



**Longdendale**  
HIGH SCHOOL

# ASSISTANT HEADTEACHER

**With strategic responsibility for inclusion**

Recruitment Pack | April 2026





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The school has strong processes in place for accurately identifying pupils' additional needs.

Increasingly, the school is providing teachers and support staff with quality information about each individual pupil's needs.

**OFSTED 2025**

**RESPECT**

**RESILIENCE**

**ASPIRATION**

# WELCOME TO LONGDENDALE HIGH SCHOOL

Welcome to Longdendale High School, part of Stamford Park Trust and thank you for applying for your interest in the role of Assistant Headteacher with strategic responsibility for Inclusion.

At Longdendale, we are proud to be a thriving 11-16 community school rooted in strong values, high expectations and a deep commitment to ensuring that every young person is known, supported and empowered to succeed. Inclusion is not an add-on to our work; it is central to who we are. It shapes our culture, informs our decision-making and underpins our ambition for every student to flourish both academically and personally.

Our inclusive ethos is nationally recognised. We are proud to have retained our Flagship School for Inclusion status, building on several years of accreditation through the Inclusion Quality Mark. These achievements reflect a sustained commitment to removing barriers, celebrating diversity and creating a learning environment where all students regardless of background, need or starting point can thrive.

We believe that high standards and inclusion go hand in hand. Our staff are relentless in their drive to support and challenge every student, ensuring that all students are equipped with the knowledge, skills, and character to achieve their aspirations. As a senior leader, you will play a pivotal role in shaping and advancing this vision, leading strategically while remaining deeply connected to the lived experiences of our students and families.

This is an exciting opportunity to join a collaborative and forward thinking leadership team within a trust that shares our commitment to excellence, equality and opportunity. We are seeking a leader who is passionate about inclusion, driven by impact and committed to making a meaningful difference to the lives of young people.

We hope this pack gives you a clear sense of our values, ambitions, and the important role you could play in our continued journey.



**Mr Michael Chiles**  
Headteacher  
Longdendale High School



*ACE School of*  
**CHARACTER**



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Teachers are given resources and techniques to better support students with SEND and promote positive behaviour for learning.

**IQM 2025**

**RESPECT**

**RESILIENCE**

**ASPIRATION**

# ABOUT LONGDENDALE

## AND OUR STUDENT COMMUNITY

Longdendale is a forward thinking and popular 11-16 academy set at the edge of the Peak District on the border of Tameside and Derbyshire, nine miles east of Manchester City Centre.

We have a current intake of approximately 800 students with cohorts typically above the national average in terms of prior attainment. We are a vibrant, caring and inclusive school. There is a strong ethos of genuine mutual respect, integrity and community spirit where everyone can feel safe, included and well supported in a caring and happy environment.

Our core purpose is to support students of all abilities and backgrounds to develop high aspirations, believe in themselves and achieve their full potential. Longdendale is a thriving school with routines and expectations for the behaviour of students consistently demonstrated in all aspects of school life. We expect all students to work hard and aim high in order for them to succeed.

We have a strong ethos of ambition and aspiration embodied throughout the school. We strive to ensure that all students are supported to achieve their goals and open the doors to future opportunities.

Our staff know our students well, and to promote the best learning, staff engage and enthuse students through a wide range of learning activities which promote progress, achievement and enjoyment.



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Pupils feel happy and safe at school. They know how they should behave. Most pupils meet the school's high expectations for behaviour. They typically display the values of 'respect, resilience and aspiration' in class and around school to build their Longdendale Legacy.

**OFSTED 2025**

RESPECT   
RESILIENCE   
ASPIRATION 

# OUR VISION AND VALUES

## EXCELLENCE AND AMBITION FOR ALL

At Longdendale High School, we are a thriving and ambitious community with a deep-rooted commitment to ensuring excellence for every student. Inclusion, high expectations and a strong moral purpose sit at the heart of all that we do.

