

LANGHAM OAKS SCHOOL

Assistant Headteacher: Behaviour, Culture and Ethos

APPLICATION PACK



LANGHAM OAKS SCHOOL
is part of SEAX Trust





LETTER FROM THE HEADTEACHER

Langham Oaks School
School Road, Langham, Colchester CO4 5PA
Headteacher: Mr Alan Wells
Telephone: 01206 271571
Email: admin@langhamoaks.co.uk

Dear Applicant

Thank you for your interest in Langham Oaks School. I would like to take this opportunity to tell you a little more about us.

Langham Oaks School is a thriving special school, providing 80 places for boys, aged 10-16 with a residential provision for 28 pupils. It is located in the heart of the small village of Langham, in north-east Essex six miles from Colchester. The school used to reside in a 19th century house with extensions for classrooms, but in October 2020 we received the keys to a brand new and specially designed building in the grounds (see photo below) which completely transformed our provision.

Langham Oaks is more than a school; it is a community based on exceptionally strong and trusting relationships between children and adults. Pupils are capable of learning and achieving, but have experienced many complex issues preventing them from engaging in learning and making progress. Staff from both the day and residential teams work proactively and collaboratively to develop and deliver the best bespoke package for each individual pupil.

Langham Oaks School was awarded good judgements by Ofsted in all four of the areas inspected in our latest inspection (October 2024). The good judgments cover the following 4 areas: -

- The quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management

Langham Oaks School was also awarded good judgements by Ofsted in its Residential inspection in December 2025: -

- Overall experiences and progress of children and young people, taking into account
- How well children and young people are helped and protected
- The effectiveness of leaders and managers
- The residential special school provides effective services that meet the requirements for good



I hope, as you read further, you decide that Langham Oaks could be the place where you would like to continue your career and that we will receive your application in due course.

Yours sincerely

Alan Wells

Alan Wells

Headteacher

Langham Oaks School



At Langham Oaks you will benefit from:-

- A full CPD programme
- A dedicated wellbeing area with a supply of drinks and snacks provided
- A wellbeing group run by staff
- Coaching/Training
- Wellbeing "Whole School Approach Mental Health Award" Committed
- Mental Health Lead
- Buddy system
- Communication policy with expectations of response times for staff
- Education Mutual – employee assistance package
- Wellbeing afternoon supporting National Wellbeing Day
- Staff debrief at the end of each day
- Supervision
- Cross Trust working



SEAX Multi-Academy Trust

Employee's Name

Employee's Signature Date

Assistant Headteacher, Behaviour, Culture and Ethos

Job Description & Specification

Job Title:	Assistant Headteacher, Behaviour, Culture and Ethos
Grade:	Leadership Scale 8 - 12
Based at:	Langham Oaks School
Reports to:	Headteacher, SEAX Trust
Responsible for:	Leadership, Management and Development within the Academy
Liaison with:	Teaching and support staff, Headteacher, pupils, parents/carers, SEAX Trust
Job Purpose:	<p>The Assistant Headteacher shall play a major role under the overall direction of the Headteacher in;</p> <ul style="list-style-type: none">(a) formulating the aims and objectives of the school(b) establishing the policies through which they shall be achieved(c) managing staff and resources to that end(d) monitoring progress towards their achievement <p>The Assistant Headteacher shall undertake any professional duties of the Headteacher which are reasonably delegated to him/her by the Headteacher.</p>
Principal Accountabilities:	<ul style="list-style-type: none">• Supporting the Headteacher in effective leadership and management of the school, including the deployment of staff and resources• Ensuring safeguarding within the school is of the highest standard• Supporting teaching staff to ensure that the highest possible standards of pupil learning and development are achieved

The over-riding expectation is that employees and those engaged to work in the Trust will adopt high standards of personal conduct, in order to maintain the confidence and respect of their colleagues, pupils or students, the public in general and, indeed, all those with whom they work or come into contact with in the course of their employment or engagement by the individual academy.

This job description should be read in conjunction with the National Standards of Excellence for Headteachers (2015) which define high standards within a self-improving school system. These standards are not duties and responsibilities but intended as a guidance to underpin best practice.

The duties above are neither exclusive nor exhaustive and the post-holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

The SEAX Trust and all of its academies are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to complete a Disclosure & Barring Service (DBS) application, medical checks and references.

This job description will be reviewed annually and may be subject to change or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post-holder's professional responsibilities and duties.

