



The Sovereign Trust Candidate Application Pack

Assistant Head Teacher for Curriculum

Manor Academy are looking to appoint an Assistant Head Teacher to oversee the curriculum across the academy and Manor College.

The full job description and person specification can be found at the end of this pack.

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The Sovereign Trust



We are a family of schools/academies and colleges that believe that, by learning and growing together, we can inspire children to achieve their full potential while enjoying individualised, innovative, and creative teaching and learning.

We create environments in our academies that nurture, encourage exploration, celebrate creativity and forge a love of learning. The Sovereign Trust was established in 2016 to provide exceptional learning opportunities for a family of special academies across the region.

We started with 2 special schools in Trafford; we now have 6 academies, which include three in the Salford area. Our academies cater for pupils from the age of 2 to 25. All of the pupils have an Education, Health and Care Plan and may have a diagnosis of Autism, Down syndrome, Physical or Medical needs, Learning difficulties or Social, Emotional and Mental Health issues.

To offer this type of education, we invest heavily in the people who work in our academies. Great academies have great leaders and great staff. Our team has leaders who have proven track records of taking under-performing schools to Outstanding, and once there, maintaining that level of excellence.

This is an exciting time to be part of The Sovereign Trust family, and I am proud to work with such exceptional professionals to deliver on our promise of exceptional opportunities for learning to every child in our care.

Our aims and aspirations are ambitious, as they should be; our children deserve no less. I hope that you will find all the information you need about us on our website <https://www.thesovereigntrust.uk/>

Manor Academy



Thank you for showing an interest in our Academy. Manor Academy is an 11-19 provision for children who have a range of learning difficulties and additional needs. All pupils have moderate or severe learning difficulties, but many have additional needs such as autistic spectrum condition, social and emotional mental health and physical disabilities.

We believe at Manor Academy that everything should start with the young person. We aim to create a safe, happy environment where all pupils are valued. We offer a broad and balanced curriculum with a wealth of opportunities. This not only gives the pupils an enriching academy experience, but will also help prepare them with skills for life in the wider community. We offer a welcoming and supportive environment to parents, carers and their families. Our highly skilled staff look to celebrate all the achievements of our pupils.



‘At Manor Academy, we aim to create a happy, secure and stimulating learning environment in which all members of the academy community can grow in confidence and develop their full potential. We provide the best possible opportunities and care to enable achievement. We make the difference so they can’



A real focus of our nurturing is to prepare our pupils emotionally and socially to become self-reliant, caring, and responsible adults. Our small classes allow for varied support which is tailored to individual needs, ensuring that all pupils can reach their potential both academically and in terms of developing independence skills. We want our children and young people to be the best they can be within an environment which challenges and supports. We focus upon academic standards, but equally important to us is the development of independence skills and resilience to enable all to achieve and stand out as valued member of their communities.

Job Advert: Assistant Headteacher

Key Information

Role:	Assistant Head Teacher
Salary:	L10-L14
Employer:	The Sovereign Trust
Location:	Manor Academy, Manor Avenue, Sale M33 5JX
Working Pattern:	Full Time/Permanent
Contract Type:	September 2026.
Pension:	All teaching staff are auto-enrolled into the Teachers' Pension scheme. You can opt out of the scheme at any time.
Benefits:	Salary sacrifice schemes for purchasing bikes used for travel to work and technology for personal use, through monthly interest-free salary deductions. Employee Assistance Programme provides access to a range of wellbeing services.

Inspire. Lead. Transform

Are you an experienced and inspiring leader with a passion for special education?

The Sovereign Trust is seeking to appoint a dynamic and committed Assistant Headteacher to join Manor, a specialist provision for pupils aged 11–19 with complex learning difficulties.

This is a unique opportunity to join a forward-thinking academy and play a key role in shaping an ambitious, inclusive, and highly personalised curriculum that enables every pupil to thrive.

