



Haslingden High School and Sixth Form

Deputy Headteacher

Care, Guidance & Support

APPLICATION PACK



HEADTEACHER: MR R CLARKE (BA HONS)



VACANCY INFORMATION

Deputy Headteacher

Care, Guidance & Support

L20 – L25

Required from April 2026

We are currently seeking a compassionate and ambitious leader who shares our unwavering commitment to creating a safe, nurturing, and respectful environment. The successful candidate will be instrumental in ensuring our students receive the highest quality care, guidance and support, empowering them to thrive both academically and personally.

We are looking for a candidate who describes themselves as a committed team player, possessing a positive mindset and a relentless focus on finding solutions. A sense of humour, approachability, and genuine empathy for young people and colleagues are all essential attributes required to be successful in this post. If this sounds like you, we look forward to reading your application.

Further details and an application form are available on our website: www.haslingdenhigh.com/vacancies/

Haslingden High School and Sixth Form is committed to safeguarding and promoting the welfare of children and young people and takes its statutory duties and responsibilities in this context very seriously. We fully expect everyone working in or behalf of the school to share our commitment. As such, this post is subject to satisfactory DBS clearance and references.

As part of the process for this vital role, shortlisted candidates will be invited to complete psychometric test prior to interview, helping inform the planning and decision making of the panel.

Applications close: Wednesday 14 January 2026

Two-day interview process to take place on:

Wednesday 21 and Thursday 22 January 2026



Haslingden High School and Sixth Form

Headteacher: Russell Clarke (BA Hons)



Dear Applicant

Post: Deputy Headteacher: Care, Guidance and Support

Thank you for your interest in the post of **Deputy Headteacher: Care, Guidance and Support** at Haslingden High School and Sixth Form; a pivotal role with specific responsibility for leading our dedicated pastoral team, strategic oversight and delivery of inclusion and serving as a Designated Safeguarding Lead. This is an excellent opportunity to join our Senior Leadership Team and the successful candidate will be instrumental in ensuring our students receive the highest quality guidance and support, empowering them to thrive both academically and personally. You must share our passion for ensuring a culture of safety and inclusion and champion the holistic development of our students, removing barriers to learning to ensure every young person achieves their full potential.

I am extremely proud to be the headteacher at Haslingden High School and Sixth Form, a successful, caring and high performing 11-18 school in the beautiful Rossendale Valley. The school is regularly heavily oversubscribed for the 270 places available in year 7 each September. We have a thriving sixth form with over 250 students studying mainly a range of Level 3 courses. We are a truly comprehensive school welcoming students of all backgrounds and abilities and are the largest maintained school in Lancashire, with over 1600 students on roll. There are just under 100 members of the teaching staff and approximately 70 support staff. Our supportive, experienced governing body plays a crucial role in our success and provides clear direction, remaining heavily involved in the life of the school.

Our overarching aim is Achievement for All: for all our students to be safe, happy and successful, developing as individuals into caring, responsible citizens equipped for life in the 21st century. This is underpinned by the five school aims and we invite you to look at these closely when considering your application.

We strive to create successful learners and we believe that we achieve this by offering an exciting, ambitious and inclusive curriculum. The consistently high-quality teaching and learning, taking place in a safe, supportive environment provides the basis upon which our students grow. We are passionate about providing access to a wide range of opportunities and experiences beyond the taught curriculum, guiding and helping students to become kind, resilient and ethical individuals who will make a positive contribution to their local community and beyond. We hope that you will also share this passion and on reading the whole school curriculum rationale, you feel it closely aligns to your own vision for education.

Students' physical, mental and emotional wellbeing is at the forefront of everything we do. We recognise the importance of working in partnership with parents and external agencies to deliver a personalised approach to care, guidance and support that will ensure students feel safe and happy and that they are empowered to make informed choices, both now and in the future.

At Haslingden High School, success is defined in its broadest sense: students achieve a wide range of qualifications which equip them with the skills and knowledge to enable them to be ambitious, resilient and capable learners. They are able to embrace change, and leave us as well-rounded individuals with a strong set of values and beliefs.

We are proud of our collective achievements – our examination success, our well designed and expertly delivered curriculum, the depth and diversity of our extra-curricular programme and our desire to contribute to our community. We are committed to the pursuit of the highest possible academic, personal and moral standards and to the development of informed citizens with lively, enquiring minds.

