Orleans Park

RECRUITMENT PACK

Vacancy Assistant Headteacher - Inclusion

Deadline 10am on Monday 23 November 2026



The Role

Responsibility Resilience Respect

Assistant Headteacher - Inclusion
Required for September 2027
Leadership Group Pay Spine L15 – L21 (Outer London)
Full Time, Permanent contract

The Governors of this highly successful and oversubscribed 11-18 school are seeking to appoint an outstanding Assistant Headteacher. The successful candidate will join an experienced and enthusiastic Leadership Team committed to a programme of continuous improvement.

Orleans Park is an Outstanding School (Ofsted November 2023) with over 1,350 students, serving its local community in Twickenham. The dedicated staff work hard to ensure students are successful and leave as responsible citizens and confident individuals.



What's it like to work at Orleans Park? Click the icon to find out.

We are seeking a current Assistant Headteacher or experienced middle leader and the successful applicant will be an outstanding teacher with:

- a proven record of raising attainment and making a difference
- excellent interpersonal and leadership skills
- the ability to contribute to the strategic direction of the school



To see a short film about our school, click the icon.

Applications are shortlisted for interview as they are received so early application is encouraged and we reserve the right to commence the interview process and close the vacancy prior to this date.

Closing date for applications: 10am on Monday 23 November 2026

Orleans Park is committed to continuing to make diversity, equity, and inclusion part of everything we do. Ensuring that we are always recruiting, retaining and promoting a diverse mix of colleagues who are representative of the diversity in our local communities gives us a great opportunity to have access to a broad range of ideas and allows us to provide an outstanding education to our young people and an outstanding place for people to work.

In line with the statutory guidance document Keeping Children Safe in Education (2026) the school will conduct online searches after the shortlisting process for any candidates who accept an invitation to interview. The appointment is subject to satisfactory pre-employment clearances including references, medical clearance and an enhanced DBS Disclosure. Orleans Park is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We are an equal opportunities employer.

Title of post:	Assistant Headteacher – Inclusion
Scale	Leadership Group Pay Spine L15 – L21 (Outer London)
Reporting to:	Headteacher
Responsible for:	Line management of named middle leaders and support staff
MAIN DUTIES: this job description should be read in conjunction with the professional requirements as set out in the STPCD.	
Specific area of responsibility: Inclusion	
Job Purpose	The core purpose of the Assistant Head is to support the Headteacher and to provide professional leadership and management for the school, to embody the vision, ethos and aims of Orleans Park School and to enable all its students to be the best that they can be. Accountable to the Headteacher and Governing Board, the Assistant Headteacher must support the SLT in providing vision, leadership and direction for the school ensuring that it is managed and organised to meet, and surpass, its aims and targets.
Main Areas of Responsibility:	• To provide strategic leadership for inclusion across the school, ensuring that all students, particularly those with SEND, disabilities and other barriers to learning, are supported to achieve their full potential. • To fulfil the statutory responsibilities of the Special Educational Needs Coordinator (SENCO), ensuring compliance with the SEND Code of Practice and all relevant legislation. • To lead the development, implementation and evaluation of the whole-school Inclusion Strategy, ensuring that it is aligned with the School Development Plan. • To lead and manage the Inclusion Team, including specialist teachers, HLTAs and teaching assistants, ensuring effective deployment, professional development and accountability. • To ensure high-quality adaptive teaching is embedded across the school, supporting teachers to meet the needs of students with SEND within an ambitious and inclusive curriculum. • To oversee the identification, assessment, provision and review of support for students with SEND, including those with Education, Health and Care Plans (EHCPs). • To lead the development and evaluation of targeted interventions, specialist provision and alternative curriculum pathways, ensuring that their impact on student progress, achievement and independence is measurable. • To oversee the school's nurture provision and its development across Key Stage 3, ensuring effective transition into mainstream learning and preparation for Key Stage 4. • To line manage the other SENCO/s.

	• To work collaboratively with senior and middle leaders to improve the achievement, attendance, engagement and outcomes of disadvantaged and vulnerable students. • To oversee provision for Looked After Children and Previously Looked After Children, working with the relevant designated staff and external agencies. • To ensure effective transition arrangements for students with SEND, including entry into Year 7, movement between key stages, post-16 education and preparation for adulthood. • To lead on SEND-related professional development, strengthening staff expertise in adaptive teaching, identification of need and inclusive classroom practice. • To develop effective partnerships with parents, carers, external professionals and local authorities to secure appropriate support and positive outcomes for students. • To monitor, evaluate and report on the effectiveness of inclusion provision, using student outcomes, attendance, behaviour, progress and stakeholder feedback to inform continuous improvement. • As a member of SLT, to contribute fully to the strategic leadership, management and development of the school, promoting high expectations and continuous improvement. • To undertake any professional duties reasonably delegated by the Headteacher.
Shaping the future	• Support the Headteacher • Lead the strategic development of an inclusive whole-school culture in which all students experience a strong sense of belonging, high expectations and equal opportunities to succeed. • Ensure that inclusion is a central consideration in school improvement planning, curriculum development, teaching and learning, behaviour and attendance. • Develop and evaluate the school's Inclusion Strategy, using evidence, research and stakeholder feedback to identify priorities and measure impact. • Work with the Headteacher, SLT and Governors to ensure that SEND provision is sustainable, appropriately resourced and responsive to changing student needs. • Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all • Demonstrating the vision and values of the school in everyday work and practice • Play a leading role in the school improvement and school self-evaluation planning process • Manage school resources in partnership with the SLT • Devise, implement and monitor action plans and other policy developments • Lead by example to motivate and work with others • Lead by example when implementing and managing change initiatives in partnership with the SLT • Promote high expectations for attainment and achievement • Promote a culture of inclusion within the school community where all views are valued and taken in to account • Work with outside agencies and stakeholders to inform future action.