### Vision, Mission and Values

Through excellence in education, we are an inclusive community that embraces opportunity, removes barriers and creates pathways for success. With kindness, integrity and collaboration, we empower every individual to become the best version of themselves.

Our approach is defined by a strong commitment to character education. We believe that academic success must sit alongside the development of personal qualities that enable young people to thrive. We aim to develop confident, resilient and reflective individuals who are curious about the world and ready to contribute positively to their communities.

Both staff and students are guided by our core values of **Respect, Resilience** and **Aspiration**. These values are not simply statements, they are lived daily through our curriculum, our relationships and the experiences we provide.

### The Longdendale Legacy

A central feature of our approach is the Longdendale Legacy, our commitment to ensuring that every student leaves us with more than just qualifications. We ask our students what legacy they want to leave behind when they hang their Longdendale blazer up for the final time at the end of Year 11.

The Longdendale Legacy represents the knowledge, experiences, values and personal qualities that we believe every young person should develop during their time with us. It is woven through our curriculum and wider school experiences, ensuring that students:

- Build a strong foundation of powerful knowledge
- Develop character, resilience and independence
- Experience a rich range of opportunities beyond the classroom
- Are prepared for the next stage of education, employment and life

This legacy approach ensures that our students leave as confident individuals who are ready to make a positive contribution to society.

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The school values have been consistently embedded throughout the school, through a coordinated and purposeful approach.

**ACE CHARACTER  
REVIEW**



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The curriculum is designed well so learning can flow smoothly across all key stages.

**OFSTED 2025**



## The Longdendale Baccalaureate

A key driver of the Longdendale Legacy is the Longdendale Baccalaureate (LHS Bacc), a structured and aspirational framework that supports students' personal development throughout their entire time at school.

The LHS Bacc is designed to be a personal journey of growth, enabling students to challenge themselves, develop character and celebrate their achievements. It provides a clear and motivating structure similar in ethos to nationally recognised programmes through which students can build confidence, resilience and independence.

Students work towards award levels **Bronze, Silver, Gold and Platinum**, which celebrate not only what they achieve, but who they become along the way.

The Baccalaureate is built around six key strands that reflect our values and priorities:

- **Academic Endeavour:** striving for excellence in learning and electives
- **Personal Challenge:** stepping beyond comfort zones to build resilience
- **Leadership and Initiative:** developing leadership skills and contributing to school life
- **Community Contribution:** making a positive difference within and beyond school
- **Attendance and Punctuality:** demonstrating commitment and responsibility
- **Legacy Points and Rewards:** recognising effort, attitude and achievement

Students track their journey through a logbook, reflecting on their development and building a portfolio of achievements that demonstrates their growth over time. The programme grows with students across Key Stages 3 and 4.

The LHS Bacc is integral to our character education approach, ensuring that every student develops the skills, habits and attributes needed to succeed in school and beyond.

## Curriculum

Our curriculum is underpinned by the belief that knowledge is powerful. It is academically ambitious, carefully sequenced and designed to ensure that all students, regardless of starting point, can access and succeed in a rich body of knowledge.

At the heart of our approach is a knowledge-rich curriculum, supported using high quality curriculum booklets. These provide students with carefully selected and sequenced content, enabling them to revisit, retain and apply knowledge over time. This approach supports consistency, clarity and depth in learning across all subjects.

The curriculum is broad and balanced, fulfilling all statutory requirements while maintaining a strong academic core. Students develop expertise in English, mathematics, science, humanities and languages, alongside a full entitlement to creative and practical subjects including art, music, drama, computing, design technology and physical education.

Our curriculum is also designed with inclusion at its core, ensuring that all students, including those with SEND, are supported through adaptive teaching and clear, structured content.

## Character and Personal Development

Character education is a defining feature of life at Longdendale High School. We place equal importance on who our students become as well as what they achieve.