This commitment is underpinned by a belief in hard work and a culture of care, respect and support for others. If you share our ethos and feel that you want to join our dedicated staff to help us achieve our aims together, then we believe that Haslingden High School and Sixth Form is the place for you.

The successful applicant will find caring, friendly and supportive colleagues, committed to providing the very best life chances for all our students. We look forward to receiving your completed application form, together with a letter of application which should be no more than 2 sides. This should demonstrate how your skills, experience and vision make you a strong candidate for this position and clearly outline your strengths in relation to the role. The closing date for applications is Wednesday 14 January 2026 at 9.00am with interviews scheduled for Wednesday 21 and Thursday 22 January 2026.

Haslingden High School and Sixth Form is committed to safeguarding and promoting the welfare of children and young people and takes its statutory duties and responsibilities in this context very seriously. We fully expect everyone working in or on behalf of the school to share our commitment. As such, this post is subject to satisfactory enhanced DBS clearance and references.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Russell Clarke'. The signature is fluid and cursive, written over a light blue horizontal line.

Russell Clarke
Headteacher



OUR SCHOOL AIMS

Achievement for All: for all our students to be safe, happy and successful, developing as individuals into caring, responsible citizens equipped for life in the 21st century

We strive to:

Create successful learners, who achieve the best possible qualifications, alongside equipping them with the skills and motivation to overcome future challenges

Ensure all students experience an exciting, ambitious and inclusive curriculum that is well-planned, broad, diverse and expertly delivered. Our curriculum will inspire and motivate all students to want to know and remember more, allowing them to become lifelong learners

Provide access to a wide range of opportunities and experiences beyond the taught curriculum, enabling all our students to leave our school with high aspirations

Work in partnership to offer a personalised approach to care, guidance and support that will ensure all students feel and know how to keep themselves safe and happy. Students' physical, mental and emotional wellbeing is at the forefront of everything we do, empowering them to make informed choices

Guide students, helping them to become kind, resilient and ethical individuals who will make a positive contribution to their local community and beyond. They will embrace change and leave as well-rounded individuals with a strong set of values and beliefs

JOB DESCRIPTION



Deputy Headteacher: Care, Guidance and Support

The school aims set out clearly our ambitions for all students at Haslingden High School and Sixth form. These ambitions are underpinned by our core belief in 'Achievement for All' and an inclusive community built upon respect.

Key elements of the deputy headteacher role are to support the headteacher in providing strategic leadership and highly effective management to ensure the smooth running of the school. It is essential that they embody the vision, ethos and aims of Haslingden High School and will strive relentlessly to realise our focus for 'Achievement for All'.

The Deputy Headteacher – Care, Guidance and Support will be responsible for leading the large and experienced pastoral and inclusion team, including a Senior Assistant Headteacher and two assistant headteachers. The postholder will be responsible for enabling all students to achieve to their full academic and social potential and it is vital that the school environment remains a positive one, where students feel safe, happy and motivated to learn.

The postholder will have responsibility for all aspects of the pastoral care of our students, supported by the Senior Assistant Headteacher, with responsibility for behaviour, helping students overcome a range of barriers to learning and supporting positive student outcomes in terms of academic achievement, preparation for study beyond school and the world of work. They will lead and coordinate the work of a variety of teams, working closely with our heads of school.

For the purpose of this document, *Inclusion* and or *Inclusion teams* refer to the attendance, safeguarding, SEND, and Stage 2 teams.

1. Leadership and management of the inclusion teams and associated systems:

- Ensure there is a positive ethos at all levels, which encourages and nurtures collaboration, innovation, individual and team creativity, all within a framework of high expectations
- Plan, develop and implement the strategic delivery of the inclusion systems. Ensure that communication of the school's inclusion ethos and values are clearly disseminated, including through all school literature and the website
- Analyse and review the effectiveness of the inclusion systems, through scrutiny of data and outcomes in order to measure the effectiveness of provision and the impact of interventions
- Oversee the work within the Pastoral Inclusion Suite (Stage 2), including direct line management of the Deputy DSL and the Stage 2 team
- Ensure that all staff uphold the school's ethos and values, through their application of the '4 Expectations' and 'respect agenda', communicating these consistently with students and parents
- Ensure that school policies related to inclusion teams and systems are relevant, up to date and clearly understood by all members of the school community and that these are consistently followed, with a shared responsibility for their implementation and success
- Lead and manage the CPOMS system to ensure that recording and reporting of safeguarding incidents and actions are detailed, timely, concise and accurate
- Work closely with external agencies related to inclusion and issues that arise, ensuring that timely support and interventions are provided to individuals, disseminating this information to colleagues where appropriate
- Organise and chair the Inclusion Forum meetings and briefings
- Strategic oversight of Alternative Provision
- Take a leading role in promoting the emotional wellbeing of students. Ensuring that mental health remains a key area of focus within the inclusion team and across the school
- To support the headteacher in all aspects of managing and reviewing fixed term and permanent exclusions