About the Role

You will:

- Lead on curriculum, teaching and learning, ensuring high-quality provision across the academy
- Drive a consistent, evidence-informed approach to teaching in a specialist SEN setting
- Champion communication, independence, and preparation for adulthood
- Ensure all provisions are aligned to EHCP outcomes
- Lead and develop staff, ensuring high expectations and strong practice across all teams
- Contribute to strategic leadership and whole-academy improvement

About You

We are looking for a leader who:

- Has significant experience in SEN and/or inclusive education
- Has a proven track record of improving teaching and learning
- Understands how to design and deliver a curriculum for pupils with complex needs
- Is confident in leading and developing staff
- Demonstrates resilience, empathy, and strong leadership presence
- Is committed to achieving the very best outcomes for all pupils

What We Offer

- The opportunity to work within a supportive and ambitious Multi Academy Trust
- A collaborative and values-driven leadership team
- High-quality CPD and leadership development opportunities
- A chance to make a genuine difference to pupils with complex needs
- A culture that prioritises staff wellbeing and professional growth

Safeguarding

The Sovereign Trust is committed to safeguarding and promoting the welfare of children and young people. This post is subject to an enhanced DBS check and satisfactory references in line with Keeping Children Safe in Education.

Job Description and Person Specification

Assistant Headteacher

Main Purpose of the Role

To provide strategic leadership across Manor, supporting the Headteacher and Senior Leadership Team in delivering a highly specialised, inclusive, and aspirational provision for pupils aged 11–19 with complex learning difficulties.

The Assistant Headteacher will lead on curriculum, teaching and learning, and educational visits, ensuring that all provision is:

- Ambitious and personalised
- Aligned to EHCP outcomes
- Rooted in communication, independence, and preparation for adulthood
- Responsive to the diverse and complex needs of learners

Key Responsibilities

Leadership of Teaching and Learning

- Establish and sustain high-quality, adaptive teaching that meets the needs of pupils with complex learning difficulties, including autism, communication needs, and sensory differences.
- Ensure teaching is informed by evidence-based SEN practice and reflects the expectations of Ofsted, particularly for Quality of Education in specialist settings.
- Model robust quality assurance systems, ensuring consistency in:
 - Communication approaches
 - Behaviour support strategies
 - Engagement and learning outcomes
- Provide coaching and professional development to staff to improve practice within curriculum delivery.

Curriculum Leadership

- Lead the design and implementation of a sequenced, developmental curriculum tailored to pupils with complex needs.
- Ensure the curriculum:
 - Is highly personalised and EHCP-driven
 - Prioritises communication, independence, and life skills
 - Supports Preparation for Adulthood (PfA) pathways (employment, independent living, community inclusion, health)
- Line manage curriculum leaders to ensure consistency and progression across pathways (e.g. formal, semi-formal, informal).

- Promote meaningful curriculums that support purposeful accreditation pathways where appropriate (e.g. functional skills, ASDAN, vocational learning).

Progress and EHCP Outcomes

- Work closely with the Assessment Lead to ensure:
 - Curriculum and assessment are fully aligned
 - Progress against EHCP outcomes is clearly evidenced
- Ensure assessment systems are used to inform development of curriculum and lesson sequence to “fill the gaps” for pupils working below age-related expectations, including:
 - Identifying gaps in learning using small steps of progress
 - Engagement models
 - Communication across departments to support cross-curricular links within subject areas.
- Lead on evidencing impact for internal and external scrutiny (e.g. Ofsted, LA reviews).

Inclusion, Behaviour and Pupil Wellbeing

- Promote a consistent, trauma-informed and relational approach to behaviour.
- Model and support staff to ensure that behaviour support strategies are:
 - Individualised
 - Clearly understood by all staff
 - Consistently implemented
- Support a culture where pupils feel safe, understood, and able to engage in learning.
- Ensure provision supports emotional regulation, communication, and independence.

