



Deputy Headteacher Pack



Our Website

<https://senadgroup.com/edgewood/>

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01604 931497

Our Address

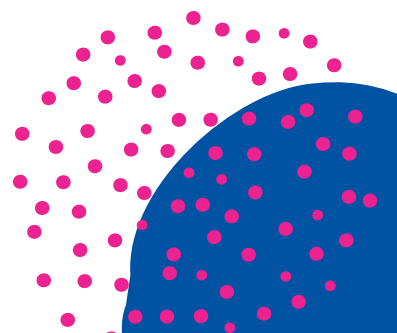
**Edgewood School,
Lingswood Park**

Northampton, NN3 8TA

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A message from Jon Byrne (Headteacher)

Thank you for your interest in Edgewood School.

Choosing to take on a senior leadership role in a specialist setting is an important decision. It is a role that brings both significant responsibility and the opportunity to make a genuine difference to the lives of young people and support their families.

At Edgewood, we aim to enable everyone to Thrive. We are a community where belonging comes first and where everyone is celebrated for who they are and what they achieve. Our values of Teamwork, Helpfulness, Resilience, Independence, Voice and Enjoyment underpin what we do and shape the experiences of for our young people.

We are proud to be a school where every child is known, valued and celebrated as an individual. Our young people arrive with unique strengths, needs, aspirations and experiences and it is our responsibility to ensure they are given every opportunity to succeed, develop confidence and achieve their full potential.

As the Deputy Headteacher, you will play a central role in shaping and sustaining this culture. You will help lead a committed and talented team to drive high standards across the school. You will contribute to a shared vision that places our young people at the centre of every decision.

While we are proud of what we have achieved already, we are equally excited about what comes next. We recognise the value that a new leaders bring through fresh perspectives, new ideas and different experiences. We are looking forward to welcoming someone who will not only embrace our values and vision but also help us continue to grow and develop

If you are seeking a leadership role where your contribution will have a real impact and where you can continue to grow professionally alongside a dedicated and supportive team, we would be delighted to hear from you.

We hope this information pack gives you a sense of who we are, what we stand for and what we are working together to achieve. We look forward to receiving your application and learning more about the qualities, experiences and ideas you will bring to Edgewood



SENAD and Edgewood School History

The SENAD Group is an independent operator of special needs schools, transition homes, supported care and community support services for people with a range of learning disabilities and other complex needs. Since 2003 the SENAD Group has operated schools in the East Midlands, West Midlands and Wales and draws students from across the United Kingdom and overseas.

At Edgewood School, we provide a comprehensive, diverse, and thoughtfully designed curriculum that equips our students for the future. Each child's program is tailored to address their unique needs, allowing them to engage with learning effectively and achieve their goals. The school opened in March 2024, followed by the Home's opening in June 2024.

We have capacity for 26 young people, currently we have 17 on roll and over 50+ staff with more to come.

Other schools/ provisions in the group

Schools

- Alderwasley Hall School
- Aran Hall School
- Bladon House School
- Hope House
- Maple View School
- Pegasus School
- Rowden House School

Homes

- Winslow Court
- Cedar Lodge
- Fairfield House
- Orchard End
- Park House
- Ecclesbourne Lodge
- OneNineFive

Community

- SENAD- Derby
- SENAD- Coventry

Values at Edgewood School

EDGEWOOD
SCHOOL

*Thriving Together
Through Living and Learning*

T

Teamwork

We work together to succeed

H

Helpful

We are polite and help each other

R

Resilience

We keep trying, even when it gets tough

I

Independence

We do as much as we can for ourselves

V

Voice

We have a say and we are heard

E

Enjoyment

We have fun and enjoy ourselves at Edgewood

At Edgewood we enable everyone to THRIVE!

We are a community where belonging comes first and where everyone is celebrated for who they are and what they achieve.

Organisation Chart



Becoming a Deputy Headteacher at Edgewood

Our team is central to everything we do, and we want you to be apart of it.

You will be working within:

- Senior Leadership team, consisting of Headteacher, Registered Manager and Deputy Care Manager
- A multi-disciplinary team where education, therapy and care are aligned
- A culture that values reflection, adaptation and professional dialogue

We do not expect perfection. We expect:

- Thoughtful practice
- Consistency
- A willingness to keep improving

As part of the SENAD Group, you will also benefit from:

- Wider professional networks
- Expertise across specialist settings
- Ongoing development opportunities



Our Priorities

As a developing school, clarity of direction is important.