Teaching and Learning	• Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community • Work closely with the Assistant Headteacher responsible for Teaching and Learning to ensure that high-quality adaptive teaching is consistently implemented across all curriculum areas. • Monitor and evaluate the quality of education experienced by students with SEND through lesson visits, curriculum reviews, student voice, work scrutiny and analysis of outcomes. • Ensure that teachers have access to accurate, relevant and practical information about students' needs and the strategies required to support them effectively. • Promote a graduated approach to SEND provision through effective assessment, planning, implementation and review. • Evaluate the effectiveness of targeted interventions and specialist teaching, ensuring that additional provision supports access to the curriculum, improved outcomes and increasing independence. • With the SLT, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations to ensure consistency and quality • Contribute to an effective behaviour for learning strategy • Contribute to a diverse, engaging and ambitious curriculum with a key commitment to raising standards of literacy, numeracy and oracy for all and which provides students with the skills they need for future success at work and in life • Maintain a highly visible presence throughout the School ensuring positive interaction with all members of the School Community • Monitor and target progress to raise standards and ensure a continuous and consistent school-wide focus on individual student achievement • Engage parents and other carers in the progress and success of their children • Monitor, evaluate and review classroom practice and promote strategies for continuous improvement.
Staff Development	• Provide strategic leadership and line management of the Inclusion Team, ensuring clearly defined responsibilities, effective deployment and high standards of professional practice. • Identify and coordinate professional development for teaching and support staff in SEND, adaptive teaching and inclusive classroom practice. • Develop the expertise of specialist teachers, HLTAs and teaching assistants, ensuring their work promotes student independence and complements high-quality classroom teaching. • Provide professional guidance, support and challenge to curriculum and pastoral leaders in meeting the needs of students with SEND.

Managing the organisation	• Oversee the day-to-day operation of the school's SEND provision, ensuring effective systems for identification, assessment, intervention, review and communication. • Ensure that statutory requirements relating to EHCPs, annual reviews, SEND records and local authority consultations are met accurately and within required timescales. • Lead the effective deployment and evaluation of SEND resources, staffing and specialist provision, ensuring value for money and demonstrable impact. • Oversee the organisation and development of nurture and specialist learning pathways, ensuring appropriate curriculum access, progression and transition. • Work with relevant colleagues to ensure appropriate access arrangements and reasonable adjustments are identified and implemented for students with SEND. • Ensure the school's SEND Information Report and relevant policies are reviewed and updated in accordance with statutory requirements. • Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its faculties • Work with the SLT to ensure that policies and practices take account of national and local circumstances, policies and initiatives. • Work with the SLT to recruit, retain and deploy staff appropriately • Work with the SLT to manage the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations. • Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money. • Ensure the day-to-day effective organisation and running of the school.
Securing accountability	• Monitor and evaluate the academic progress, attendance, behaviour, engagement and wider outcomes of students with SEND, identifying priorities for improvement. • Hold members of the Inclusion Team accountable for the quality and impact of provision through effective line management, performance development and quality assurance. • Work with curriculum and pastoral leaders to ensure collective accountability for the progress and achievement of students with SEND. • Provide regular, accurate and evaluative reports to the Headteacher and Governing Board on the effectiveness of inclusion, statutory compliance and progress against strategic priorities. • Ensure that the views of students and their families inform the development, evaluation and improvement of SEND provision. • Develop a school ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes. • Take responsibility for promoting and safeguarding the welfare of children and young people within the school

	• Work with the Governing Board, providing information, objective advice and support, to enable it to meet its responsibilities. • Work with the SLT to ensure individual staff accountabilities are clearly defined, understood, agreed and subject to rigorous review. • Develop and present a coherent and accurate account of the school's performance to a range of audiences, including Governors, parents and carers.
Strengthening community	• Establish and maintain positive, effective partnerships with parents and carers of students with SEND, ensuring meaningful consultation and communication. • Develop productive relationships with local authorities, educational psychologists, health professionals, social care and other specialist services to secure coordinated support. • Work collaboratively with feeder primary schools, post-16 providers and other educational settings to support successful transitions. • Promote student and parent voice in shaping inclusive practice and evaluating the effectiveness of support. • Develop partnerships through Orleans Park Connect and other professional networks to share effective inclusive practice and strengthen opportunities for students. • Work with the SLT in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers • Develop and maintain contact with all specialist support services as appropriate • Promote the positive involvement of parents/carers in school life • Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties • Strengthen partnership and community working via Orleans Park Connect • Promote positive relationships and work with colleagues in other schools and external agencies.

