

MITCHELL BROOK PRIMARY SCHOOL

ASSISTANT HEADTEACHER RECRUITMENT PACK



Welcome to Mitchell Brook Primary School

Thank you for your interest in the senior leader vacancy at our school.

Mitchell Brook Primary School is a 2/3 form entry school based in the south of Brent, north west London. The school is a vibrant, diverse, anti-racist school where all children succeed.

Our School Vision -

*'Inspiring the minds of tomorrow to be confident life-long learners; through high **Ambition**, strengthening a positive sense of **Identity** and contributing to **Society** so that every child can succeed'*

We tell our children and staff to 'reach for the stars' and that's exactly what we do! It is our firm belief that we are capable of so many amazing things and at Mitchell Brook, we ensure our children get the best of as much as we can give them - just to inspire greatness. For us, it is vital that we give our children as many experiences as possible to ensure that they are well equipped to succeed in today's rapidly moving society. The iconic Wembley Stadium is near to our school and just one of the 'Star Ambitions' we offer the children.

By becoming a staff member at our school, you'll join a dynamic, evolving and passionate community of staff. We are united by a shared commitment to our vision and underpinned by a drive for academic excellence, outstanding pastoral care and high-quality enrichment, which supports our children in becoming well-rounded individuals.

Please explore our website and make an appointment to visit. I am happy to answer any queries you may have. Please email vacancies@mbrook.brent.sch.uk

Best wishes,
Theresa Landreth
Executive Headteacher



ASSISTANT HEADTEACHER (INCLUSION)

Leadership Scale: L8-L12 (£71,327 -£77,691)

Required from January 2026

Mitchell Brook Primary is a vibrant, diverse, anti-racist school in North West London. Our school vision supports a drive focused on ambition, identity and society ensuring that all of our children are ready for life in the 21st century and beyond our school.

The school is a dynamic hub of creativity and innovation where the staff have the opportunity to develop amongst like-minded individuals. We are a large school and pride ourselves on the family atmosphere, which supports individual innovation and team collaboration. We pride ourselves on being a diverse school community who strives to give the very best to our children to ensure they are fully equipped to be excellent citizens of the future.

Highly committed to strong outcomes for all, the Assistant Headteacher for Inclusion will play a key role in shaping the school's aims, priorities, objectives and policies, with a specific focus on developing and evaluating SEND practice within the school. The role involves taking strategic lead in the day-to-day operations for students with SEND, leading the Inclusion Team, liaising with outside partnerships and being a member of the Safeguarding Team as a Deputy Designated Safeguarding Lead (DDSL). You'll also be an effective leader as a member of the Senior Leadership Team.

Our ideal candidate:

If you would like to join our school, you will need to be:

- Passionate about teaching and learning
- Highly committed to strong outcomes for all
- An outstanding class teacher
- Highly motivated and able to motivate others
- Resilient and up for any challenge
- Nurturing
- Racially literate
- An effective and active team member.



We are a well-resourced, forward thinking school. Staff are well supported in a friendly, professional environment. **We welcome and encourage visits to the school from prospective candidates.**

Please email vacancies@mbrook.brent.sch.uk to arrange an appointment if you would like to visit the school and go to the school website at www.mbrook.brent.sch.uk/vacancies to download, complete and submit the application pack .

Mitchell Brook Primary School is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment. This post is subject to an Enhanced Disclosure and the successful applicant will be subject to relevant vetting checks.

Closing Date: Tuesday 14th October 2025

OUR STARS VALUES



SUCCESSFUL



TEAM-FOCUSED



ASPIRING ATTITUDE



RESPECTFUL



SPIRITED

PERSON SPECIFICATION

01

QUALIFICATIONS & EXPERIENCE

First degree and PGCE or B Ed / B.A. (with QTS) or QTS via employment based route.

Evidence of continuing professional development or further professional study for leadership eg: Specialist qualification (National Award for SEN Coordination - NASENCO)

Successful experience as a middle leader in a primary school

Successful teaching experience of the age range served by the school

This post is not currently suitable for ECTs

02

EXPERIENCE

Successful experience as a middle leader in a primary school

Successful teaching experience of the age range served by the school

Successful experience of working in a multicultural environment.

Experience in SENCo role

03

STRATEGIC DEVELOPMENT AND DIRECTION OF THE SCHOOL

Ability to provide clear direction and lead by example

Ability to formulate, monitor, evaluate and review plans and policies

Ability to work in partnership with the governing body

Successful experience of organising, promoting and evaluating all aspects of inclusion across a range of subjects and concerns, and with regard to methodology as well as content

Experience of involvement with the School Evaluation Form leading to improvement strategies

04

LEADING AND MANAGING STAFF

Ability to lead and motivate all staff and support them in their work

Ability to support the head of school in managing and enhancing the performance of all staff

Ability to work closely with and support the head of school in achieving the school's aims

Ability to support effective communication between the head, the deputy headteachers and others within the school's community

Experience of leading in service training for staff

05

STANDARDS

Ability to contribute to the collection, analysis and use of data on pupils' progress and performance to raise standards.

