

St Mary's

C.E. Middle School, Puddletown



Assistant Headteacher (Inclusion)



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www.stmarys.wessex.ac

Assistant Headteacher (Inclusion)

Are you passionate about inclusive education and making a real difference in the lives of young people? St Mary's Middle School, part of the Wessex Multi Academy Trust, is seeking an inspiring Assistant Headteacher (Inclusion) to join our vibrant and caring school community from September 2026.

As a key member of our Senior Leadership Team, you will lead the strategic development of our SEND provision, champion inclusive practice and ensure that every child receives the support they need to thrive. You will work closely with pupils, families, staff, and external agencies and play a vital role in driving whole-school improvement and supporting our pastoral systems.

About the role:

- To work with the Headteacher as part of the Senior Leadership Team in all aspects of leadership and management, leading on inclusion and working alongside the Deputy Head to develop, lead and improve the quality of teaching, curriculum and assessment across the school.
- To take a central role in assisting the Headteacher to develop our school in accordance with its shared values and our school development plans.
- To develop the school's SEND provision and oversight of the day-to-day operation of that policy with the aim of raising SEND pupil achievement.
- To develop and embed the school's Pupil Premium Strategy/Policy and act as Pupil Premium Lead for the school.
- To oversee the Graduated Response in the school, including provision for pupils with EHCPs, applying for a needs assessment, annual reviews, transition reviews and ensuring agreed actions are implemented.
- To provide day-to-day operational and leadership support to our Complex Communications Needs Base (The Bridge)
- To work directly with teachers across KS2 and KS3 to team teach, mentor and support planning to ensure high-quality and inclusive teaching is consistent across the school.

What We Offer:

- A supportive Governing Body and Senior Leadership Team
- A strong, team ethos and a thriving whole school community
- A highly committed staff team, who are dynamic, motivated and focussed on improving outcomes for children
- Extensive professional development opportunities, including access to a school-wide CPD budget
- Staff wellbeing support and a collaborative staff culture
- The chance to make a real impact in a welcoming and inclusive middle school setting
- Involvement in community events and the wider life of the school
- Free onsite parking
- The opportunity to live in one of the most beautiful areas of the South Coast

Welcome to St. Mary's C.E. Middle School

Thank you for considering St. Mary's C.E. Middle School for your next appointment. Our school is a vibrant and exciting place to work and was graded as a Good church school in our last Church of England SIAMS inspection and as being Good by Ofsted.



The school is part of the Wessex Multi-Academy Trust, making a larger trust of 12 local schools including 2 other middle schools.

The vision of the school is to **Inspire Today to Shape Tomorrow.**

We work in partnership to create a unique and outstanding learning environment for all pupils and to ensure that shared expertise secures continuous school improvement and opportunities for personal development.

St. Mary's is situated on the outskirts of the small village of Puddletown, five miles east of the county town of Dorchester, nestled in the beautiful rural Dorset countryside. The school has approximately 450 pupils, covering the age range of 9 to 13 years old (year groups 5 to 8). Pupils are mainly taken from our six feeder first schools and the majority go on to further study at The Thomas Hardy School in Dorchester at the end of Year 8.

We are a church school with an ethos built on the core Christian values of kindness, fairness and aspiration. We believe it is the role of the school to nurture and develop our pupils' interests, talents and beliefs and prepare them to become outward-looking, lifelong learners in a 21st Century, global society.

The school offers a highly enthused pupil body who are a pleasure to teach. We expect the highest standards in both academic work and behaviour. Our pupils are given opportunities to develop independence, responsibility, respect and concern for others and demonstrate good manners, self-discipline and a good work ethic in their learning.

Staff joining St. Mary's can expect a comprehensive induction programme and will be able to benefit from CPD opportunities brought about by close links with our academy schools in the Wessex MAT. We believe that all members of the school community are learners and that investment in the ongoing development of staff is a priority.

We are looking for an outstanding leader to join our wonderful team of staff. The staff, governors, parents and pupils are proud of our school and we invite potential applicants to visit the school prior to application to see why for themselves.

To discuss this role further, please contact the PA to the Headteacher on 01305 848293 who will be able to arrange a convenient time for a telephone call.

Visits can be arranged by contacting the Head's PA.