Job Description: Assistant Headteacher, Behaviour, Culture and Ethos

Duties & Responsibilities

- Deputise for the Deputy Headteacher when necessary
- Support the Deputy Headteacher to ensure that the day-to-day organisation of the school follows agreed collective policy and runs smoothly, identifying any areas of weakness for improvement
- Implement the aims of the school, consulting and liaising with staff, to ensure that agreed policies are carried out
- Set an example of personal integrity and a highly professional attitude to work, assisting all staff to maintain positive attitudes and excellent teamwork
- Motivate all staff to create a shared culture, positive ethos and high ambition so that they are engaged and professionally fulfilled

Leadership and Management

- Assist the Headteacher in dealing with the specific stages of any difficult staffing issues, such as teamwork, competence or discipline, providing a coaching or mentoring approach which sets clear expectations for staff
- Take the lead in local and national initiatives as required, for example, 'Healthy Schools'
- Contribute to strategic decision making as part of the school's Senior Leadership Team (SLT)
- Lead and implement initiatives/improvements as defined in the Academy Improvement Plan (AIP)
- Champion the needs of all pupils, both academically and pastorally, working closely with staff to ensure pupils' needs are met
- Promote positive standards of conduct from all staff
- Liaise with parents/carers and key professionals as part of a team working to support learner outcomes
- Review the quality of teaching and learning in school and conduct monitoring activities in collaboration with the Senior Leadership Team

Teaching and Learning

- Ensure personal knowledge of the strengths and weaknesses in teaching and learning and take appropriate and rapid action if concerns are raised
- Undertake teaching responsibilities, as timetabled or necessary, but being prepared to coach and mentor staff, or to support the school at crucial times
- Demonstrate teaching and leadership skills that lead to pupils making good and outstanding progress in relation to their prior attainment, so that they do as well, or better, than similar pupils do nationally
- Assist the SLT with the supervision of pupils at lunchtime, whilst also being entitled to a reasonable break in the school day
- Have clear rules and routines for behaviour and take responsibility for promoting good and courteous behaviour, both in classrooms and around the school, in accordance with the school's Behaviour Policy
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Retain a **teaching load** (50%) delivering high-quality lessons and using hands-on teaching to guide and model best practice.

Behaviour and Culture

- Strategically lead and embed the Behaviour policy, ensuring consistency and fairness across all staff and settings.
- Develop effective behaviour systems and routines: **Right Place, Right Time, Right Thing**
- Maintain a visible presence during unstructured times (breaks, lessons) to evaluate the behaviour climate and proactively address issues
- Train and support staff in evidence-based **behaviour management strategies**, ensuring high competence across the school.

- Coordinate whole-staff CPD sessions on behaviour culture, restorative approaches, safeguarding-linked aspects like bullying prevention.
- Foster a positive and respectful school culture that prioritises **student wellbeing and moral development**.
- Oversee PSHE, linking behaviour to personal development and character growth.
- Design and deliver targeted interventions for students needing behaviour or welfare support.
- Work with parents, carers, and external agencies to support students' behavioural needs.
- Manage suspensions, exclusions, and ensure **statutory compliance** in consultation with Headteacher and governors.

Effective Deployment of Staff and Resources

- Support the Headteacher and SLT in the recruitment, development and deployment of staff
- Support the Headteacher and SLT to organise learner groupings and timetables, to ensure that effective teaching and learning takes place

Safeguarding

- Ensure that the wellbeing and safeguarding of learners is a priority for everyone
- Ensure that all safeguarding procedures are followed, including maintenance of safeguarding records, that information is shared where necessary, and that staff attendance is upheld at key meetings
- Support other staff to carry out their duties in respect of safeguarding
- Contribute to the safety and wellbeing of learners, staff and parents/carers and work collaboratively with other agencies to protect children and young people and share information where appropriate
- Plan for, and support, the safety and wellbeing of pupils and staff off-site as Educational Visits Co-ordinator

Working with Communities

- Support a school community and culture that takes account of equality, diversity and inclusion, enabling pupils to see their own lives reflected in the curriculum as well as giving them broader, new experiences
- Foster and encourage good working relationships between the school, parents/carers and the wider local community
- Communicate with pupils, parents and carers, as required
- Collaborate and work with colleagues and other relevant professionals within and beyond the school.

