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## JOB DESCRIPTION

### Assistant Headteacher

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**Post Title:** Assistant HeadTeacher  
**Post Location:** College Park School  
**Salary:** Leadership spine L14- L18  
**Reporting To:** Headteacher  
**Supervisory responsibilities:** Teaching and Learning

#### About the Role

##### Main Purpose of the Role

- At the direction of the Headteacher, the Assistant Headteacher will provide exceptional leadership by embodying and exemplifying the *Headteacher Standards (2020)*, ensuring all aspects of the school operate to the highest standards. They will lead with a focus on teaching and learning, equity, and excellence, creating an environment where children and young people with autism and complex needs can thrive academically, socially, and emotionally.
- To work with senior leaders across all the College Park school sites to ensure consistency and collaboration.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.
- To lead on teaching and learning and assessment across sites.
- To be part of the Federation leadership as needed and participate in cross Federation working

<b>Main Responsibilities</b>	
<b>Key Area</b>	<b>Roles/ Responsibilities</b>
<b>School Culture</b>	<ul style="list-style-type: none"> <li>• Sustain the school’s ethos, values and strategic direction across all sites, in partnership with the headteacher and senior leadership team. Contribute to the development, implementation and monitoring of action plans and key whole school priorities where appropriate.</li> <li>• Lead by example to motivate and work with others in implementing and managing change initiatives.</li> <li>• Promote a culture of inclusion within the school community where all views are valued and taken into account.</li> <li>• Lead by example, demonstrating high standards of professional conduct in all interactions.</li> <li>• Maintain the positive and inclusive culture and ethos across the different sites</li> </ul>
<b>Whole-school organisation, strategy and development</b>	<ul style="list-style-type: none"> <li>• Work with the headteacher and deputy heads to oversee and evaluate systems, processes and policies that enable the school to operate effectively and efficiently.</li> <li>• Maintain a safe, secure, and inclusive learning environment, ensuring compliance with health, safety, and safeguarding regulations.</li> <li>• Implement the school development plans and policies that benefit the development of the school.</li> <li>• Sustain the ambitious vision for the school that reflects its mission to provide outstanding education for children with autism and additional needs.</li> <li>• Develop a culture of collaboration, aspiration, and continuous improvement, ensuring that children and young people, staff, and families feel valued and included.</li> <li>• Embed the school’s values and ethos within all policies and practices.</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• Ensure the implementation and review of the curriculum including recording and reporting, assessment for learning and target setting for individuals and pupil groups.</li> <li>• Ensure autism practices including SCERTS, TEACCH, attention autism and other autism specific practices are embedded into the teaching practice.</li> <li>• Ensure neuro-affirming practices are being used across the school.</li> <li>• Assist the senior leadership team in managing the school through strategic planning and the formulation of policy and delivery of the strategy, and in the implementation of management decisions.</li> <li>• Support the senior leadership team with the processes involved in monitoring and evaluating the quality of teaching, learning and assessment taking place throughout the school, including lesson visits, and pupil progress meetings to ensure a consistently high quality is sustained.</li> <li>• Provide intervention where needed</li> <li>• Teach and model best practices as required.</li> <li>• Contribute to the robust evaluation of school performance, reporting to deputy heads on the triangulation of assessment</li> </ul>

<p><b>Curriculum and Assessment</b></p>	<ul style="list-style-type: none"> <li>● Oversee the delivery of a high-quality, personalised curriculum tailored to meet the diverse needs of all CYP, supporting teachers in the classroom.</li> <li>● Lead the development, implementation and review of the curriculum areas, including recording and reporting, assessment for learning and target setting for individuals and pupil groups.</li> <li>● Ensuring core subjects like English/literacy and mathematics have clear progression of skills, is understood by all staff and implemented within lessons.</li> <li>● Promote evidence-informed autism specific teaching strategies, ensuring all staff are equipped to deliver exceptional learning experiences.</li> <li>● Monitor and evaluate CYP outcomes rigorously in specialist areas, using data to inform interventions and celebrate progress.</li> <li>● Work with middle leaders with high levels of relevant expertise with access to professional networks and communities.</li> <li>● Mentor middle leaders, ensuring development plans are being used and implemented across sites</li> <li>● Work with teachers on triangulation of assessment ensuring CYP are making appropriate progress at their level.</li> </ul>
<p><b>Health, safety and behaviour</b></p>	<ul style="list-style-type: none"> <li>● Work with the headteacher and Pastoral lead to have responsibility for safeguarding, ensuring that policies and procedures are rigorously implemented and regularly reviewed.</li> <li>● Promote and protect the mental health and wellbeing of CYP and staff, embedding supportive systems and practices throughout the school.</li> <li>● Act as the Designated Safeguarding Lead (or ensure effective delegation) to maintain a strong culture of vigilance.</li> <li>● Ensure good behavior and attitudes amongst CYP and staff.</li> <li>● Establish and sustain high expectations of emotional regulation for all CYP, built upon relationships, rules and routines, which are understood clearly by all staff.</li> <li>● Implement consistent, fair and respectful approaches to managing positive behaviour including SCERTS ® and Team teach.</li> <li>● Ensure that adults within the school model the approaches implemented by school.</li> </ul>
<p><b>SEND and additional needs</b></p>	<ul style="list-style-type: none"> <li>● Ensure the school holds ambitious and aspirational expectations for all CYP regardless of SEND and additional needs.</li> <li>● Establish and sustain culture and practices that enable all CYP to access the personalised curriculum on offer throughout school and learn effectively.</li> <li>● Ensure the school operates in a co-productive and effective partnership with parents/carers and professionals to deliver the provision outlined in the EHCP and identified any further additional needs of students, to ensure right support is provided at the right time.</li> <li>● Ensure the school fulfils its statutory duties with regards to the SEND code of practice.</li> <li>● Work with the local authority on consultations for school places.</li> </ul>