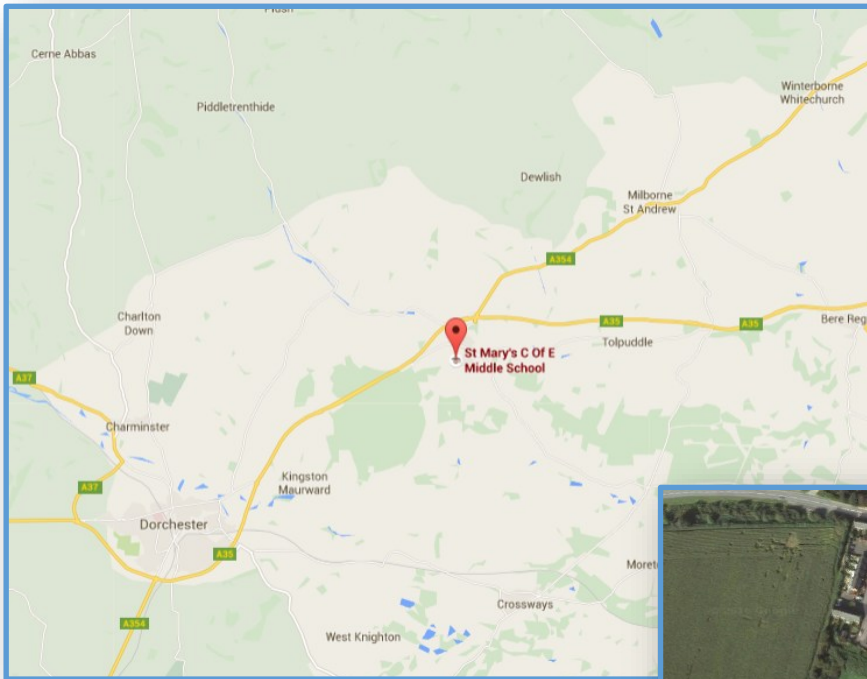
Dr Tim Ennion—Head of School

Location Information

St. Mary's C.E. Middle School is located on the outskirts of the village of Puddletown. The village is served by local buses although due to the nature of the rural location, access to your own transport is advantageous.

The school is approximately 40 minutes from Bournemouth and Ringwood, 30 minutes from Poole and Wimborne, 20 minutes from Weymouth and 10 minutes from Dorchester by car.

The nearest main line train station is in Dorchester.



Address:

Coombe Road,

Puddletown,

Dorset.

DT2 8SA

(01305) 848293



Local Tourist Attractions:

Athelhampton House

Kingston Maurward Animal Park

Dorchester Museums

About Middle Schools



Middle Schools occupy the formative central ground in the education process. They are uniquely placed with their opportunities for creative flexibility of organisation to meet the needs of pupils through a time of considerable and wide-ranging intellectual, physical and emotional development. Effective and regular liaison with first and upper schools is an essential element. This ensures that the skills,

knowledge and experience which the children bring with them are acknowledged, valued and built upon.

A distinctive and valuable feature of Middle Schools is that they span Key Stages Two and Three (Dorset Middle Schools teach pupils in Years 5 to 8). This way of organising children's education is unique in that the assessments at the end of Key Stage Two and the work which follows them all take place within one school, rather than at the point of transfer. It is the only system that is able to reap the full benefits for the pupil of using these results formatively and diagnostically to maximise learning.



Middle schools also give pupils access to specialist teaching facilities earlier than usually found in the two tier education system. St. Mary's has a dedicated sports hall, 2 science laboratories, an art room, food technology room and resistant materials room.

This extract has been adapted from the National Middle Schools' Forum booklet titled 'Middle School Matters'. The full booklet, along with other middle school specific information can be downloaded from the NMSF website (www.middleschools.org.uk).

Safe Recruitment Procedure

St. Mary's C.E. Middle School and The Wessex Multi-Academy Trust is committed to safeguarding and promoting the welfare of children in the school. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants. The process is outlined below, but can be provided in more detail if required.

We are committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Disclosure

This post is classified as having substantial access to children and appointment is subject to an enhanced disclosure and barred list check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily bar individuals from employment—this will depend upon the nature of the offence(s) and when they occurred.

Shortlisting

Only those candidates meeting the relevant criteria indicated on the person specification will be taken forward from application.

Interview

Shortlisted candidates will take part in an interview with questions relating to the job description and person specification and will take part in other selection exercises. These will be confirmed upon the offer of an interview.