2. Maintaining a safe and secure environment for all members of the school community as the Designated Safeguarding Lead (DSL):

- Ensure that safeguarding is at the heart of the school's provision and that there is a culture of vigilance and a clear understanding that safeguarding is everyone's responsibility
- Fulfil all aspects of the DSL role in the school, including keeping the headteacher and governors informed of safeguarding issues as appropriate
- Keep all DSL training up to date and this must be tailored to meet the needs of our school community
- Work closely with the Deputy DSL and wider DSL team to ensure safeguarding and welfare needs are met in a timely and effective manner

- Continue to support the wider DSL team, ensuring they are supported professionally
- Have an oversight of all Looked after Children, fulfilling the role as the designated person in school, working alongside the deputy DSL who oversees their provision on a day to day basis
- Work closely with the School Business Manager to ensure that the single central record (SCR) is kept up to date and is accurate
- Regularly meet with the nominated safeguarding governor to discuss the SCR and relevant safeguarding updates
- Have a clear understanding of relevant legislation and ensure that all staff on the school site are aware of the school's safeguarding policies, and are appropriately trained to recognise and deal with safeguarding / child protection issues
- Have a thorough understanding of the 'Keeping Children Safe In Education' document and its implications for all colleagues and stakeholders
- Ensure that the safeguarding policies are up to date and on the website for all stakeholders to access
- Work closely with the pastoral team to ensure that help is offered and referrals are made for those requiring additional support, in a timely manner
- Ensure that safeguarding and welfare referrals are acted upon with urgency and recorded comprehensively using CPOMS
- Prepare documents for other professionals, being mindful of information sharing protocols and GDPR, to facilitate the best possible support for our students
- Ensure the timely induction of new staff to the school in relation to safeguarding issues
- Be the first point of contact for parents, pupils, school staff and external agencies in all matters of child protection
- Work closely with vulnerable students and their families to provide the best possible care, guidance and support
- Where appropriate, take part in the child protection conferences, team around the family meetings or any other relevant professionals meetings and/or reviews
- Where students leave the school, ensure that their destination school is made aware of any safeguarding / child protection issues in line with national, regional and school policies
- Ensure student concerns shared via schools filtering and monitoring systems are recorded and shared with parents / carers

3. Ensuring the school's approach to achieving high levels of attendance is robust:

- Promote and secure the highest levels of student attendance and punctuality at school, working alongside the senior assistant headteacher, assistant headteachers, heads of year and the attendance team
- Ensure that the school's attendance policy meets statutory requirements and the needs of the school and is reviewed regularly
- Work with Lancashire's attendance consultant and other external agencies to continue to overcome barriers preventing regular attendance
- Have a comprehensive understanding of the wide range of statutory duties of a school in relation to attendance. Having due regard to legislation and guidance documents in order to confidently manage and address poor attendance
- Support the SENCO and Designated Teacher for Looked After Children with any consultations for school places

4. Have oversight of provision for SEND students:

- Ensure that SEND has a high profile across the school, working closely with the SENCO to create an inclusive culture
- Ensure that SEND students achieve well academically and have opportunities to develop emotionally and socially
- Provide opportunities for SEND discussions, considerations and training to take place with all colleagues in school and to create a platform for the SENCO to deliver key messages and interventions at a whole school level
- Work extensively with external agencies to seek timely guidance and support for both our students and the Learning Support Faculty
- Continue to develop links with Tor View and other providers to access their expertise and training
- Attend and host professionals' meetings to discuss individual students and their needs
- Support the SENCO in their monitoring and evaluating of the provision for students with SEND
- Keep the governing body informed of progress against agreed priorities
- Ensure that SEND policies meet all statutory requirements, are reviewed regularly and reflect best practice
- To analyse and review the block assessment data to evaluate the Attitude to Learning (ATL) across the school and to ultimately inform interventions and support improvements
- To oversee and support the smooth transition between all key stages, in particular the extensive KS2 to KS3 arrangements