<p><b>Management of staff and resources</b></p>	<ul style="list-style-type: none"> <li>• Work with the senior leadership team to lead the development and implementation of school improvement plans for site specific, embedding a cycle of self-evaluation and accountability.</li> <li>• Provide strong and inspirational leadership, building capacity across the staff team.</li> <li>• Create a culture of professional learning and reflective practice, ensuring staff are equipped to meet the challenges of special education.</li> <li>• Promote harmonious working relationships within the school.</li> <li>• Support the induction of staff new to the school and those being trained within the school as appropriate.</li> <li>• Line manage teaching staff</li> <li>• Participate in the selection and appointment of teaching and support staff as appropriate.</li> <li>• Be an excellent role model for both staff and children and young people in terms of being a reflective practitioner and demonstrating a desire to improve and learn.</li> <li>• Work with the headteacher to ensure staff understand and follow all HR policies within school for example, code of conduct, staff absence, directed time/contractual obligations etc thus maintaining the high standards and expectations of school.</li> <li>• Be a proactive and effective member of the senior leadership team.</li> <li>• Contribute to the day-to-day effective organisation and running of the school as needed</li> </ul>
<p><b>Professional development</b></p>	<ul style="list-style-type: none"> <li>• Promote the participation of staff in relevant CPD.</li> <li>• Work with the senior leadership team in ensuring an appropriate programme of professional development for staff, in line with the school development</li> <li>• Participate in arrangements for the appraisal and review of their own performance and that of other staff members.</li> <li>• Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.</li> <li>• Take responsibility for their own CPD, engaging critically with Education research.</li> </ul>
<p><b>Communication and working with others</b></p>	<ul style="list-style-type: none"> <li>• Build strong, collaborative relationships with parents, carers, external agencies, and the wider community to support holistic CYP development</li> <li>• Commit to ensuring the school works successfully with other schools and organisations in a climate of mutual challenge and support.</li> <li>• Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all.</li> <li>• Organise, conduct and attend meetings as appropriate with parents and carers to ensure positive outcomes for all parties.</li> <li>• Work with Federation colleagues as needed/directed</li> </ul>

<p><b>Governance and accountability</b></p>	<ul style="list-style-type: none"> <li>• Understand and welcome the role of effective governance</li> <li>• Establish and sustain professional working relationship with those responsible for governance.</li> <li>• Ensure that staff know and understand their professional responsibilities and are held to account.</li> <li>• Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.</li> <li>•</li> </ul>
<p><b>Ethics and professional conduct</b></p>	<ul style="list-style-type: none"> <li>• Uphold and demonstrate the Seven Principles of Public Life at all times – selflessness, integrity, objectivity, accountability, openness, honesty and leadership.</li> <li>• Uphold public trust in school leadership and maintain high standards of ethics and behaviour.</li> <li>• Build relationships rooted in mutual respect and observe proper boundaries appropriate to their position.</li> <li>• Show tolerance of, and respect for, the rights of others, recognising differences and respecting diversity.</li> <li>• Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths, beliefs and orientation.</li> <li>• Ensure that personal beliefs are not expressed in ways which exploit their position or students’ vulnerability.</li> <li>• Serve in the best interests of the school’s students.</li> <li>• Conduct themselves in a manner compatible with their influential position in society by acting ethically.</li> <li>• Uphold their obligation to give account and accept responsibility.</li> <li>• Know, understand and act in line with the relevant statutory frameworks which set out their professional duties and responsibilities.</li> <li>• Make a positive contribution to the wider education system.</li> </ul>

## Key Responsibilities

*Link to key development plan*

- TBC

## Safeguarding

The Federation of Westminster Special Schools is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Offers of employment will be subject to the full recruitment checks, including an enhanced DBS check and barring service check. We also undertake an online search as part of our due diligence.

## **Equal Opportunities**

The Federation of Westminster Special Schools is committed to equality of opportunity. We welcome applications from all suitable candidates, regardless of any protected characteristic for example race, gender, sexual orientation, disability or age as applications are treated on merit. This includes applications from individuals who request alternate working arrangements such as part-time.