Ability to support the head and governors in setting and achieving challenging targets for the school, teachers and pupils

06 TEACHING AND LEARNING

Understanding of the principles of effective learning and the ability to promote a culture of learning throughout the school

Understanding of the role of assessment in children's learning

Successful experience of monitoring, evaluating and improving the quality of teaching and learning particularly in relation to

Experience of promoting the personal, social, moral, cultural and spiritual development of pupils

PERSON SPECIFICATION

7. ETHOS AND INCLUSION

Understanding of the factors which create barriers to learning and ability to implement appropriate strategies for reducing inequalities and promoting social inclusion

Ability to support the head and deputy in creating and maintaining good behaviour and discipline

8. RELATIONSHIP WITH PARENTS AND THE WIDER COMMUNITY

Ability to contribute to the collection, analysis and use of data on pupils' progress and performance to raise standards

Ability to support the head and governors in setting and achieving challenging targets for the school, teachers and pupils

9. DEPLOYMENT OF STAFF AND RESOURCES

Ability to support the headteacher and deputy in deciding on the effective deployment of staff.

Understanding of the principles underlying effective financial management

Some experience of managing and monitoring a budget

10. OTHER SKILLS AND ABILITIES

Ability to manage time well and work under pressure to deadlines

Effective ICT skills

Effective interpersonal, communication and presentation skills

Resilience, flexibility and ability to retain a sense of perspective

Must be able to show empathy and good emotional intelligence.

JOB DESCRIPTION

Main purpose of the job

- Be responsible for the learning and achievement of all pupils ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Leading the Inclusion Team so as to secure high expectations, effective deployment of resources and improved learning outcomes for all pupils
- **Lead person for equalities, behaviour, well-being and pastoral care**
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2012)
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- To develop, with colleagues, effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of pupil needs.
- Be accountable for the attainment, progress and outcomes of pupils' with SEND
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- To maintain good partnerships between parents and school and liaise effectively with external agencies so as to promote and secure maximum support for pupil learning.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document



Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- To make sure that support, provision and supervision is of a high standard throughout the day including lunchtimes and playtimes.
- Ensure that all staff know, understand and implement policies relevant to the role, including inclusion, behaviour and anti-bullying and equalities and to keep these policies under review.
- To keep the school's behaviour policy under review and make suggestions for change .
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- To work in partnership with other leaders to ensure the school develops and maintains strong relationships with parents and carers.
- To encourage parents to support their child's learning through attendance at school events and organising relevant workshop/drop-in sessions
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document

Leading and Managing Staff

- Lead and manage the inclusion team including Pastoral Managers, Inclusion Teacher, specialist SEN LSA, and other partner professionals who work in our school.
- Lead and manage the Learning Support Assistants
- To take part in the recruitment and selection of staff. •
- To undertake administrative duties and to become familiar with the MIS system (Arbor)
- Be available to attend governing body meetings when necessary
- To lead staff PDMs, staff INSET and parents' meetings as appropriate.
- To take a leading role in appraisal; to monitor planning/work, target setting, assessment and classroom practice; to mentor staff and/or trainee teachers or teaching assistants.
- To offer advice and support to teaching colleagues regarding their training needs, in line with priorities set out in the School Improvement Plan, including planning and leading training and development opportunities related to the inclusion
- To ensure that all newly appointed staff have adequate support as part of their initial and on going induction.
- To work alongside other leaders and advisory staff involved in supporting the development of inclusive practice across the school.
- To meet, monitor and support staff who it is felt require a coaching and support plan, or the support of the school's capability process.

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

SUPPORTING WELLBEING & WORKLOAD

Teaching & Learning

- PPA collaboration each week
- Reduced written feedback policy
- Considered lesson planning expectations
- Relevant CPD
- Published schemes to support planning
- Wealth of resources readily available
- Report writing time given
- Some CPD slots are protected for planning, marking and moderation
- Support from LSA, HLTA and inclusion teacher to raise standards

Leadership

- Approachable leadership team
- Leadership support at all phases and levels
- Coaching and support
- External coaching for leaders
- External coaching for global majority teachers
- Mental Health Champion

Communication

- Weekly written 'staff updates'
- Daily Bulletin
- Half termly important dates calendar
- Staff surveys and feedback opportunities
- Online system to support communication regarding individual children.

Services

- Education Access Programme (EAP) for confidential external support
- Anti-racist focus in all areas
- Laptop for each class teacher
- Filtered water and tea and coffee provided
- Option to join in free school lunches (we have a chef)
- Staff events on site and off site



Mitchell Brook Primary School

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www.mbrook.brent.sch.uk