5. Ensure the planning and implementation within key areas is effective:

- Use relevant school data to complete the attendance, Inclusion and safeguarding sections of the school improvement plan (SIP) and self evaluation form (SEF).
- Use the identified priorities to lead on the appropriate sections of the school improvement plan
- Take a leading role in ensuring the school is well prepared for any Ofsted inspections or visits, especially in relation to providing robust, impactful data to support the school's judgement regarding attendance, inclusion and safeguarding
- Help coordinate whole-school events such as open evening, parents evenings, parental forums and the settling-in evening
- Ensure there are regular whole school opportunities to capture student voice of our SEND learners and those experiencing support from a range of external agencies

6. Continue to develop and maintain links within the community and to promote positive relationships with parents, external agencies and employers:

- Develop strong and effective partnerships with parents and carers
- Promote a positive image of the school at all times, including on social media
- Ensure that the school plays an active role in the life of the community
- Continue to develop proactive links with the community including, for example, local services, police, charities, feeder schools, secondary schools, community groups and religious organisations
- Promote positive attendance to school

7. **To support the Governing Body:**
- Work closely with the governing body and individual governors to help them fulfil their role in providing strategic direction for the school and evaluating the quality of provision
 - Attend governors' meetings as required
 - Support the setting of the agenda and providing information for the Standards and Effectiveness Committee and Teaching and Learning Committee
 - Provide relevant updates and training
 - Contribute to relevant sections of the headteacher's report
8. **Wider leadership and management responsibilities:**
- Directly support the headteacher in all aspects of school life, working collaboratively to overcome the diverse range of challenges that occur, including the management of critical incidents
 - Undertake the professional duties of the headteacher, deputising in their absence
 - Work collaboratively with all members of the Senior Leadership Team, actively supporting the headteacher in creating a positive learning environment for all members of the school community
 - Address and sensitively manage the wide array of difficult conversations that can occur with a range of stakeholders, whilst upholding the core values of the school
 - Be the SLT link for a faculty. At present this is the Learning Support Faculty, ensuring SEND provision meets the needs of all learners
 - Lead the appraisal of key staff within school, including the Senior Assistant Headteacher
 - Manage the performance of colleagues and ensure staff receive appropriate recognition, support, development and challenge to consistently achieve the school's high standards.
 - Where appropriate, manage informal support plans and play a lead role in the capability process
 - Create a culture of continuing professional development that ensures all staff are equipped with the necessary knowledge, skills and understanding
 - Deliver training to establish a consistent approach to managing inclusive practices throughout the school
 - Undertake staff attendance meetings, in line with school policy
 - Manage your own workload and that of others to allow an appropriate work/life balance
 - Support the headteacher with any disciplinary investigations
 - Maintain an overview of funding held in budget cost centres such as those related to attendance, looked after children, stage 2 and SEND
9. **As a member of the senior leadership team:**
- Be an excellent role model, exemplifying high standards and high expectations of themselves and others
 - Contribute fully to the effective leadership of the school, seeking excellence in all aspects of school life
 - Promote and contribute to quality assurance throughout the school
 - Carry out duties as a team leader within the school's appraisal system
 - Carry out the role of team leader in the detention system each week
 - Work with Inclusion Faculty to promote high standards, high expectations and consistency of practice
 - Take responsibility for writing, monitoring and evaluating an aspect(s) of the SIP
 - Contribute to all aspects of school life, where the personal attributes shown by the leadership team contribute significantly to the on-going success of the school
 - Undertake such duties as may be delegated by the headteacher

NB. The specific job description defined above will be reviewed once the candidate has been appointed. Following consultation this may be changed to reflect or anticipate changes in the job which are commensurate with the role and salary.

The above job description is subject to the current conditions of employment of deputy headteachers, contained in the School Teachers' Pay and Conditions Document, other current educational and employment legislation and the school's Articles of Government.