Other Specific Duties

- To play a full part in the life of the school community, to support its vision and mission and to encourage and ensure staff and students follow this example
- To be courteous to colleagues and be welcoming to visitors
- To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate
- To undertake any professional duties, reasonably delegated by the Headteacher
- To undertake any other specific duties as specified in the School Teachers Pay and Conditions Document not mentioned in the above

Whilst every effort has been made to outline the main duties and responsibilities of the post, each individual task may not be identified.

Other Specific Duties

The Governors will endeavour to make any reasonable adjustment to the job and the working environment to enable access to employment opportunities for disabled applicants, or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown but following consultation may be changed to reflect or anticipate changes in the job which are commensurate with the job title and salary.

Person Specification – Assistant Headteacher

The Governing Board is seeking to appoint an Assistant Headteacher who will challenge, motivate and inspire this high-achieving school to move forward to even greater success.

It is essential that your application includes evidence of your experience against the requirements of the person specification, and the interview process will be designed with a view to assessing this evidence.

Qualifications

- Qualified SENCO
- Degree and teaching qualifications (QTS)
- Recent and relevant professional development
- Higher level study e.g. MA, NCSL Programme, NPSL, NPQML

Experience

- Previous middle leader/senior leadership experience with significant Line Management responsibility
- Experience of curriculum development
- A track record of driving strategies to raise standards of the quality of education
- Successful track record of teaching across the age and ability range

Professional Knowledge and Understanding

- Knowledge of developments in learning and teaching, and the ability to use these to improve student achievement
- Commitment to collaborative and consultative working
- Capability to design and implement an ambitious curriculum which is driven by the needs of the students
- Direct knowledge of strategies to raise standards; an aptitude and enthusiasm for effective analysis of data and its use in setting targets for improvement
- Recognition of the need for partnerships and effective collaboration with other schools, agencies and organisations.

Skills and Attributes

- An innovative and collegiate leadership style with the ability to motivate staff and to build on the existing high standards in the school
- An understanding of the importance of, and the desire to engage with and inspire all young people whatever their challenges
- The ability to cope with the pressures of senior leadership and to ensure that the demands of the post do not preclude a full and balanced life
- Ability to lead and inspire staff and students of all abilities and to communicate high expectations
- A leader with proven ability to manage change and to establish and maintain good working relationships with staff, students and parents – the ability to work well with others is vital
- Recent involvement in providing training and development for staff
- Strong written communication and presentation skills; high order administrative and management skills
- Excellent organisational skills, ability to effectively manage competing priorities and adhere to a range of tight deadlines
- Strong emotional intelligence that is attuned to supporting students, parents and staff
- A creative and innovative thinker, able to engage in debate with all stakeholders
- A person of judgement with a high degree of professionalism and integrity, who will uphold the values of the school and see students as the absolute priority.

Personal characteristics

- Capacity to work very hard under pressure
- Approachable
- Committed
- Empathetic
- Enthusiastic
- Organised
- Patient
- Resourceful
- Resilient
- Determined

Your Application

Responsibility Resilience Respect

To apply for this position, you will need to complete an Orleans Park Application Form. As part of the application process, your form must include a supporting statement, which specifically addresses your own qualities and strengths in relation to the advertised role.

Click the icon to download and complete your application form.

Shortlisted candidates will be invited to tour the school and to talk to colleagues before the formal interviews begin.

Please do not hesitate to contact the recruitment team if there is anything you wish to discuss before submitting your application. You can email them at recruitment@orleanspark.school

To see how the school uses prospective candidate's personal data, click the icon.

Safeguarding Statement

Responsibility Resilience Respect

The Governors and staff of Orleans Park fully recognise the contribution they make to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our students from harm.

All staff and Governors believe our school is a place where students feel secure, are encouraged to talk, are listened to and are safe. We shall provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

Adam Gladstone is our Designated Safeguarding Lead who has been nominated to liaise with the LADO, when necessary.

The aims of the policy are to:

- Protect young people at our school from maltreatment
- Prevent impairment to the health or development of our young people
- Ensure that all young people at our school grow up in circumstances consistent with the provision of safe and effective care
- Take action to enable all children to have the best outcomes.

We believe that everyone who comes in contact with young people and their families has a role to play in safeguarding them.

The elements of our policies are: Prevention, Protection and Support.

Click the icon to read our full Safeguarding Policy.



Orleans Park

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