



"Love one another as I have loved you"



ST BERNARD'S HIGH SCHOOL

**ASSISTANT HEADTEACHER - INCLUSION
& PERSONAL DEVELOPMENT
(KS3–KS5)**

HEADTEACHER'S WELCOME

Dear Applicant,

Re: Assistant Headteacher – Inclusion and Personal Development (KS3 – KS5)

I am delighted that you are considering the role of Assistant Headteacher for Inclusion and Personal Development at St Bernard's. In this role, you will have the opportunity to shape and lead the school's strategic development in these vital areas, ensuring that all students feel valued, supported, and inspired to reach their full potential.

St Bernard's is a Catholic school, and our mission "Love one another as I have loved you" lies at the centre and heart of all our decisions. Every policy we implement, every initiative we launch, and every interaction with our students is guided by this principle. We believe that nurturing the whole child academically, socially, and spiritually is essential to helping them thrive and reach their full potential.

The senior team at St Bernard's has a collaborative and supportive culture. We have a well-developed School Improvement Plan that clearly sets out our priorities, ensuring that every decision and initiative contributes to making the school the very best it can be. We are seeking a passionate and visionary leader who will drive innovation and excellence in inclusion and personal development, while further strengthening the impact of the leadership team.

We have high aspirations for all our students and are committed to creating a learning environment where every individual is nurtured, encouraged, and empowered. At St Bernard's, we offer a rich and varied curriculum both inside and outside the classroom, ensuring students have the opportunities to develop academically, socially, and personally.

Teaching and learning is a strength of the school, with innovative approaches to inclusion, high-quality challenge, and feedback embedded in every lesson. Our strong and dedicated staff work tirelessly to achieve the best possible outcomes for all students. This is an exciting opportunity to make a tangible difference in the lives of our students and contribute meaningfully to the school's mission and values.

We warmly invite you to submit your application. If you would like a tour of the school or wish to discuss the role in more detail, please contact Zoe Booker or Julie Weald on 01702 343583.

Thank you for considering St Bernard's. We look forward to learning more about the vision, energy, and leadership you could bring to our school community.

Yours sincerely,

Mrs H Barnes
Headteacher

INFORMATION ABOUT ST BERNARD'S

History & Ethos

- Educational provision on site since 1875; formally established by the Bernadine Sisters in 1910.
- Strong Catholic ethos: spiritual, academic, and pastoral development at the heart of school life.
- Inclusive, respectful, and supportive community where every student can thrive.

School Structure & Size

- Bilateral school for girls in Years 7–11, with 175 students per year group.
- Vibrant mixed Sixth Form.
- Offers extensive academic, extracurricular, and leadership opportunities.

Academic Performance – GCSE 2025

Subject	Grade 4+	Grade 5+
English	95%	86%
Maths	84%	61%

- Consistently above national averages in core subjects.
- Strong progress and attainment underpin the school's reputation for academic excellence.

Academic Performance – A-Level 2025

Measure	Percentage
Pass Rate (A–E)	99%
A*–A	11%
A*–B	38%
A*–C	67%

- Strong outcomes in the Sixth Form reflect high-quality teaching and academic support.

Ofsted Inspection – March 2023: Good

Key highlights from our report:

- Welcoming and inclusive environment with high expectations.
- Pupils are engaged, focused, and ambitious.
- High participation in English Baccalaureate (EBacc) subjects.
- Excellent enrichment and extracurricular opportunities, including Duke of Edinburgh.

Catholic School Inspection (CSI) – May 2024: Outstanding

Key highlights from our report:

- Calm and respectful atmosphere, mission “Love one another...” reflected in daily life.
- Strong parish links supporting students' faith journeys.
- Religious Education department well-led, delivering high-quality outcomes.
- Students actively involved in charity work and youth ministry, demonstrating service and leadership.
- At St Bernard's High School, we are always looking for ways to improve. We continually evaluate our teaching, curriculum, and pastoral support to ensure that every student can achieve their full potential.

Our focus remains on raising outcomes for all pupils, enhancing learning experiences, and developing a school environment where students thrive academically, socially, and spiritually.

Location

Address: Milton Road, Westcliff-on-Sea, Essex SS0 7JS

The school is situated just off the A13 within walking distance of Southend High Street and approximately 10 minutes' walk from Westcliff Station (C2C/Fenchurch Street Line) and Southend Victoria Station (Liverpool Street Line) with easy access to A127. Easy access from London on both train lines.