These responsibilities are in addition to those of a standard scale teacher.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding Commitment

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Attendance

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. It is essential that applicants for positions in this school can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work.



Deputy Headteacher: Care, Guidance and Support

	Essential	Desirable
Application form and/or letter		
Knowledge and qualifications:		
➤ Qualified teacher status	✓	
➤ Evidence of personal commitment to professional development	✓	
➤ Evidence of further professional study eg Higher Degree, NPQs etc.		✓
➤ Wide, up-to-date knowledge and understanding of national educational policy and research, and how this translates into the school's context	✓	
➤ A thorough understanding of how young people learn and how student achievement can be maximised	✓	
➤ A thorough understanding of national legislation and guidelines regarding safeguarding and schools' duties to keep children safe	✓	
➤ An understanding of the range of barriers to learning and how these can be overcome to support student achievement	✓	
Experience:		
➤ A senior leadership role and recent evidence of significant whole school impact in this role	✓	
➤ Experience of accurately using information to evaluate school performance and identify school improvement priorities and actions	✓	
➤ A track record of successfully implementing whole school strategies to improve students' life chances	✓	
➤ Leadership of whole school initiatives resulting in significant school improvement	✓	
➤ Evidence of successfully developing and leading teams, delegating with accountability and managing change	✓	
➤ Teaching experience in more than one secondary school		✓
Interview and/or letter		
Skills, competencies and attributes:		
➤ Can inspire and influence all stakeholders to support the school's ambition of 'Achievement for All'	✓	
➤ A collaborative leadership style with the ability to shape decision making, to ensure high standards are striven for, and achieved, across school	✓	
➤ The desire and ability to engage with and inspire all young people whatever their challenges	✓	
➤ A good understanding of inclusion issues and strategies	✓	
➤ Models good practice and leads by example, with integrity, positivity, creativity, resilience and clarity	✓	
➤ High level critical reasoning skills to identify, construct and evaluate arguments, consider the effectiveness of ideas and solve problems	✓	
➤ Excellent communication skills for a variety of audiences	✓	
➤ High levels of commitment, enthusiasm and motivation	✓	
➤ The ability to build on current good practice whilst moving the school forward with enthusiasm and vision	✓	

➤ Can identify strategic priorities and translate these into practical actions which support both staff and students to succeed	✓	
➤ A high level of emotional intelligence	✓	
➤ The capacity to work hard under pressure	✓	
➤ A sense of humour and the ability to keep things in perspective	✓	
➤ An aspiration to headship		✓
➤ Possess, personal characteristics: <ul style="list-style-type: none"> ○ Approachable ○ Empathetic ○ Committed ○ Enthusiastic ○ Ethical ○ Honest ○ Organised ○ Patient ○ Resourceful ○ Resilient 	✓	
Application form and letter		
➤ The supporting letter should be clear, concise, accurately written and presented in an organised way in no more than two sides of A4	✓	
➤ The letter should outline a clear educational philosophy and understanding of the current educational climate. You should demonstrate how your experience has prepared you for this important role referencing the impact of your work to date	✓	
➤ The application form should be fully completed and accurate	✓	

