



# Assistant Headteacher (Inclusion) Recruitment Pack

**CRESTWOOD  
COMMUNITY SCHOOL**



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**May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.**





# Section 1: Post Advertisement

**Post: Assistant Headteacher (Inclusion)**

**Start Date: September 2026**

**Location: Cherbourg Campus (in the first instance)**

**Salary Scale: Leadership scale: L13-L17 £69,596-£76,772**

**Contract: Permanent**

**Working Pattern: Full Time**

**Closing Date: Friday 20th March at 3 pm**

We are seeking to appoint an enthusiastic, energetic and ambitious person to the post of Assistant Headteacher, Inclusion, within an externally recognised "outstanding" leadership team. Crestwood Community School is one school with two campuses serving central Eastleigh. We have grown in popularity and are now over-subscribed in every year group. The Senior Team is very cohesive and together has driven the whole school ethos, culture and improvements. We are #Crestwoodfamily.

This post will work in conjunction with the Assistant Head at the Shakespeare Campus, focusing on the Inclusion agenda. Their role is focused on attendance and pastoral support. Crestwood has above National EHCPs and a significant level of SEN need.

This post will encompass teaching up to 4 hours per week (out of 25 hours) within the Internal Alternative Provisions centre. In addition, you will be undertaking no more than 3 On Call lessons per week. This time allocation will allow the post holder time to fulfil the requirements of parental, staff and child interactions and support.

This role will be focused on:

- The strategy for SEND students inc. EHCPs, in and out of class support
- Mapping and delivering Ordinarily Available Provision
- Alternative Provisions - external - financial viability, audit and delivery
- Support in the development and delivery of Crestwood's new Alternative Provision - The Aspiration Centre
- Oversight of SEMH RP
- Oversight of the Dyslexia RP
- Oversight of Access Arrangements
- Managing the SEND budget and ensuring best value alongside compliance

The post will encompass:

- Leading the Inclusion Agenda strategically, linking to the Ofsted framework
- Leading a large team of SEN specialists, including the Line Management of 2 SENCOs
- Working with Achievement Leaders and the Quality of Education Team to identify effective in-class support and develop High Quality Inclusive Teaching
- Line Management of a Year Group
- Operational support of a campus
- Responding to the training needs of your staff identified through performance management

## Section 1: Post Advertisement cont.

We are looking for someone who can play an active and strategic role in contributing to the already high standards of developments in the area and has a clarity and understanding about the strategic direction of Inclusion. The person appointed to this post would be an integral part of the SLT and play a crucial role in maintaining the upward trajectory of school improvement and implementation of the school improvement plan and school strategic improvement plan.

This post offers an exciting career opportunity in an experienced and established Senior Team. The post would suit either an experienced SENCO or Middle Leader, with a passion for SEN, who will continue to foster the supportive and collaborative environment we are renowned for. We will ensure that the successful candidate has:

- comprehensive transition to the role
- continuous professional learning, development and improvement
- the opportunity to work with SLT and other ALs to ensure rapid and sustained progress across the school

Crestwood has been on a journey of success. We have grown our school in both the quality of practice and being the natural choice of education for the young people of Eastleigh. We are a truly comprehensive school which has 36% Pupil Premium and 19% SEN. We have two SEN Resource provisions in SEMH and Dyslexia.

For the successful candidate, a commitment to raising standards in a comprehensive school and a passion for developing young adults as good citizens is essential: this entails a commitment to all learners, to excellence for all, and a belief that a good school will make a significant difference to learners' life chances, levels of attainment and the wellbeing of the community as a whole.

We will be holding pre-booked tours for prospective candidates, where they can see the school and meet with Krista Dawkins, Headteacher and other Senior Leaders. These can be booked by emailing [justine.sayers@crestwood.hants.sch.uk](mailto:justine.sayers@crestwood.hants.sch.uk). Any questions or queries can be emailed to [krista.dawkins@crestwood.hants.sch.uk](mailto:krista.dawkins@crestwood.hants.sch.uk)

Your application should comprise the Hampshire Teacher Application form (which can be found on our website), a supporting statement in which you should outline your experience to date, the reasons for your interest in the post, your suitability for it and what you will bring to this role and its development.