Through a carefully planned personal development programme, students are supported to develop confidence, resilience, empathy and independence. This includes opportunities to explore equality, diversity, wellbeing and preparation for life beyond school which contribute to building their own Longdendale Legacy.



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Leaders invest heavily in continued professional development (CPD) using a variety of means to achieve teaching excellence.

**IQM 2025**

## Electives Programme

We believe that learning extends far beyond the classroom. Our electives programme offers a wide range of opportunities for all students to explore their interests, discover new talents and develop key life skills.

Students participate in three electives per year, structured around key development pillars:

- **Academic enrichment:** extending knowledge and intellectual curiosity
- **Physical health and wellbeing:** promoting active, healthy lifestyles
- **Community and character:** fostering leadership, teamwork and social responsibility

The programme includes a diverse offer such as academic masterclasses, creative arts, sports, leadership opportunities, community projects and enrichment experiences. This breadth ensures that every student can find a pathway to develop confidence, character and aspiration, reinforcing the principles of the Longdendale Legacy.

## Facilities

The school continues to invest in high quality learning environments, including a modern library resource centre with integrated ICT facilities and a state of the art computing suites.

We are also working in partnership with the local authority to develop a specialist resource base, further strengthening our inclusive provision and capacity to support students with additional needs.

## Professional Development

At Longdendale High School, we are committed to developing our staff as expert practitioners and leaders. We provide high quality, evidence-informed professional development that enhances teaching, leadership and student outcomes.

Our approach ensures that staff are supported to continually refine their practice, contribute to whole-school improvement and deliver an exceptional education for all students.

This reflects our unwavering commitment to excellence, inclusion and the development of well-rounded young people who leave Longdendale High School with a meaningful and lasting legacy.

# THE RECRUITMENT PROCESS

## ASSISTANT HEADTEACHER

To apply for the role of Assistant Headteacher with strategic responsibility for inclusion, please review the information below. We look forward to receiving your application.

### Application

To apply for a vacancy at Longdendale High School, part of Stamford Park Trust, please complete the application form available via our website or the relevant recruitment portal.

Your completed application should be supported by a personal statement (maximum two sides of A4) outlining your suitability for the role. Within both the application form and your personal statement, you should demonstrate clearly how you meet the requirements set out in the Person Specification, using specific examples to evidence your experience and impact.

The closing date for applications will be stated in the advertisement. Applications received after the deadline will not be considered.

### Shortlisting

Shortlisting will take place shortly after the closing date. Candidates who are shortlisted will be contacted directly and invited to attend an interview. Please ensure that your contact details are accurate and that you are available on the numbers provided.

References may be requested for shortlisted candidates prior to interview.

### Interview Process

Interviews will be held soon after the shortlisting process. As part of the selection process, candidates may be asked to complete tasks or activities relevant to the role, designed to assess the skills and competencies outlined in the Person Specification.

### Feedback

We are committed to supporting professional development. Feedback will be available to shortlisted candidates upon request following the interview process.

### Appointment

The successful candidate will take up post at the earliest opportunity, subject to the completion of all pre-employment checks.

### Further Information

If you would like to find out more about this opportunity, please contact the school directly using the details provided in the vacancy advertisement.

### Safeguarding

Longdendale High School and Stamford Park Trust are committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to share this commitment. The successful applicant will be subject to an Enhanced DBS check and all other relevant pre-employment checks in line with statutory guidance.

### GENERAL INFORMATION

This job description should be read alongside the professional duties of an Assistant Headteacher as outlined in the most recent School Teachers' Pay and Conditions Document. The post holder will carry out their duties in line with the school's policies and under the direction of the Headteacher.

This document outlines the main responsibilities of the role; however, it is not exhaustive. Following consultation, responsibilities may be reviewed to reflect the evolving priorities of the school, including developments within the national inspection framework.

#### The post holder will:

- Participate fully in the school's appraisal process and engage in appropriate professional development.
- Undertake duties commensurate with the role as reasonably directed by the Headteacher.