WELLBEING & MENTAL HEALTH

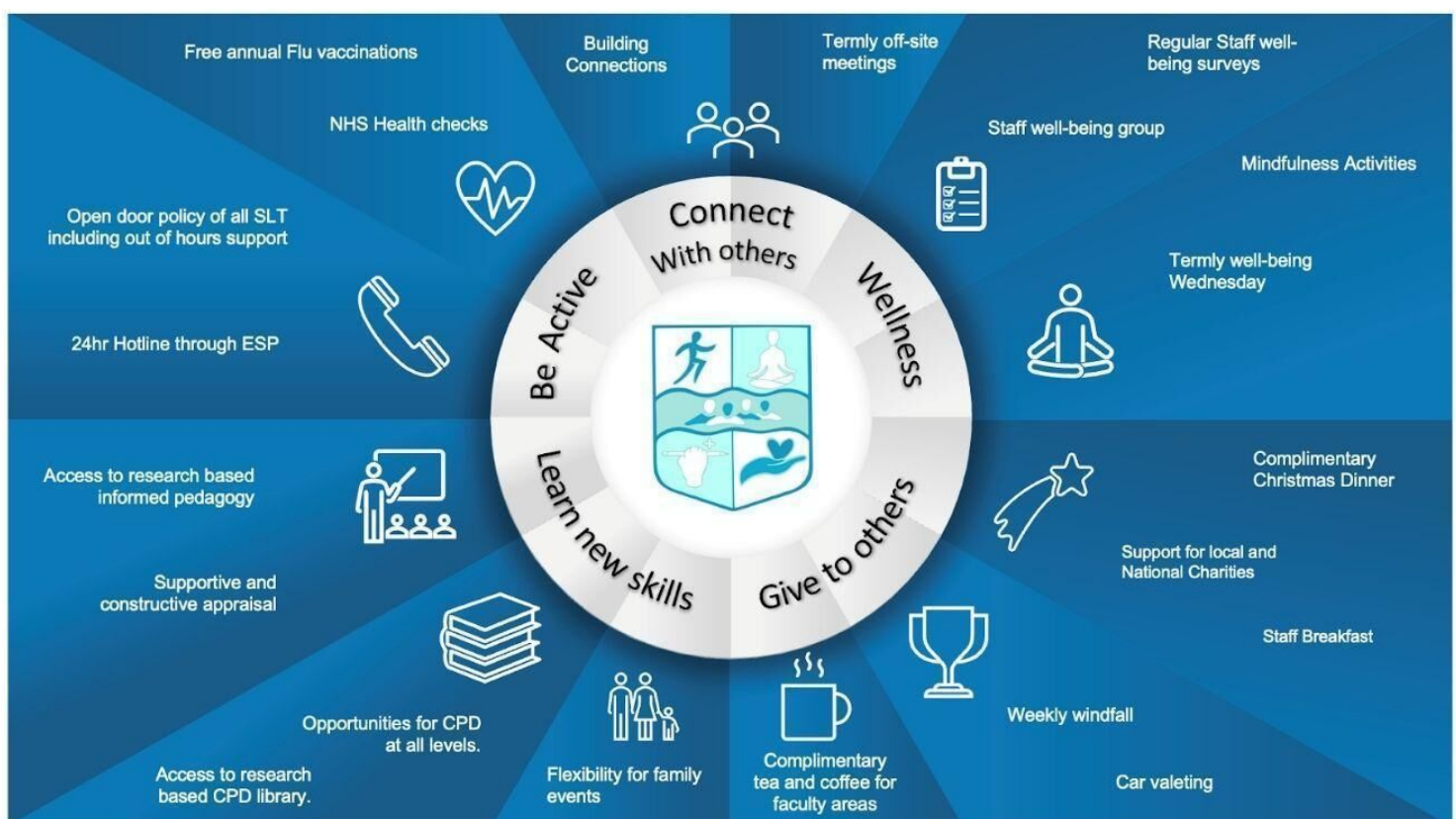
OUR SCHOOL COMMUNITY STRATEGY



At Haslingden High School and Sixth Form we are committed to supporting the mental health and wellbeing of our students and staff through our proactive approach in advocating positive mental health.

Our long term strategy:

- Prioritise staff mental health
- Support staff to take responsibility for their own and others wellbeing
- Give leaders access to the tools and resources to support wellbeing
- Revisit the communications policy
- Ensure staff have a voice in decision making
- Drive down unnecessary workload
- Champion flexible working and diversity
- Create a good behaviour culture
- Support staff to progress in their careers
- Protect leaders' wellbeing and mental health
- Hold ourselves accountable for measuring staff wellbeing through the Positive Workplace Survey



"Haslingden High School continues to be a 'good' school"



Ofsted report 2022

"Pupils behave well...they are keen to learn"

"Staff provide a wide range of enrichment activities"

"Pupils told inspectors that they feel safe...Pupils enjoy strong relationships with one another and with staff"

'Leaders, governors and staff have high expectations of what pupils and students should achieve'

"There is a strong safeguarding culture throughout the school"

"Pupils and students in the sixth form are proud to be part of Haslingden High School and Sixth Form. Pupils told inspectors that this is because it is friendly and welcoming. They enjoy coming to school."



Useful Information

Thank you for your interest in joining our incredible team of staff here at Haslingden High School and Sixth Form.

Application forms can be found at the bottom of the [vacancies section](#) of our website.

Please email your application to applications@haslingdenhigh.com

If you have any questions, please do not hesitate to get in touch.



Haslingden High School and Sixth Form

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