Reference Checking

At least two references will be requested, normally from previous and current employers. These may be contacted before the interview and in all cases, before an offer of employment is made. Please be aware that there may be checks carried out on all aspects of an application to confirm the validity of information supplied.

Senior Leadership Team

Head of School - Dr T Ennion

Deputy Headteacher - Mr L Mitchem

Assistant Headteacher - Miss L Osborne

Assistant Headteacher (SENDCo) - Miss N Sibley

Support Services Manager - Mr B Trim

Leadership Team (LT)

Year 5 Leader

Mrs W Young

Year 6 Leader

Mrs B Doak

Year 7 Leader

Mr J Bingham

Year 8 Leader

Mr M Tubb

Subject Leaders and Teaching team:

Mrs C O'Rourke, Mrs D Masters, Mr Aspinall, Mrs Monro, Mrs Williams, Mr Squire, Mrs Welch, Miss Drew, Mrs Clark, Mrs Castilla, Mrs Rogers, Mrs Moore, Mrs Evans, Miss Foot, Mrs Staton, Mr Evans, Mrs Hammett, Miss Chantrell

Support staff team:

DSL/Family Support: Rosie Ralls

SEN Administrator: Lisa Povey

Base Lead: Laura Evans

Deputy Base Lead: Charlotte Allgood

Pastoral Lead: Lucy Edwards

Guidance Lead: Nicola Burrige

Literacy Intervention Lead: Yvonne Matthews

Senior Teaching Assistants: Caitlin Purnell and Hannah White

Teaching Assistants: Donna Stickland, Kirsty James, Loren Kellaway, Candice Salih, Jack Giddings, Tina Dutton, Clair Giddings, Jordan Wood, Ruby White, Danielle Windust



Job Title	Assistant Headteacher (Inclusion)
Responsible to:	Headteacher
Salary	Leadership scale, points 2 to 6
Working Time	Full-time
Disclosure Level	Enhanced

As the SENDCo at St. Mary's C.E. Middle School you will oversee the strategic development of the school's Special Educational Needs provision and will have oversight of the day to day operation of that policy with the aim of raising pupil achievement for all pupils with SEN and disadvantaged pupils.

Main Purpose of the Role

- To provide strategic leadership of the school's SEN provision, ensuring the highest standards of inclusion and achievement for all pupils with SEND.
- To act as a key member of the Senior Leadership Team, contributing to whole-school improvement and pastoral systems
- To lead and manage the Inclusion team, ensuring effective support for pupils and staff
- To play a key role in leading teaching and learning across the school

Key Responsibilities

- Lead on all aspects of SEND and Inclusion, including identification, assessment, planning, implementation and review processes in line with the SEND Code of Practice
- Liaise effectively with parents/carers, external agencies, and the local authority to secure the best possible outcomes for pupils
- Line manage and support the professional development of the Inclusion team
- Monitor the progress and attainment of disadvantaged pupils and pupils with SEND, using data to inform practice and interventions
- Lead staff training on inclusive practice, in all aspects of learning
- Ensure safeguarding procedures are followed for all pupils
- Support the pastoral care and wellbeing of pupils, working collaboratively with pastoral leaders and other staff
- Contribute to the wider life of the school and promote inclusive education throughout the school community



Leadership and Management

- As part of the Senior Leadership Team, to support the running of the school
- To support the running of our Complex Communication Needs base
- Work with the Senior Leadership Team and Governors to ensure the school meets its responsibilities under the Equalities Act 2010 in terms of reasonable adjustments and access arrangements
- Contribute to the school improvement plans and whole-school policy
- Ensure that training about specific needs / diagnosis is kept up to date e.g. ASC, ADHD, Dyslexia
- To promote the ethos and culture that supports the schools' SEND policy and promotes good outcomes for pupils with SEND
- To lead and manage staff working within the Inclusion Team, including staff appraisals and training needs.
- Contribute towards the professional development of all staff, including contribution on school INSET days
- Manage the SEN budget to ensure deployment of staff and resources is efficient and effective
- To create and oversee timetables for all support staff within the inclusion team.