### REPORTING TO

- Deputy Headteacher
- Governing Body

### CORE PURPOSE OF THE ROLE

The Assistant Headteacher for Inclusion will play a central role in shaping and delivering the school's inclusive vision, ensuring that every student is supported and challenged to achieve their full potential.

As a member of the Senior Leadership Team, the post holder will lead strategically on inclusion and SEND, ensuring alignment with the expectations of the evolving Ofsted framework particularly the increased focus on inclusion, the quality of education, and the lived experience of vulnerable learners.

### KEY RESPONSIBILITIES

#### STRATEGIC LEADERSHIP AND SCHOOL DEVELOPMENT

Provide inspiring, values-led leadership as part of the Senior Leadership Team.

Contribute to the development and implementation of the School Improvement Plan, ensuring strong alignment with current Ofsted expectations, particularly around inclusion and the quality of education.

Monitor, evaluate and review the impact of policies, priorities and practices, setting clear targets and taking decisive action where necessary.

Ensure that the school's inclusive ethos is reflected not only in policy but in the lived experience of students, especially those with SEND and other vulnerabilities.

Inspire all members of the school community to commit to shared aims and sustain momentum in achieving long, medium and short-term objectives.

Present accurate and coherent evaluations of school performance to stakeholders, including governors and external partners, with a clear focus on inclusion and student outcomes.

### TEACHING, CURRICULUM AND LEARNING

Promote and sustain an environment that secures high-quality teaching, an ambitious and inclusive curriculum, and strong outcomes for all learners.

Ensure that the curriculum is coherently planned and sequenced to meet the needs of all students, including those with SEND and disadvantaged backgrounds.

Determine, implement and monitor aspects of the curriculum and assessment, ensuring statutory compliance and inclusive design.

Model excellent classroom practice through the planning and delivery of appropriately challenging lessons.

Ensure that adaptive teaching strategies are embedded across the school, enabling all students to access the curriculum successfully.

Monitor and evaluate the quality of education, including the impact of teaching on different groups of learners, and implement robust improvement strategies where needed.

Promote the development of independent learning and effective study skills among students.

### INCLUSION, SEND AND SAFEGUARDING

Lead and champion a culture of inclusion, ensuring that barriers to learning are identified and removed effectively.

Ensure that SEND provision is of the highest quality and fully compliant with statutory requirements, including EHCP processes and annual reviews.

Align SEND and inclusion practices with current national expectations, ensuring that provision is ambitious, effectively implemented and impactful.

Oversee the quality and impact of support plans and interventions, ensuring they are sharply focused and evidence informed.

Work collaboratively with families, external agencies and stakeholders to secure the best outcomes for students.

Ensure that parents/carers and students are well informed about provision relating to inclusion and SEND.

### LEADERSHIP AND MANAGEMENT OF STAFF

Plan, allocate, support and evaluate the work of teams and individuals, ensuring clear accountability and high expectations.

Implement and sustain effective performance management systems, including rigorous target setting linked to whole school priorities.

Promote high-quality professional development, particularly in relation to adaptive teaching, inclusion and curriculum delivery.

Hold staff to account for professional conduct and practice in line with both school policies and national standards.

Foster a culture of collective responsibility where all staff are accountable for the success and inclusion of every student.

### QUALITY OF EDUCATION AND INCLUSIVE PRACTICE

Influence and develop teaching and learning policies to embed inclusive, adaptive approaches across all subject areas.

Lead training and professional development to ensure staff are equipped to meet the needs of diverse learners.

Develop and promote effective teaching strategies, interventions and resources for students with additional needs.

Identify and disseminate best practice to improve outcomes for all groups of students.

Use data intelligently to monitor progress, identify gaps and implement timely and effective interventions.

Ensure that all groups of students, particularly those with SEND or who are disadvantaged, achieve strong outcomes.