Educational Visits and Enrichment

- Lead educational visits, ensuring they are:
 - Accessible and inclusive for all pupils
 - Carefully risk-assessed for complex needs
- Promote enrichment opportunities that develop:
 - Independence
 - Social skills
 - Community engagement
- Ensure visits contribute meaningfully to EHCP outcomes, curriculums and PfA pathways.
- Ensure policies and protocols are regularly reviewed and updated, meeting national standards.

Staffing, Timetable and Deployment

- Lead the development of a bespoke timetable model that reflects:

- Therapeutic input
- Curriculum pathways
- Individual pupil needs
- Ensure effective deployment of teachers, TAs, and specialist staff to maximise impact.
- Oversee induction and development of staff, ensuring a strong understanding of:
 - SEN strategies
 - Safeguarding
 - Communication approaches

Academy Improvement and Self-Evaluation

- Lead on key areas of the Academy Development Plan, particularly around:
 - Curriculum
 - Teaching and learning
 - Outcomes for pupils with complex needs
- Take responsibility for relevant sections of the Self Evaluation Form (SEF), ensuring a strong evidence base.
- Use data, research, and stakeholder voice (including parents and pupils) to inform improvement.
- Provide clear, evaluative reports to the Headteacher and Academy Advisory Committee.

Line Management and Professional Development

- Line manage designated staff, ensuring accountability for outcomes and provision of quality.
- Lead and contribute to appraisal processes, aligning staff development with academy priorities.
- Develop staff expertise in:
 - Curriculum pedagogy
 - Communication strategies within teaching and learning
- Promote a culture of reflective practice and continuous improvement.

Strategic Leadership and Culture

- Play a full role within the Senior Leadership Team, contributing to strategic direction.
- Model a values-driven, inclusive leadership approach.
- Maintain high visibility across the academy, supporting staff and pupils.
- Support the development of a strong, consistent academy culture aligned to Manor's ethos.

Governance and Accountability

- Work closely with Governors and the Trust to ensure strong accountability and compliance.
- Provide high-quality information to support monitoring and challenge.
- Ensure all practice aligns with statutory requirements, including safeguarding.

Additional Duties

- Undertake teaching as required within a specialist SEN context.
- Carry out duties in line with professional standards, including the Teachers' Standards.
- Promote equality, diversity, and inclusion in all aspects of the role.

As a Leader at Manor

- Demonstrate resilience, compassion, and strong moral purpose.
- Champion the rights and potential of pupils with complex needs.
- Lead with clarity, consistency, and high expectations.
- Foster a culture where every pupil is supported to communicate, achieve, and prepare for adulthood.

Person Specification

	Essential	Desirable	Application	Observation	Interview
Qualifications	<ul style="list-style-type: none"> • QTS. • Willingness to undertake further leadership CPD. • Further successful completion of leadership qualification: NPQSL 				
Leadership	<ul style="list-style-type: none"> • Extensive leadership experience as curriculum lead or Middle manager with curriculum responsibility. • Leadership and management skills to improve the academy's outcomes. • Outstanding classroom practitioner who can lead by example, supporting current evidence-based research. • Ability to motivate pupils and staff with a growth mindset and high expectations. • Ability to implement and manage positive change sustainably, inspiring and motivating all. • Working collaboratively with wider professionals and settings. • Experience in managing teams effectively to achieve a shared vision. • Ability to manage and deliver impact for academy improvement. 	<ul style="list-style-type: none"> • SEN specialism • A knowledge and understanding of working with SEND students • Significant experience working with the broader curriculum and understanding of all key stages. 	✓		✓

