student, and a great place to work as a member of staff. We are looking for someone to lead our Primary phase who holds the highest expectations of themselves, of their colleagues and of the students we all serve.

If this role, and our Primary school excites you and aligns with your moral purpose, experience and ambitions then do not hesitate to contact us to explore this further.

Robbie Burns
Head of School (Primary)

MISSION

CHARACTER EDUCATION

We build good character. We learn about good character, why it matters and how to develop it.

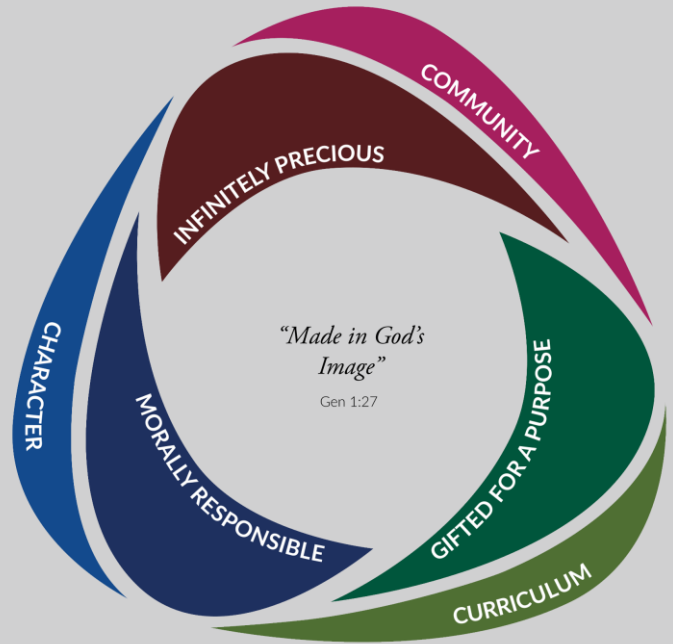
CURRICULUM EXCELLENCE

We are determined to achieve a personal best. We provide a broad ambitious curriculum that ensures excellent student learning, progress and future destinations.

COMMUNITY ENGAGEMENT

We serve with gratitude. We use our gifts to benefit the community and the environment.

OUR CORE VIRTUES





“

ALL PEOPLE ARE INFINITELY
PRECIOUS, MORALLY
RESPONSIBLE AND GIFTED
FOR A PURPOSE”

“



**SUPPORTING STUDENTS
AND STAFF TO BECOME
THE PERSON THEY HAVE
THE POTENTIAL TO BE”**

THE ROLE

Job Purpose

To play a major role under the direction of the Head of School (and alongside other senior leaders) in delivering the aims and objectives of the Academy, upholding our leadership expectations, and leading inclusion, SEND and safeguarding across the primary phase of a three form entry school.

To ensure there are effective and robust systems that support the safety, wellbeing and inclusion of all learners, particularly the most vulnerable.

This position is responsible to the Head of School.

Alongside the Standards for all Teachers main duties include:

Inclusion, SEND and Safeguarding Strategy

- To be responsible for leading the academy's inclusion, SEND and safeguarding strategy and provision in line with current legislation and Academy procedures.
- To ensure that provision across the academy is cohesive, strategically aligned and consistently implemented across a three-form entry structure.
- To contribute to whole academy self-evaluation and improvement planning, particularly in relation to inclusion, safeguarding and vulnerable learners.

Safeguarding (DSL Responsibilities)

- To fulfil the role of Designated Safeguarding Lead and ensure that:
 - all safeguarding provision is of the highest possible quality, and that systems are followed rigorously and in a timely manner by all staff across the academy, including reporting to Governors.
 - safeguarding systems (CPOMS, record keeping, chronology, thresholds, referrals) are robust, compliant and quality assured.
 - there is appropriate representation from the Safeguarding and Child Protection team at multi-agency meetings.
 - safeguarding practice is regularly reviewed, audited and strengthened through clear action planning.
- To oversee the provision of safeguarding training for all staff and those who come into contact with children on the academy premises, ensuring strong induction and ongoing updates.
- To ensure training, information and updates (including KCSIE and contextual safeguarding) are provided to academy staff regarding individual students, on a regular and responsive basis.

SENDCo Responsibilities

- To fulfil the role of SENDCo and be responsible for ensuring that the academy meets all statutory requirements under the SEND Code of Practice.
- To lead the identification, assessment and review of SEND needs across the academy.
- To be responsible for the management of Student Passports and conducting reviews for students with an EHC statutory plan or high needs top-up funding and making applications for further funding.
- To co-ordinate effectively with the Local Authority, Virtual School and external agencies, including planning and accounting for the spend of Pupil Premium + funding.
- To monitor and report on the academic progress of SEND pupils and the cost and effectiveness of provision, ensuring value for money and strong outcomes.