Our current priorities include:

- Embedding consistency in personalised curriculum delivery
- Strengthening communication and independence outcomes for our young people.
- Developing staff expertise in working with complex needs
- Ensuring that systems support, rather than constrain, good practice

The Deputy Headteacher will play a key role in moving this work forward.



Our Approach to Learning

At Edgewood, there is no standard pathway.

Each pupil follows a bespoke learning journey, informed by their EHCP outcomes and developmental stage.

This means:

- Learning is personalised, structured and purposeful
- Progress is measured in ways that reflect the child, not generic expectations
- Communication, independence and confidence are central

Our curriculum brings together:

- Academic learning
- Social and emotional development
- Communication and sensory needs
- Therapeutic input integrated across the day

We are ambitious for our children, not in a narrow sense, but in enabling them to:

Live purposeful, fulfilling lives and participate meaningfully in society.

The Learning Environment

Our environment has been designed with our children in mind.

- Purpose-built, flexible learning spaces
 - Sensory-aware classrooms
 - Outdoor learning areas and enclosed safe spaces
 - Access to woodland, play areas and community settings
- [senadgroup.com]

This enables us to teach beyond the classroom and ensure that pupils can:

- Apply skills in real-life situations
- Build independence gradually
- Feel safe, regulated and ready to learn



The Role of Deputy Headteacher

This is a strategic and operational leadership role.

You will:

- Support the day-to-day running of the school
- Lead on key aspects of teaching, learning and child outcomes
- Work closely with staff to ensure consistency in practice
- Contribute to long-term development and improvement

Just as importantly, you will:

- Notice what is working
- Address what is not
- Help others to improve with clarity and care

What Success Looks Like:

Success in this role is not defined by systems alone.

It is reflected in:

- Children who are more independent than they were before
- Staff who feel confident in meeting complex needs
- Classrooms where learning is calm, purposeful and engaging
- A school where individual differences are understood and respected

**DEPUTY HEAD TEACHER
JOB DESCRIPTION**

JOB TITLE	Deputy Head Teacher
MAIN LOCATION	Edgewood School
RESPONSIBLE TO	Head Teacher
SUPERVISORY RESPONSIBILITY	Teachers, Instructors, Teaching Assistants (The Education Team)

PRINCIPLES AND PRIORITIES:

To support and assist the Head teacher by providing dynamic and professional leadership and management to reflect *policy, vision and practice* by sharing and modelling the school's vision and values in everyday practice; developing and motivating staff, setting high expectations, embedding outstanding learning and teaching strategies and raising achievement, contributing to a rigorous and continual self-evaluation and taking responsibility for leading specific areas/initiatives to secure further school-wide improvements.

Specific priorities for each year will be defined by the Head teacher with the post holder, in line with the strategic objectives of the school.

The Deputy Head teacher is expected to be familiar with the National Standards of Excellence for Head teachers (Jan 2015) and those for teachers.

1. Leadership

1.1. Effective line management of the Education Team; deputising for the Head teacher in his/her absence, taking the lead over Education and whole school and site matters (not matters relating specifically and only to the Care department)

1.2. Working with the Head teacher, head office colleagues and other senior managers on site to develop the schools vision, establish and maintain a culture and ethos that promotes effective collaboration, excellence, equality and high expectations of all pupils and staff;

1.3. Articulating and modelling the school's vision and strategic direction, developing and implementing coherent operational plans, which promote and sustain continuous school improvement;

1.4. Leading specific initiatives and co-ordinating development programmes to ensure

the school promotes and achieves the highest standards of learning and teaching;

1.5. Embedding ambition and driving improvement within the Education Team;

1.6. Being accountable for the progress that line managed teams make towards meeting the school's statutory targets and strategic objectives for pupil performance;

1.7. Contributing to the school's rigorous and on-going self-evaluation cycle and quality assurance procedures across the school, specifically in line managed teams, including:

- contributing to the School's SEF and providing relevant evidence
- annually reviewing progress and moderating team SEFs
- interpreting and acting upon pupil performance/prior attainment data
- analysing and sharing data with team leaders; raising questions, posing hypotheses and providing challenge
- work scrutiny/standardisation of assessment
- lesson observations and feedback
- learning walks and pupil pursuits
- moderating pupil standards of achievement and behaviour
- checking that all staff are fulfilling their professional responsibilities and carrying out their duties effectively;

1.8. Drafting workplace policies, procedures and practice, ensuring they take account of statutory requirements and/or national and local priorities and promoting collective responsibility for their implementation;

1.9. Preparing reports for and attending relevant meetings; including LAC reviews;

1.10. Being a positive role model in all aspects of leadership, management, teaching and learning to pupils and staff;

1.11. Working alongside the Head of Care / Registered Manager to ensure that the school's strategic vision is being implemented in our Care Provision;

1.12. Participating in the day to day management of the school by being a visible and effective presence and contributing to the care and education duty rota.