Experience	<ul style="list-style-type: none"> • Experience of supporting pupils with social, emotional and mental health challenges through a trauma-informed approach. • Experience employing evidence-based strategies to support curriculum development. • Experience in managing a whole academy focus. • Experience in assessment and evidence-based development of endpoint curriculum 	<ul style="list-style-type: none"> • Experience of working up to GCSE/BTEC • Experienced Assistant Head Teacher • Experience of using de-escalation strategies outlined by Team Teach • Specific examples of maintaining high expectations to allow all pupils to fulfil their full potential 	✓	✓	✓
Professional Understanding, Knowledge and Skills	<ul style="list-style-type: none"> • Have the ability to assess and record the progress of pupils' learning to inform next steps and monitor progress. • To be able to analyse data to set targets and next steps to achieve SMART targets. • Knowledge of how the curriculum can be adapted to meet the needs of pupils with a range of SEN relevant to the age range of the academy, including assessment, recording and reporting. • An in-depth knowledge and understanding of safeguarding and how to promote the wellbeing of pupils. • Awareness of the Education Acts and the SEND Code of Practice. 	<ul style="list-style-type: none"> • Experience of working with other agencies • Experience of working collaboratively with other schools/academies, universities and organisations • Sound knowledge of assessment across the schools/academies • Experience in using data to inform curriculum development. 	✓		✓
Teaching and Learning	<ul style="list-style-type: none"> • A passion for working with young children • Practical understanding of effective teaching and 	<ul style="list-style-type: none"> • Successful and sustained teaching experience across relevant key stages 	✓	✓	✓

	<p>evaluation strategies for pupils with SEN</p> <ul style="list-style-type: none"> • Recent experience of teaching in KS3, KS4 and or KS5 • Able to differentiate learning objectives to meet the needs of all levels of ability in the class • A clear understanding of how pupils learn and putting pedagogy into practice. • In-depth knowledge of curriculum linked back to teaching and learning 				
Leadership and Management	<ul style="list-style-type: none"> • Leadership and management skills to improve the academy outcomes • Outstanding classroom practitioner who can lead by example, supporting current evidence-based research. • Ability to motivate pupils and staff with a growth mindset and high expectations. • Ability to implement and manage positive change sustainably, inspiring and motivating all. • Working collaboratively with wider professionals and settings. • Experience of managing teams effectively to achieve a shared vision. • Ability to manage and deliver impact for academy improvement. 	<ul style="list-style-type: none"> • Recent CPD to support leadership 	✓	✓	✓
Professional values, qualities and skills	<ul style="list-style-type: none"> • Able to establish and develop good relationships with all those involved in the academy. 	<ul style="list-style-type: none"> • Bring personal interests and enthusiasms to the local community 	✓	✓	✓

	<ul style="list-style-type: none"> • Able to work effectively as a team member • Ability to communicate effectively in writing and orally • Flexible and approachable • Resilient under pressure • Able to deal sensitively with people and resolve conflicts • High levels of energy and enthusiasm • A good sense of humour and ability to find solutions in challenging circumstances 	<ul style="list-style-type: none"> • Ambitious 			
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How to apply

Are we the right opportunity for you?

If you wish to be considered for this vacancy, you should complete the attached application form. Please note that only applications on the application form directly to HR will be considered. Candidates who submit a CV will not be short-listed. Completed applications that show your ability to meet the requirements for the role are to be returned to hr@thesovereigntrust.uk to arrive by 9 am on the deadline day.

Closing date for receipt of applications:	Monday 11 th May 2026
Shortlisting:	Tuesday 12 th May 2026
Interviews for successful candidates will be held at Manor Academy:	W/C 18 th May 2026

Keeping Children Safe in Education

The Sovereign Trust is committed to safeguarding and promoting the welfare of its pupils and expects all those working for the Trust to share this commitment.

An online search will be carried out, and a Childcare Declaration form will be required from shortlisted candidates.

This post is subject to a satisfactory two-year reference history, which we will endeavour to seek before interview, Disclosure & Barring Service (DBS) check (previously CRB), medical clearance, and proof of legal working in accordance with the Asylum and Immigration Act 1996.

A copy of our Safeguarding and Child Protection Policy can be found on our website by following this link <https://www.thesovereigntrust.uk/policies-1/> .