

JOB DESCRIPTION: Deputy Head of English
Reports To: Head of English / Head Teacher

REGION: Stockport, Greater Manchester

FULL TIME, Term Time Only

NOT SUITABLE FOR ECTs

Reddish Hall School is an independent specialist day school for boys and girls aged from 5 to 18, catering for children with social emotional and mental health difficulties, with a high proportion of children who have a diagnosis of ASC. Our dedicated team work together to ensure successful outcomes for pupils who often arrive at the school with a troubled view of education and life.

We pride ourselves in steering children in the right direction, nurturing aspiration to progress them both academically and socially to encourage them to take pride in their achievements. Socially, we build confidence in our students so they are able to have a greater understanding of the wider community in which they live.

About the Group

We are part of the Acorn Care and Education Group and can promise you plenty of challenges, and a rich variety of opportunities to develop your career.

Acorn Care and Education provide education and care across over 40 schools and over 80 residential care homes nationally. Our vision is to build incredible futures by empowering vulnerable young people in the UK to be happy and to make their way in the world. Every day we improve the lives of thousands of young people, their families and communities through a relentless focus on caring and learning.

Main Purpose of the Role

The Deputy Head of English at Reddish Hall School will play a pivotal role in leading and developing the English curriculum and teaching provision within a Special School dedicated to children with social, emotional, and mental health difficulties (SEMH). The post holder will work closely with the Head Teacher, Senior Leadership Team (SLT), therapy teams, and teaching staff to ensure that pupil - many of whom have experienced disrupted education, trauma, and complex needs - receive a high-quality, individualised education that supports their academic progress alongside their social, emotional, and mental well-being.

This role is essential in sustaining the school's ethos of providing a calm, supportive, and engaging learning environment that enables pupils to overcome barriers to learning, build confidence, and prepare effectively for their next steps in education, training, or employment. The Deputy Head of English will champion inclusive teaching practises and collaborate widely to ensure pupils' needs are met holistically, reflecting the school's vision and values.

Key Responsibilities and Duties

Leadership and Curriculum Development

- Contribute to the strategic development and delivery of the English curriculum across all key stages, ensuring it is responsive to the complex social, emotional, and mental health needs of pupils.
- Develop and implement clear plans with targets and success criteria for the continuous improvement of English teaching and outcomes.
- Collaborate with SLT, therapy teams, and other professionals to embed SEMH-specific teaching strategies and trauma-informed approaches within English lessons.
- Support the creation and review of school policies and procedures relating to English provision, SEND inclusion, behaviour management, and safeguarding.
- Contribute to whole-school curriculum planning and development, ensuring alignment with the school's vision to support pupils' readiness for learning and future independence.

Teaching and Learning

- Teach English classes and, as required, other subjects to ensure effective curriculum delivery, including off-site provision such as college settings.
- Ensure curriculum coverage, continuity, and progression for all pupils, including those with high ability and those with SEND, particularly ASC and attachment difficulties.
- Model and promote high standards of teaching, learning, behaviour, and classroom organisation that foster a supportive and stimulating environment.
- Use evidence-informed approaches to develop pupils' literacy, communication, and study skills, enabling increasing independence.
- Monitor and assess pupil progress rigorously, using data to inform teaching and to set challenging, achievable targets.
- Work with SENCO and therapy teams to integrate individual education plans (IEPs) and therapy programmes into English teaching.
- Maintaining and overseeing the school library.
- Supporting accelerated star reading.

Pupil Welfare and Inclusion

- Promote equality of opportunity and ensure all pupils have access to learning and development opportunities.
- Support pupils' social and emotional development through sensitive, trauma-informed teaching and collaboration with wellbeing and therapy staff.
- This role may include the role of a form tutor for 6-8 pupils – to cover form-time activities, registration, and pastoral welfare with enhanced parent/carer communications.
- Assist with supervision of pupils during non-lesson times, including before/after school and breaks, to maintain safety and positive behaviour.
- Accompany pupils and staff on school trips and out-of-school activities to extend learning opportunities.

Collaboration and Communication

- Build and maintain positive, professional relationships with pupils, parents/carers, colleagues, and external agencies.
- Attend relevant meetings, including staff, safeguarding, and multi-agency meetings, contributing effectively to discussions and planning.
- Support and appreciate the roles of all professionals across the school, fostering a collaborative ethos.

Safeguarding and Professional Conduct

- Comply fully with all safeguarding, child protection, health and safety, confidentiality, and data protection policies.
- Report any concerns promptly to the designated safeguarding lead or appropriate person.
- Uphold the Teachers' Standards and model exemplary professional conduct and ethics at all times.

Skills and Competencies

- **Educational Leadership:** Ability to lead curriculum development and improve teaching standards in a special school setting.
- **Specialist Knowledge:** Strong understanding of SEMH, ASC, attachment difficulties, trauma, and other SEND conditions affecting pupils at Reddish Hall.
- **Inclusive Teaching:** Skilled in adapting teaching methods to meet diverse needs, including autism-specific strategies and trauma-informed practice.
- **Assessment and Data Use:** Competent in using assessment data to track progress, set targets, and inform teaching interventions.
- **Communication:** Excellent interpersonal skills to engage effectively with pupils, families, colleagues, and external agencies.
- **Teamwork and Collaboration:** Proven ability to work collaboratively within multidisciplinary teams, appreciating the roles of therapists and support staff.
- **Behaviour Management:** Competent in applying consistent, fair behaviour strategies aligned with the school's policies.
- **Resilience and Adaptability:** Ability to work flexibly in a complex, evolving environment with pupils who have experienced significant challenges.
- **Safeguarding Awareness:** Deep knowledge of safeguarding responsibilities and commitment to pupil welfare and safety.
- **Professionalism:** Commitment to continuous professional development, reflective practice, and upholding high ethical standards.

Professional Development

The Deputy Head of English will have access to ongoing professional development opportunities tailored to leadership in special education and SEMH contexts. The school encourages continuous learning to enhance skills in curriculum leadership, SEND provision, safeguarding, and therapeutic collaboration. The role offers scope for contributing to whole-school improvement initiatives and leadership training aligned with Reddish Hall's vision of empowering pupils and staff to reach their full potential.

Safeguarding

Reddish Hall School is committed to safeguarding and promoting the welfare of all pupils. The Deputy Head of English will:

- Act in accordance with statutory safeguarding guidance, including Keeping Children Safe in Education (KCSIE), and the school's safeguarding and child protection policies.
- Maintain vigilance regarding pupil welfare and report any safeguarding concerns immediately to the designated safeguarding lead (DSL).
- Promote a safe, supportive, and inclusive environment where pupils feel secure and valued.
- Participate in safeguarding training and contribute to maintaining a culture of safeguarding awareness across the department and school.