1.13. Working with behaviours that can challenge as a result of a learning disability, taking part in specific training and supporting staff to build skill and resilience in this area, conduct risk assessments and debriefs for those involved in any incidents.

2. Learning

2.1. Monitoring the quality of learning and teaching in line managed facilities/teams;

2.2. Promoting strategies for raising the achievement of all learners and managing

strategic intervention programmes;

2.3. Making effective use of assessment for learning and benchmark data to monitor and promote pupils' progress, address and challenge variation and marginal performance;

2.4. Leading by example and consistently modelling good practice in building pupils' learning power;

2.5. Establishing innovative, creative, responsive and effective approaches to learning and teaching;

2.6. Encouraging an ethos, which enables everyone to work together, share knowledge and understanding, celebrate success and accept responsibility for outcomes;

2.7. Lead on curriculum development and implementation, planning a diverse, flexible curriculum and effective assessment framework in keeping with the school's inclusive ethos;

2.8. Ensuring personalised learning remains a core priority in curriculum planning and delivery;

2.9. Supporting and co-planning learning experiences for pupils which are linked into and integrated with the wider community and take account of pupils' academic, spiritual, moral, social, emotional and cultural wellbeing;

2.10. Implementing strategies to ensure high standards of behaviour and attendance;

2.11. Reporting national and local educational strategies and developments to all staff and stakeholders as appropriate;

2.12 Ensure sound and consistent communication tools are used regularly (such as PECS), ensure the system is well resourced and staff are trained and use the system as appropriate.

2.14 To produce reports as necessary to support pupil reviews and EHC plans, attending these meetings as appropriate.

3. Personal Growth and Development

3.1. Ensuring all staff are kept informed of the school's strategic objectives, core priorities, development and progress through effective communication;

3.2. Implementing effective procedures to safeguard pupils at all times;

3.3. Contributing to the recruitment, induction and professional development of the school's workforce to achieve the school's vision and goals, including, where appropriate, initial teacher trainees;

3.4. Supporting equal opportunities for all members of the school's community;

3.5. Implementing clear, consistent and effective performance management processes within line managed faculties/teams and challenging underperformance at all levels and ensuring corrective action and follow up is provided accordingly;

- 3.6. Maintaining effective partnerships with the care and therapy team, with parents and carers to support and improve pupils' achievement and personal development;
- 3.7. Using professional skills and judgement in decision making and ensuring that professional duties are fulfilled, as specified in the Terms and Conditions of Service of Teachers, including those of Deputy Headteacher;
- 3.8. Reviewing own practice, setting personal targets, participating in continuing professional development and engaging in professional learning relevant to the post of Deputy Headteacher.

4. Community

- 4.1. Liaising with colleagues and appropriate external agencies to protect children to ensure their development, health and wellbeing;
- 4.2. Identifying opportunities, with the Headteacher, to further involve parents, carers, community figures, business and other organisations to enhance and enrich pupils' experiences;
- 4.3. Sharing knowledge and experience with other schools as appropriate, to promote innovative initiatives and contribute to the wider development of the education system;
- 4.4. Sharing the school's vision and values and building these into daily practice including the delivery of assemblies and other opportunities for celebrating achievement and informing progress.
- 4.5. Ensuring timely and professional communication to parents in all correspondence and consistently high standards in reports on pupils' progress;
- 4.6. Maintaining positive perceptions of the school through relevant, interesting and engaging items in newsletters and the local media, social media, presentations/ workshops at Parents'/Curriculum Evenings and Celebration events;
- 4.7. Encouraging participation in and organising enrichment, cross and extra-curricular activities appropriate to extending learning and the 24 hour curriculum;
- 4.8. Leading specific whole school in-service training sessions related to the priorities for the post and other relevant time limited/working groups.

5. Environment

- 5.1. Ensuring the range, quality and use of all available resources is monitored, evaluated and reviewed in his/her line managed teams to improve the quality of education for all pupils and ensure value for money;
- 5.2. Contributing to the development of the school site to ensure it meets current and

future needs within a sustainable framework ensuring the range, quality and use of available resources are evaluated to improve the quality of education for all pupils.

5.3 Be committed to the safeguarding of all pupils and contribute to the safeguarding process as appropriate.

The Deputy Headteacher will undertake any other reasonable tasks or duties assigned by the Headteacher. They also have the responsibilities of any Teacher at Edgewood School and may be required to teach in class where required / where staffing is low.