### SAFEGUARDING

Longdendale High School is committed to safeguarding and promoting the welfare of children and young people. The post holder will be expected to uphold this commitment and adhere to all safeguarding policies and procedures.

The successful candidate will be subject to an Enhanced DBS check and all relevant pre-employment checks.

This is a significant leadership opportunity to further strengthen inclusive practice at Longdendale High School, ensuring that the school not only meets but exemplifies national expectations for inclusion, SEND and curriculum quality.

# PERSON SPECIFICATION

## ASSISTANT HEADTEACHER: INCLUSION

QUALIFICATIONS	ESSENTIAL/DESIRABLE	ASSESSED BY
Degree or equivalent qualification	Essential	Application
Qualified Teacher Status (QTS)	Essential	Application
SENDCo qualification or willingness to achieve within a specified timeframe	Essential	Application & Interview
Master's degree or equivalent	Desirable	Application
Evidence of further professional development in leadership and whole-school improvement	Desirable	Application & Interview

EXPERIENCES	ESSENTIAL/DESIRABLE	ASSESSED BY
Proven impact in improving and fostering an inclusive school culture	Essential	Application & Interview
Experience of leading and managing change successfully at a whole-school or significant level	Essential	Application & Interview
Successful teaching experience across Key Stages 3 and 4	Essential	Application & Interview
Experience of leading and developing teams effectively	Essential	Application & Interview
Experience of improving attendance, particularly for vulnerable groups	Desirable	Application & Interview
Experience of developing classroom practice to meet the needs of all learners, including those with SEND and high prior attainers	Desirable	Application & Interview
Experience of managing or contributing to a budget	Desirable	Application & Interview

KNOWLEDGE AND UNDERSTANDING	ESSENTIAL/DESIRABLE	ASSESSED BY
Strong understanding of SEND legislation, statutory requirements and best practice	Essential	Application & Interview
Deep understanding of inclusive education and strategies to remove barriers to learning	Essential	Application & Interview
Knowledge of current developments in education, including the evolving Ofsted framework with a focus on inclusion, curriculum, personal development and quality of education	Essential	Application & Interview
Understanding of behaviour systems that are inclusive and promote high standards	Essential	Application & Interview
Understanding of safeguarding responsibilities and statutory guidance	Essential	Application & Interview

# PERSON SPECIFICATION

## ASSISTANT HEADTEACHER: INCLUSION

SKILLS AND ABILITIES	ESSENTIAL/DESIRABLE	ASSESSED BY
Ability to lead strategically while maintaining strong operational oversight	Essential	Interview & Task
Ability to analyse data effectively to identify trends, inform strategy and drive improvement	Essential	Interview & Task
Ability to develop and sustain high-quality teaching and adaptive classroom practice	Essential	Interview & Task
Strong interpersonal and communication skills, with the ability to work effectively with staff, students, families and external agencies	Essential	Interview
Ability to inspire, motivate and hold others to account	Essential	Interview
Ability to plan, implement and evaluate impactful interventions for students with additional needs	Essential	Interview & Task
Ability to design and lead a coherent personal development offer that supports students' character, wellbeing and readiness for next steps	Essential	Interview & Task

PERSONAL QUALITIES	ESSENTIAL/DESIRABLE	ASSESSED BY
Commitment to the inclusive values and ethos of Longdendale High School	Essential	Interview
High levels of integrity, resilience and professionalism	Essential	Interview
A reflective practitioner with a commitment to continuous improvement	Essential	Interview
A strong moral purpose and commitment to improving outcomes for all students, particularly the most vulnerable	Essential	Interview
A strong moral purpose and commitment to improving outcomes for all students, particularly the most vulnerable	Essential	Interview
Commitment to promoting students' personal development, including character, wellbeing, equality and diversity	Essential	Interview

*This person specification reflects the importance of inclusive leadership at Longdendale High School, ensuring that the successful candidate will lead not only on SEND and inclusion, but also contribute significantly to students' personal development and overall school experience.*



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