Applications, with the names and addresses of two referees, should be returned to [krista.dawkins@crestwood.hants.sch.uk](mailto:krista.dawkins@crestwood.hants.sch.uk).

**Crestwood Community School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.**

# Crestwood Senior Team

**Executive Headteacher**  
**Krista Dawkins**

Strategic Planning, Quality of Education, Finance and Site

**Head of School**  
**Tim Nash**

Strategic Planning, Quality of Education, Designated Safeguarding Lead, HR, Accountability Lead, QA

**Deputy Headteacher**  
**Raising Standards**  
**Steve Topazio**

Quality of Education, Curriculum Strategy, Disadvantaged students strategy, Assessment and Reporting, Exams and Information Management Systems, Raising Standards Team Line Management

**Deputy Headteacher**  
**Culture and Ethos**  
**Josh Buckingham**

Quality of Education, Behaviour Management Strategy, Pastoral Support, Inclusion Strategy, Culture and Ethos Team Line Management

## Raising Standards Team

## Culture and Ethos Team

**Assistant Headteacher - Quality of Education**  
**Ben Vass**

Teaching and Learning Strategy, ECTs, Assistant DSL

**Assistant Headteacher - Inclusion**  
**Vacant Post**

SEND, RP SEMH, RP Dyslexia, Aspiration AP

**Assistant Headteacher - Quality of Education**  
**Kimberley Nicholas**

Teaching and Learning Strategy, ECTs, SCITT

**Assistant Headteacher - Inclusion**  
**Yvonne Scott**

Attendance Strategy, In-Year Admissions, Resilience AP and Pastoral Team

**Assistant Headteacher - Student progress and intervention**  
**Keren Groom**

Whole School Raising Standards Strategy, Intervention, Targeted Intervention all years

**Assistant Headteacher - Personal Development**  
**Andrew Whittick 0.8**

Careers, Personal Development Learning, Transition arrangements KS3 and 4 Children in Care and the Budget

**Assistant Headteacher - Student progress and intervention**  
**Jennie Wright**

Whole School Raising Standards Strategy, Intervention, Targeted Intervention all years,

**Assistant Headteacher - Behaviour and Culture**  
**Jonathan Russell 0.8**

Behaviour strategy, reporting and analysis, Rewards, Staff discipline and capability, Performance Management, UPR accountability and



## Section 2: About Crestwood Community School

We are one school over two campuses, serving the children of central Eastleigh, which is a vibrant town, with large amounts of development in both business and residential areas. There has been an expansion in the primary sector with several local schools undergoing expansion to their buildings to accommodate the growth in student numbers. Crestwood merged with the former Quilley School in 2016 to provide one secondary school for Eastleigh, something new and exciting, offering high quality education for the children of Eastleigh. In 2022 we became oversubscribed in every year group and are operating a waiting list across both campuses. The two campuses are situated at Shakespeare Road and Cherbourg Road and both offer the same high quality education to all year groups with little movement of students. We have two specialised Resource Provisions, dyslexia and SEMH.

As the long serving Executive Headteacher of this wonderful school, I have a clear vision and an absolute determination, alongside my team, to continue to improve even further the provision of education across Eastleigh. The school has a very mixed intake and as a result areas such as pupil progress, behaviour and attendance remain a challenge.

The composition of the school as of March 2026 was:

Students	Current	National	Hampshire
School number on roll	1474	Well above average	Well above average
School %FMS(6)	36%	Above average	Well above average
School %SEND support	19%	Close to average	Close to average
School %EHC plan	8.2%	Well above average	Well above average
School %EAL	14.5%	Close to average	Well above average
School number LAC	18	Well above average	Well above average

We agree with the recent Ofsted areas for Improvement and have established school wide staff working parties to address these.