You as an employee are required by The Health and Safety at Work Act 1974 to:

- Take reasonable care for the health and safety of yourself and others who may be affected by what you do or don't do.
- Co-operate with the Company to ensure compliance with the law;

And under the Management of Health and Safety at Work Act 1999 you as an employee are required to:

- Inform your employer of any work situation, which you consider, represents a serious or imminent danger and any shortcoming in the employer's protection arrangements for health and safety.
- Ensure that you do not misuse or interfere with equipment provided for your safety or the safety of others.

Deputy Head Teacher

Person Specification

Edgewood School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This specification is intended to assist both candidates and interviewers in the appointment process. It highlights the particular qualities and expectations for the role. Applicants should be able to demonstrate a good level of experience in the following areas as appropriate:

Section 1

Professional Knowledge, Experience, Qualifications and Abilities

	Essential	Desirable	Source A – Application I – Interview R – Reference
Leadership ability demonstrated via previous TLR, Deputy or Assistant Head Teacher or SENCO role	X		A
Experience of a Senior Leadership role within a school	X		A/I
Experience of leading on whole school initiatives with clear impact and outcomes	X		A/I
Experience of teacher and TA development	X		A/I
Experience of current SEN appropriate curriculum, teaching, learning and assessment	X		IR
Experience of strategies for raising achievement	X		I
Experience of the principles of effective teaching and Assessment For Learning	X		I
Experience of strategies for ensuring inclusion, diversity and access	X		IR
Experience of the use of a range of evidence to support, monitor, evaluate and improve progress	X		AIR
Experience of strategies which encourage parents and carers to support their child's learning	X		AIR
Relevant teaching qualification	X		A
Proven success as an outstanding "classroom practitioner"	X		IR
Enthusiasm for development	X		AIR
Experience of teaching young people with SEN and experienced in supporting challenging behaviour; and coaching others to do the same	X		A/I

Section 2

Personal Qualities and Abilities

	Essential	Desirable	Source A – Application I – Interview R - Reference
Ability to model the values and vision of the school	X		AR
Demonstrate personal enthusiasm for and commitment to the learning process	X		AI
Ability to access, analyse and interpret information	X		IR
Ability to provide strong line management, recognise and challenge poor performance and acknowledge excellence	X		IR
Ability to successfully manage conflict	X		IR
Positive attitude to broad aspects of school life and contributions to new initiatives and developments	X		AIR
Ability to give and receive positive feedback	X		IR
Ability to inspire, challenge, influence and motivate others to attain high goals	X		AIR
Ambition, dedication and keenness to undertake relevant CPD	X		AR
Ability to effectively manage own time	X		AIR
A commitment to promoting the welfare of children and young people in line with the school's Safeguarding Policy	X		IR

Section 3

Other Requirements

	Essential
Application Form completed accurately, neatly and in full	X
Right to Work in the UK	X
Personal Statement is clear and concise	X
Professional appearance and demeanour. Excellent role model for staff and students	X

This post is subject to satisfactory References, Occupational Health Questionnaire and Enhanced DBS Check.

The Benefits

Other than playing a crucial role in the growth and structure of Edgewood School, SENAD also offers:

- Enrolment into Teachers Pension
- Competitive Salary
- Free Parking
- Access to a wide variety of funded training programmes
- Internal Promotion Opportunities
- Fully funded qualifications
- Free School Meals
- Employee Assistance Programme
- Blue Light Card
- Refer a Friend Scheme: Earn up to £1,000 when you refer a friend for a Teaching Assistant or Residential Support Worker position.



How to Apply

Application packs are available via the SENAD website.

Interested candidates are encouraged to visit the school and can make an appointment for this by contacting Jules Hope or Catherine Pratt via email: edgewood.info@senadgroup.com.

Closing Date: 24th September 2026

Interviews will take place: During the first or second week in October 2026

Start Date: To Be Confirmed

We are committed to safeguarding and will conduct a wide range of checks as part of the recruitment process, applications must be received on or before the closing date mentioned in the advert and you should keep both interview dates free to attend should you be invited for interview.



Come and Visit Us

We strongly encourage visits.

Seeing the school in action will give you a far better understanding of:

- The environment
- The way staff and pupils interact
- The pace and nature of learning

To arrange a visit, please contact us using the details in the advert.



This role is not for everyone.

It requires patience, attention to detail and a genuine commitment to understanding pupils as individuals. But for the right person, it offers something significant. This is an opportunity to help shape a school where education is carefully designed, deeply personalised and genuinely impactful.

I look forward to meeting candidates who share that commitment.