



MILL HILL COUNTY HIGH SCHOOL

Headteacher: Andy Stainton B.Ed MBA NPQH FRSA
Worcester Crescent, Mill Hill, London NW7 4LL
Tel: 020 8238 8180

Aiming Higher – Promoting Harmony – Achieving Excellence



Assistant Headteacher Inclusion Candidate Information Pack



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Letter from Andy Stainton, Headteacher

Dear Colleague,

Thank you for your interest in joining our community as Assistant Headteacher with responsibility for Inclusion.

I know it is important to make the right decision as you step into senior leadership – it has to feel the right place for your continued professional development, and you have to feel you can make a difference. I can assure you of both at Mill Hill County High School.

I took up my post as headteacher in September 2019 and I can honestly say it is a fantastic community to be part of:

- Our staff are exceedingly positive, and you will experience a family of support, and a team ready and willing to work with you, from day 1.
- Our students are exceptional ambassadors, keen to learn and lead, responding positively to our high behaviour expectations.
- Our governors are fully committed to the development of the school and give generously of their time to support the senior leadership team.

We are committed to support staff wellbeing in a variety of ways and the good working relationships within the staff body, and between staff and students, is why many colleagues have chosen to stay with us for the long term. We invest in a subsidised gym membership scheme for staff and run an Employee Assistance Programme which is free for all staff and supports in areas such as mental health. We are also strong at supporting staff career development and colleagues are successful in securing promotions at all levels. We support colleagues in pursuing NPQs and offer a secondment programme onto the Senior Leadership Team for middle leaders. We will be operating a two-week half-term holiday each October.

Although we achieve excellent results year on year and are heavily over-subscribed, we are not complacent. We know there is always more to do. As a member of our senior leadership team, I will expect you contribute to all strategic decisions, whatever your own strategic responsibilities are – after all, more voices are better than one to form a strategy that will have real impact. I encourage a collegial approach to strategic development and will expect you to be flexible in the way you work so that we create an agile team ready to address any challenges that may lay ahead, especially in the current climate.

Inclusion responsibilities reflect those in the national strategies including; Pupil Premium and associated budgets; Looked After & Previously Looked After Children; Line-management of our strong SENCO and Inclusion (SEND) Department; Student Wellbeing.

If you wish to visit the school, we can arrange this for the week beginning Monday 2nd February. You can register for a visit by contacting my PA Amanda Leonard leonarda@mhchs.org.uk Tel: 020 8238 8184. Alternatively, you can arrange a pre-application telephone conversation with me by contacting Amanda as above.

Mill Hill County High School is an equal opportunities employer and positively encourages applications from suitably qualified and eligible candidates regardless of sex, race, disability, age, sexual orientation, transgender status, religion or belief, marital status, or pregnancy and maternity. The school is legally obligated to process an enhanced Disclosure and Barring Service (DBS) check before making an appointment to this post. We expect all postholders to undertake annual safeguarding and child protection training including familiarisation with national policy updates to Keeping Children Safe in Education

If you feel that Mill Hill County High School is the right environment for the next step of your career, then we would be delighted to receive your application.

Kind regards,

Headteacher



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Title of Post: **ASSISTANT HEADTEACHER - INCLUSION**

Salary: L14-18 (Outer London) £75, 433 - £82, 816

Commencement: April 2026

Contract: Full time – Permanent

Overall Purpose: To support the strategic leadership of the school by providing effective leadership and management of school strategy, in the broad area of Inclusion, specifically Pupil Premium, SEND, Looked After and Previously Looked After Children and Student Mental Wellbeing. In addition, to lead a specific strand of the School Improvement Plan.

Responsibilities: The specific duties of the Assistant Headteacher are reviewed on a regular basis and will change as the aims and objectives of the school change. Responsibilities may be rotated through the team as and when the Headteacher deems it appropriate.

Responsible for: Line management of specific middle leaders, pastoral and academic, including the SENCO.

Reporting to: Headteacher

KNOWLEDGE & SKILLS:

Shaping the Future

- Awareness of local, national, and global trends, as well as research and inspection evidence, to inform policies, practices and expectations
- Helping to build, communicate and implement a shared vision; actively promoting the school ethos.
- Contribution to strategic planning process
- School self-evaluation
- Awareness of new technologies, their use and impact
- Helping to lead change
- Creative and innovative skills
- Develop and implement policies and practices which reflect our school's commitment to high achievement, effective teaching and learning, and strong behaviour management
- A commitment to collaboration, modelling effective professional practice, and inspiring others
- A commitment to inclusion
- Monitor the progress made in achieving our strategic goals and intervene appropriately
- Awareness of financial planning
- Change management
- Develop effective links with the local community, including business and industry

Leading Teaching and Learning

- Strategies for raising achievement and achieving excellence
- Use of new and emerging technologies to support teaching and learning
- Principles of effective teaching and learning for engagement
- Strategies for developing effective teachers
- Curriculum design and management
- Data collection tools and analysis, assessment & reporting
- Strategies for reducing variability
- Development of students' literacy, numeracy and IT skills
- Adaptive & personalised learning
- Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching



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- Work with staff to establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets

Leading Behaviour and Inclusion

- Promoting a positive behaviour culture
- Removing barriers to engagement with and access to learning
- Impact of behaviour/attendance on learning and educational progress
- Awareness of effective alternatives to exclusion both internal and external
- Awareness of the need to support the family as well as the child to improve behaviour
- Support and promote positive mental health
- Clear rewards and sanctions systems, understood and applied fairly by all
- Up-to-date awareness of safeguarding, child protection and safer recruitment
- Work with the SENCO and external providers to support education, health, and care plans to support their academic and pastoral progress
- Developing inclusivity and equal opportunity

Developing Self and Working with Others

- Establish clear expectations and constructive working relationships among staff through distributed leadership, empowering others
- Performance Development: Holding people to account and supporting their development
- Contribute to the day to day management of the school
- Support staff career development
- Contribute to staff training and CPD at different stages of career development
- Communicate effectively
- Aware of your own strengths and development needs as a reflective practitioner
- Enthusiastic and engaging
- An appreciation for consultation to develop strategy
- Empowering student leadership
- Engaging with families and external agencies

Efficient and Effective Deployment of Staff and Resources

- Manage any delegated budgets effectively and contribute to whole school budget monitoring
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school
- Make sure that there is a safe working and learning environment in which risks are properly assessed

Safeguarding

- The school is legally obligated to process an enhanced Disclosure and Barring Service (DBS) check before making an appointment to this post
- We expect all postholders to undertake annual safeguarding and child protection training including familiarisation with national policy updates to Keeping Children Safe in Education

Additional Information

The responsibilities and tasks as set out above are not intended to be exhaustive. The post holder is expected to carry out such other related duties commensurate with the post grade that may reasonably be assigned by the Headteacher. The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. The review will be carried out in consultation with the post-holder before any changes are implemented.



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PERSON SPECIFICATION

Criteria	Essential	Desirable
Qualification & Training	<ul style="list-style-type: none"> • Qualified to at least degree level • Qualified Teacher Status • Permitted to work in the UK • This is a strategic oversight post and candidates do not have to hold a SENCo qualification but must have a passion for Inclusion 	<ul style="list-style-type: none"> • Evidence of further education and training
Experience	<ul style="list-style-type: none"> • Recent experience as a successful middle or senior leader • Highly effective, creative and dynamic leader • Proven track record of excellent teaching & behaviour management • Proven track record of sustained strategic impact at middle leadership level or above • Self-evaluation and improvement planning for successful impact and/or change 	<ul style="list-style-type: none"> • Experience of working in a large 11-18 secondary school • Experience of removing barriers to student progress for identified groups
Shaping the Future and Student Voice	<ul style="list-style-type: none"> • A clear vision of how to achieve educational excellence in relation to all students • Outstanding written and verbal communication skills to a variety of audiences • Commitment to the school vision: Aiming Higher, Promoting Harmony, Achieving Excellence • Skilled in quality assurance and holding people to account • Good knowledge of national policy developments in education • Ambition for creative solutions to ensure positive outcomes for all students 	<ul style="list-style-type: none"> • Involvement in wider professional networks • Experience of managing data and producing concise analyses • Experience of working with governors
Teaching & Learning	<ul style="list-style-type: none"> • An excellent teacher who achieves strong outcomes • A strong understanding of effective teaching and learning strategies to engage the most resistant learner • Impactful tracking and monitoring of identified groups • Leading intervention programmes that have had sustained impact • Experience in observing lessons and providing developmental feedback 	
Inclusion	<ul style="list-style-type: none"> • Excellent understanding of Safeguarding policies and procedures • Strategies to promote inclusion and commitment to removing barriers for SEND, P/LAC and disadvantaged students • Tenacious in exploring all options to support a child • Effective in supporting SEND, P/LAC & disadvantaged students • Developing effective strategies for mental wellbeing of students 	<ul style="list-style-type: none"> • Safer Recruitment training • Experience of academic and pastoral leadership
Developing Self and Working with Others	<ul style="list-style-type: none"> • Ability to lead and inspire others • Committed to hard work whilst mindful of wellbeing • Resilient, able to see projects through to completion • Ability to respond effectively to stakeholder demands • Ability to meet deadlines and manage workload • Commitment to collaboration – contributing to & leading teams • Experience of delivering staff training • Commitment to life-long learning • Values equality and diversity and the unique contribution that every individual makes to the learning community • Leadership of performance appraisal and team development 	<ul style="list-style-type: none"> • Awareness of external agencies to support positive behaviour
Deployment of staff and resources	<ul style="list-style-type: none"> • Experience as a budget holder 	



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TIMELINE OF EVENTS FOR THIS POST

- Tours – Week beginning Monday 2nd February 2026
- Deadline – 9am, Monday 9th February 2026
- Candidates notified of shortlist – Friday 13th February 2026
- Shortlist Interviews – Thursday 26th February 2026

HOW TO FIND US



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