Provision and Intervention

- To develop, implement and quality assure SEND provision across all four areas of need (Cognition and Learning, SEMH, Communication and Interaction, Sensory and/or Physical).
- To develop and line manage specialist targeted SEND provision, including HLTA/LSA-led interventions, ensuring these are purposeful, evaluated and responsive to need.
- To have strategic oversight of the ARC (or equivalent provision), including staffing, intervention programmes and provision for pupils with SEMH needs and dysregulated behaviours.
- To quality assure Alternative Provision and external providers, ensuring that pupils access a safe, appropriate and ambitious curriculum.

Pastoral Systems and Vulnerable Pupils

- To lead on behaviour, attendance and pastoral systems (or oversee leaders responsible), ensuring that systems are consistent, effective and support pupil inclusion and success.
- To ensure that vulnerable groups are identified early and supported effectively, including SEND, disadvantaged pupils, pupils with SEMH needs and those at risk of exclusion.
- To oversee the provision for students with complex medical needs and ensure that all staff are fully trained in relevant aspects.

THE ROLE

Staff Leadership and Development

- To line manage SEND and pastoral staff, including HLTAs, LSAs and SEMH support roles, ensuring clear accountability and impact.
- To train and support staff (including HLTAs and LSAs) to deliver inclusive practice that meets the needs of all learners, including:
 - o the effective use of in-class support
 - o scaffolding and adaptive approaches
 - o support materials and strategies for SEND pupils
- To contribute to the recruitment, induction and retention of staff, ensuring that safer recruitment practices are rigorously followed.

Partnerships and Accountability

- To work closely with Governors and the Trust, contributing to reports and accountability measures as required.
- To work in partnership with external agencies to ensure coordinated and effective support for pupils and families.
- To liaise with partner academies (including Bede North) regarding transition, provision and support for pupils with SEND and additional needs.
- To engage effectively with parents and carers, ensuring clear, transparent and professional communication.

Teaching Commitment

- To undertake an appropriate amount of classroom teaching.

General

Any other duties as reasonably required by the Head of School, including an appropriate amount of classroom teaching.

Note

Please note that this detail is indicative and can be amended, updated or replaced as felt appropriate at any time and in order to remain in line with any future legal requirements.

THE PERSON

Skills	Essential	Desirable
Qualifications & Training	English and Maths	
Experience	<ul style="list-style-type: none"> • Experience of working with young people. • Experience of working within a learning environment and being actively part of supporting the learning process. • Ability to build sustainable, professional relationships with children and their families, both formally and informally. • Ability to Use a holistic person-centred approach when working in or with multi professional teams / agencies. • Ability to understand and adhere to KCSiE, safeguarding policies and procedures. • Working closely and directly with families in a previous role – e.g. lived, personal experience, family liaison, nursing, social care, education 	<ul style="list-style-type: none"> • Experience of working with children who have SEND, social, emotional and behavioural difficulties and those who have been exposed to trauma • Experience of working with a range of issues affecting children and their families, such as substance misuse, domestic violence, multiple exclusions, offending behaviour and SEND /children in care. • Trauma Informed Practice • Previous DDSL/DSL or social care background
Knowledge & Understanding	<ul style="list-style-type: none"> • A knowledge of behavioural management techniques and understanding of de-escalation techniques. • An understanding of the social, emotional and intellectual needs of young people and families. • A knowledge and understanding of influences on young people. E.g. peer pressure, gang culture, bullying, peer on peer abuse, drugs, online safety, etc. • Ability to provide pastoral care and safeguarding for young people • ICT skills and to be able to use technology efficiently. • Good communication skills, both verbally and in writing. 	<ul style="list-style-type: none"> • Knowledge / experience of Thrive / ELSA / PACE • Trauma-informed/aware practitioner • First Aid trained • DSL trained





APPLICATION DETAILS

Vacancy Details

Salary: £63,091 - £75,076 per annum (L9-L16)

Start date: ASAP

Location: Bede Academy, Curlew Way, Blyth, NE24 3PX

Working Terms: Full time, Term Time Only plus 15 days

Deadline

Closing date: **Tuesday 9 June 2026, 9:00am**

Interviews to be held tbc

How to apply:

For further information, please visit www.bedeacademy.org.uk or call HR on 01670 545111. A CV may be submitted to supplement your application but will not be accepted instead of a completed on-line application

[APPLY ONLINE HERE](#)

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This post will involve daily contact with children and is subject to an enhanced DBS check. In addition, as part of the shortlisting process, and in accordance with statutory guidance, we may carry out an online search (for publicly available material) to help identify any incidents or issues that have happened which we may want to explore with shortlisted applicants at interview.

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