Personal and Professional Growth

- Outwardly display personal commitment
- Demonstrate high-level interpersonal skills in order to develop successful, motivated teams
- Demonstrate high-level leadership skills, including the ability to hold others to account
- Be well organised and achieve deadlines, submitting reports promptly and demonstrating the importance of an effective work/life balance
- Demonstrate the ability to critically reflect and self-evaluate

- Be an excellent role model in terms of professional conduct
- Demonstrate personal resilience and perseverance in the face of challenging circumstance
- Recognise the need to maintain own wellbeing
- Maintain a positive view of change
- Participate in professional development opportunities that support the role of a school leader
- Keep abreast of educational developments and best practice in leadership and management in order to implement appropriate innovation

General duties

- Assist the Headteacher by taking an area of responsibility within the academy, as agreed with the Headteacher, depending on the strengths/interests of the Assistant Headteacher and the current needs of the school
- Work with support staff and other Teachers in the classroom to effectively plan for a range of needs and be supportive of, and sensitive to, the needs of colleagues
- When required, take a leading role in an area of school development
- Advise other staff, including ECTs and students on teaching practice and assist with professional development for staff and AC Governors when required to do so
- Encourage **interaction and teamwork** within the academy and Trust; sharing ideas and new initiatives
- Actively engage in the **professional development programme**, monitor and assess own performance and take a proactive approach to professional development
- Participate in the **performance and development review process**, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- Contribute to the overall **ethos, work and aims** of the academy
- Comply with all **academy and Trust policies and procedures**, including the Code of Conduct and those relating to child protection, equal opportunities, health & safety, confidentiality and data protection, reporting concerns to an appropriate person.

Pupil-Facing Staff – Important Additional Information

Langham Oaks School caters for male learners aged 10-16 years, some of which have a residential place at the school from Mondays to Thursdays. All learners have an Education Health & Care Plan and are classed as '**Social, Emotional & Mental Health**' ('**SEMH**') as their main category of need. In addition, they may have a diagnosis of Autistic Spectrum Disorder, Attention Deficit Hyperactive Disorder, Social Communication Difficulties, complex emotional and/or behavioural difficulties.

All of the boys have complex needs and many have experienced trauma, which can result in behaviour that is challenging and concerning. Every member of staff needs to accept and understand that behaviour is a form of communication and that it should be viewed with curiosity and empathy. All pupil facing staff are trained to use appropriate forms of physical intervention and will be expected to be involved in physical interventions when they are necessary, having first tried everything in their training to de-escalate situations.

All learners undertake part of their learning in a community setting and staff are expected to accompany the learners and take part in any off site activity, eg 'Beach/Forest Schools', therapy farm, sporting activities and social events, if required.

In order to work safely with our learners, the following personal abilities are extremely important and must be exercised at all times:

- The ability to follow all **individual personal and social support strategies** including consistently applying guidance designed to minimise challenging behaviour that puts the pupils themselves, or others, at risk of physical harm
- The ability to undergo training in the use of **physical interventions** and to subsequently be able to use any recommended interventions appropriately
- The ability to follow **behaviour guidelines** including those relating to occasions when learners will use behaviours to communicate – hitting, kicking, biting, swearing, spitting
- The ability to **react quickly** to safeguard the well-being of learners – eg if a pupil were to attempt to run away, either from the site or whilst on a visit or when a physical intervention is required

All class groups include a range of needs and consequently the expectations and daily responsibilities are the same for **all pupil-facing staff**.

The duties above are neither exclusive nor exhaustive and the post-holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

The SEAX Trust and all of its academies are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to complete a Disclosure & Barring Service (DBS) application, medical checks and references.

This job description will be reviewed annually and may be subject to change or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post-holder's professional responsibilities and duties.

Person Specification: Assistant Headteacher, Behaviour, Culture and Ethos

KNOWLEDGE & QUALIFICATIONS

Essential

- Qualified Teacher Status
- Degree or equivalent
- An extensive knowledge of differentiation for learners with special educational needs
- Knowledge and experience of safeguarding processes
- Experience of how to support learners who may find school and social settings difficult
- Leadership experience in behaviour management
- Skilled in data analysis related to behaviour management, confident leading interventions and multi-disciplinary teams
- Strong communicator with parents/carers, staff and external agencies; committed to restorative practice and equity

Desirable

- Evidence of further study
- Knowledge and experience of specialist programmes and approaches for children/young people with Special Educational Needs (SEN)
- Training and experience as a Designated Safeguarding Lead with up to date knowledge