The Ofsted report states that “Leaders and governors are driven by a strong sense of moral purpose. They are ambitious for pupils’ futures and drive to provide the best opportunities for them. Staff share these aspirations and are loyal and committed”.

We care deeply about our school, the staff, the students and the community we serve, we are a school with a heart. We as a school are clear about our improvement agenda and we work cohesively as a school wide team. As this was our fifth consecutive “good” grading it demonstrates that at Crestwood we are continually providing a consistent quality in all we do, against a backdrop of tougher standards and criteria to be judged against.

Staff are predominantly one campus based but may be expected to teach across both sites, whilst playing an active part in their innovative and high-performing teams. Across both campuses we have been successful in establishing a strong culture and ethos, typified by the #Crestwoodfamily.

Our Ofsted report from February 2024 stated that at Crestwood “there is a welcoming, friendly atmosphere”. They also said that “teachers and support staff, including those in the early stages of their career, are proud to work at the school. They particularly value school leader's careful consideration of their workload and well-being so that they can focus their efforts fully on pupils' education.” In addition Ofsted report that “many pupils, staff and parents describe the school as a ‘big family’.

We have enhanced our campuses significantly over the past few years. We have refurbished nearly all areas across the school. We have had a new crescent area and roof at Shakespeare which has enhanced the building significantly. The Cherbourg Campus is situated between the town's two post-16 providers. The site is well maintained with specialist facilities in excellent condition throughout, including 5 new Science rooms and refurbished Sports Hall. In totality we are a school continually on the up and have a can-do-more attitude.



# Section 3: Person Specification

**Job title:** Assistant Headteacher (Inclusion)

**Salary Scale:** Leadership scale: L13-L17 £69,596-£76,772

**Responsible to:** Deputy Headteacher - Culture and Ethos

**Responsible for:** Inclusion (SEND)

**Special Conditions:** An enhanced Disclosure and Barring Service (DBS) check is required for this post.

## Qualifications

### Essential

- Graduate with QTS

### Desirable

- SENCo or working towards Masters
- Further qualifications related to leadership

## Professional Development

### Essential

- A strategic understanding of school improvement
- Working with SEN students in and out of the classroom
- Varied teaching experience in secondary school
- Experience of leading teams of Teachers and/ or support staff.
- Understanding of data and the analysis arising from this, including actions to be taken
- Experience in curriculum development and how learning is sequenced

### Desirable

- Experience leading different teams of teachers.
- Recent understanding of learning theory and memory
- Leading CPD on Teaching and Learning



## Experience

### Essential

- Proven effective classroom teaching skills
- Coaching of staff to improve pedagogy and practice
- Expert in de-escalation and restorative approaches
- Working and presenting to Governors, to build strong relationships and create trust in the direction of travel
- Working with parents to build collaborative working

### Desirable

- Experience of EHCP formulation and Annual Reviews
- Experience of using the performance management procedure
- Experience of leading across subject teams, whole school strategy
- Experience of leading a whole school strategy

## Knowledge and skills

### Essential

- Proven ability to build positive relationships with students and staff
- Ability to be an effective team member, not hierarchical
- Ability to give and receive effective feedback
- Good understanding of how to develop intervention strategies inc alternative placements to support progress
- Clear understanding of strategies to develop the learning process for all students
- A clear strategy of Ordinarily Available Provision and High Quality Inclusive Teaching

## Personal attributes

### Essential

- Good organisational skills, ability to meet deadlines ahead of time
- Reflective and analytical practitioner, always striving for more
- Capacity for hard work with enthusiasm, humour and energy for achieving the best for all students and staff
- Ability to inspire and put no ceiling on potential
- Tenacity, resilience and the ability to stay calm under pressure
- Ability to provide rigorous and energetic learning experiences that motivate learners
- High expectations and high standards of academic attainment, achievement and ethos
- Good health, stamina, resilience
- Attention to detail
- Capacity to hold difficult conversations and resolve disagreements