Support for pupils with SEND and their families through teaching at ground level

- Identify a pupil's SEND by reviewing attainment data and attending pupil progress meetings
- Work closely with parents or carers and communicate regularly to ensure their needs are met
- Secure relevant external services for the pupils
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers and the pupils at least annually
- Promote the pupils inclusion in the school community
- Act as the school's designated teacher for looked-after children

Operation policies and co-ordination of provision

- To have a strategic overview of provision for disadvantaged pupils, pupils with SEN or a disability across school, monitoring and reviewing the quality of provision
- Work with staff to develop effective ways of bridging barriers to learning through assessment of needs, monitoring of teaching quality and pupil achievement, target setting and record keeping
- To undertake day-to-day coordination of SEND pupils' provisions through close liaison with staff, parents and external agencies



- Oversee and teach intervention groups for pupils with SEND and evaluate their effectiveness
- Ensure if the pupil transfers to another school, all relevant information is conveyed to it and support a smooth transition
- To be a key point of contact for external agencies, especially the local authority
- To be aware of the provision in the county local offer

General Expectations

- To develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- To be responsible for promoting and safeguarding the welfare of children in accordance with the school's safeguarding and child protection policy
- The SENDCo will be expected to teach, to model great teaching and to support teachers to adapt the curriculum
- To implement the school's behaviour policy
- To support the schools endeavours to meet the needs of its community

The duties may be varied to meet changing circumstances in a manner compatible with the post held, at the reasonable direction of the Head teacher. Post holders will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post. This job description forms part of the contract of employment for the successful applicant.

The responsibilities of the post are to be performed in accordance with the provisions of the most up-to-date edition of the School Teachers' Pay and Conditions document and within the range of teacher's duties set out in that document.



Assistant Headteacher (SENDCo)	Essential	Desirable
Education and Professional Qualifications	<ul style="list-style-type: none"> • Degree or equivalent • Qualified Teacher Status (QTS) • National Award for SEN Coordination (or willingness to complete within 3 years) 	<ul style="list-style-type: none"> • Evidence of ongoing continued professional development relevant to SEND and leadership
Knowledge and Understanding	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice • Ability to contribute towards developing, implementing and reviewing schemes of work • A good understanding of effective teaching and learning strategies to facilitate learning • Understanding of what makes quality teaching and effective intervention strategies • Ability to plan and prepare suitable interventions • Ability to personalise learning to meet the needs of all children • Up-to-date knowledge of safeguarding procedures and statutory requirements 	
Experience	<ul style="list-style-type: none"> • Successful teaching experience (ages 9–13) to KS2 and/or KS3 • Proven experience of leading or coordinating SEN provision • Proven track record of excellent creative and structured teaching within relevant key stages and / or special needs environment • Experience of supporting mainstream teachers to provide effectively for pupils with SEND • Experience of working within the guidelines set out in the SEND Code of Practice • Experience of holding responsibility for and turning policy into effective and successful practice • Leadership of a significant area of phase or inclusion, including responsibility for raising standards across the whole school • Experience of writing and reviewing EHCPs ensuring these are implemented • Experience of working with parents and external agencies 	<ul style="list-style-type: none"> • Experience of working in a middle school or three tier system of education • Experience of supporting/leading provision for pupils with complex communication needs



Assistant Headteacher (SENDCo)	Essential	Desirable
	<ul style="list-style-type: none"> • Line management or team leadership experience • Teaching experience of upper Key Stage 2 / KS3. • Understanding of current safeguarding legislation. • Experience of working with a range of SEND • Understanding of working at a whole-school level 	
Key Skills	<ul style="list-style-type: none"> • Excellent organisational and communication skills • Excellent classroom management strategies • The ability to be a 'reflective practitioner' • Data analysis skills to monitor and evaluate SEND progress and interventions • Excellent classroom teacher • Effective time management • Communicating effectively to a wide range of different audiences through a range of different mediums • Effective relationships working successfully with a range of external agencies • Ability to work collaboratively with others • The ability to work under pressure and meet deadlines 	
Personal Attributes	<ul style="list-style-type: none"> • A commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • A commitment to equal opportunities and securing good outcomes for pupils with SEND • Commitment to safeguarding and equality • Sympathy for the Christian ethos of the school. • The ability to inspire and motivate young people. • The ability to work as part of a team. • Commitment to maintaining confidentiality • A commitment to engage in CPD 	
Other	<ul style="list-style-type: none"> • A willingness to enter fully into the life of the school 	<ul style="list-style-type: none"> • Clean driving licence • Willingness to take part in residentials