PROFESSIONAL SKILLS & EXPERIENCE

Essential

- Successful experience of teaching learners with special educational needs
- Experience of leading and managing teams, including supporting and coaching others
- Leading role in the development and implementation of school improvement strategies
- A strong record of accomplishment of working with parents/carers
- A proven ability to work with a wide range of professionals
- A record of accomplishment of delivering outstanding lessons
- The ability to maintain a work/life balance and awareness of own wellbeing
- An understanding of how to use data effectively to track and monitor progress and show impact of actions
- The ability and presence to communicate effectively in a range of situations
- A thorough understanding of current educational issues

Desirable

- Successful experience of leadership in a special school
- Experience of working with children and young adults with SEMH difficulties
- Experience or working in different key stages and phases of education
- Experience of working in a senior leadership position
- Experience of effective and efficient financial management

PERSONAL SKILLS, QUALITIES & ATTRIBUTES

Essential

- Ability to process and retain a high volume of information
- Passionate about the education of pupils who have SEN
- Confidence and excellent interpersonal skills
- A sense of humour and perspective
- Excellent attendance and punctuality
- Enthusiasm, stamina, energy and drive
- A positive and proactive approach to challenge and change
- Flexible and approachable
- Committed to promoting equal opportunities
- The ability to be reflective and self-critical
- Committed to championing the school to external stakeholders
- Strong analytical skills with attention to detail and high levels of accuracy
- Strong organisation and time management skills
- The ability to make decisions based on the available information with confidence, clarity and decisiveness
- Ability to work under pressure and meet deadlines and to manage change effectively
- The ability to work as part of a team
- Able to work independently
- The ability to enthuse and inspire others
- Approachable, able to develop and maintain positive, professional relationships with others
- Good IT skills

Desirable

- Self-motivated with high levels of personal drive
- High expectations of self, other staff and learners
- Commitment to the broader life of the school



APPLICATION AND RECRUITMENT PROCEDURE

Candidates should download and complete a SEAX Trust application form available from:
www.langhamoaks.co.uk www.essexschoolsjobs.co.uk

Required: September 2026

Visits to the School: Please contact Nikki Dowling on 01206 271571 to arrange a visit

Closing Date: **13th March 2026**

Interview: **24th March 2026**

Salary and Band: STPCD Leadership 8 - 12

Hours and Weeks: 100% of a full teaching role

Working Pattern: As per STPCD: 100% of a full-time teaching post

To apply: Candidates should download and complete a SEAX Trust application form available from: www.langhamoaks.co.uk and/or www.essexschoolsjobs.co.uk and return to the School by the closing date above

Queries: Ms Nikki Dowling, Support Services Leader, Langham Oaks School
Email: nikki.dowling@langhamoaks.co.uk
Address: School Road, Langham, Colchester, Essex CO4 5PA
Direct Line: 01206 271571

The SEAX Trust

Work with us ...

The **SEAX Trust** is a small but growing partnership of Special Academies within the community of Essex, whose Vision is to:

- **Provide outstanding educational experiences for children and young people with special educational needs**
- **Put the well-being and achievement of pupils at the heart of all decision making**

We consider the main asset towards achieving our Vision is our body of **highly-valued staff** and, in recognition, we implement a wide range of **strategic and person-centred reward practices** in all of our Trust Academies.

Be rewarded by us ...

- We offer a clear and competitive **pay policy** and **progression route**
- **Holiday pay** and **salary** which is paid *evenly* across the year for our support staff
- Teachers and Local Government **Pension Scheme** facilities

Progress with us ...

- A focus to provide high quality **professional development** opportunities for all staff
- An extensive range of **in-house training** opportunities
- Experienced and **dedicated practitioners** who are keen to help you learn
- A range of exciting internal **career opportunities**

Be inspired by us ...

- **Challenging** roles and **recognition** of achievement
- A **motivational** strategy towards both education and business
- Staff **involvement** in wider decision-making

Be reassured by us ...

- A strategic aim to ensure a **fair work/life balance**
- A **highly supportive** organisational culture
- A firm commitment to the strengths of **equality and diversity**
- A sense of **cohesion and belonging**
- A policy to raise **matters of concern**

Ask us ...

Should you have any general queries regarding staffing at **SEAX Trust**, Kate Stannard will be pleased to speak to you. Please contact: **Mrs Kate Stannard, Assoc CIPD, Director of HR for SEAX Trust**

Email: jobs@seaxtrust.com Telephone: 01245 963000

The **SEAX Trust** is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We look forward to hearing from you soon