JOB DESCRIPTION

Title of Post:	Teacher: Assistant Headteacher - Inclusion & Personal Development (KS3 – KS5)
Purpose of the Role:	<ul style="list-style-type: none"> The Assistant Headteacher will provide strategic leadership for Inclusion and Personal Development across the school. To champion a whole-school culture of inclusion, ensuring all pupils are supported to achieve highly. To oversee SEND provision while leading strategy, implementation, and impact for Pupil Premium and vulnerable learners. To oversee personal development provision, leading on high-quality enrichment, character development, and wider opportunities that support students' spiritual, moral, social, and cultural development. To promote equity, diversity, and consistently high expectations for all students. To use data, evaluation, and student voice to demonstrate impact and inform continuous improvement. To work collaboratively with families, staff, and external agencies to secure strong outcomes for all pupils.
Responsible to:	Headteacher
Responsible for:	The provision of a full learning experience for all within the school.
Liaison with:	Headteacher, Deputy Headteacher, Assistant Headteachers, Middle Leaders, teachers, any relevant support staff, LA representatives, external agencies and parents.
Working Time:	Full Time
Contract Term:	Permanent
Salary Scale:	L13 - L17 (£69,596 - £76,772)
Disclosure Level:	Enhanced
Key Responsibilities	
Strategic Leadership:	<ul style="list-style-type: none"> Be a member of the Senior Leadership Team and participate fully in developing and communicating a clear vision of the development of the school and to play an active role in the school improvement plan. Uphold the ethos of St Bernard's High School. Set and drive the whole-school strategic vision for inclusion and personal development, ensuring it aligns with the school's improvement priorities. Use data and research to inform long-term planning, evaluate impact, and reduce barriers for vulnerable students. Attend relevant governors' meetings. Contribute to the management and development of school policies. Work collaboratively with senior leaders and governors to shape and sustain inclusive practice across the school.
Inclusion Leadership:	<ul style="list-style-type: none"> Lead and line manage the SENDCo, ensuring high-quality provision and targeted support for students with special educational needs and disabilities (SEND). Lead strategic provision for vulnerable groups, including Pupil Premium pupils, looked-after and previously looked-after children, young carers, and pupils with SEMH needs. Prepare, implement, and monitor the Pupil Premium strategy to ensure funding effectively improves attainment, progress, and engagement. Analyse attainment and progress data to identify gaps, barriers, and underachievement, and design evidence-based interventions to close them. Oversee the development and review of individualized support plans and SEND provision, ensuring compliance with statutory requirements and best practice.

JOB DESCRIPTION (Continued)

	<ul style="list-style-type: none"> • Monitor patterns of attendance, persistent absence, suspensions, exclusions, and reintegration, using insights to inform strategic planning and targeted support. • Collaborate with families, staff, safeguarding leads, pastoral teams, and external agencies to reduce barriers to learning and provide holistic support. • Promote an inclusive school culture, supporting all staff to meet diverse student needs and ensure equity of access to learning. • Keep up to date with emerging SEND, inclusion, and Pupil Premium policies and research, embedding innovative approaches to improve outcomes. • Evaluate the impact of interventions and provision for all vulnerable and SEND students, continuously refining strategies to maximise progress and inclusion.
Personal Development Responsibilities:	<ul style="list-style-type: none"> • Oversee and support the PSHE Lead to ensure effective delivery of the PSHE curriculum and promote students' personal, social, health, and emotional development. • Work with the Mental Health Lead to develop and implement strategies that enhance student well-being, resilience, and social responsibility. • Monitor and evaluate personal development initiatives to ensure alignment with school priorities and statutory requirements. • Lead programs that foster personal growth, including student leadership, mentoring, and extracurricular opportunities. • Support staff in delivering high-quality personal development through guidance, training, and resources. • Track and report on outcomes of personal development initiatives, using data to drive improvements. • Collaborate with external partners to enrich students' learning experiences. • Promote a school-wide culture of respect, inclusivity, and lifelong learning.
Line Management Responsibilities:	<ul style="list-style-type: none"> • Line manage designated middle leaders, ensuring accountability, support, and effective implementation of school priorities. • Conduct appraisal reviews, setting targets, monitoring progress, and providing constructive feedback to support staff development. • Support professional growth through mentoring, training, and career development opportunities. • Monitor the quality of provision in line-managed areas, using data to drive improvement and ensure statutory compliance. • Foster a positive, collaborative, and high-performing culture within line-managed teams.
Teaching:	<ul style="list-style-type: none"> • To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
Safeguarding Children:	<ul style="list-style-type: none"> • The school is committed to the safeguarding of the children in its care. To this end all employees will need to undergo pre-employment checks including references, a check of any relevant qualifications, photo and address identification.
Additional Duties:	<ul style="list-style-type: none"> • To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.

JOB DESCRIPTION (Continued)

Other Specific Duties:	<ul style="list-style-type: none">• To support the school in meeting its legal requirements for worship.• To promote the school's corporate policies.• To continue personal development as agreed.• To actively engage in the staff review and development process.• To undertake any other duty as specified by the School Teachers Pay and Conditions not mentioned in the above.
Staff Benefits:	<ul style="list-style-type: none">• Parking on site.• Benenden Healthcare - Provides staff with fast, confidential access to GPs, specialist consultations, physiotherapy, mental health support, and urgent healthcare services, helping manage health concerns efficiently alongside NHS services.• Free use of school gym.• Free access to the Employee Assistance Programme.

PERSON SPECIFICATION

Criteria	Essential
Qualifications	<ul style="list-style-type: none">• Qualified Teacher Status• Degree or equivalent• Further degree desirable but not essential
Experience	<ul style="list-style-type: none">• Successful record of teaching in a school• At least 5 years full time teaching experience• Experience of strategic planning, monitoring and evaluation for school/department improvement and delivering interventions for students• Some experience of effectively supporting colleagues to develop and improve practice• Ability to role model effective practice for others and coach colleagues where needed• Some experience in delivering impactful training
Knowledge	<p>Knowledge of:</p> <ul style="list-style-type: none">• Knowledge of safeguarding policies and procedures• Knowledge of the barriers to learning that students may face• Tailoring plans and interventions to individual students and groups of students• An excellent understanding of how students develop and flourish• Ability to adapt teaching to meet students' needs• Ability to build effective working relationships with students, parents and external agencies• Knowledge of guidance and requirements around safeguarding students• Knowledge of effective behaviour management strategies• Able to use a variety of systems and to conduct analysis and produce reports for a variety of audiences• Good ICT skills, particularly using ICT to support learning
Abilities	<ul style="list-style-type: none">• Commitment to maintaining confidentiality at all times• A commitment to the transformative power of education• A commitment to getting the best outcomes for all students and promoting the ethos and values of the school• Highly ambitious for all students regardless of starting points• High expectations for the attainment and progress of students• Ability to work under pressure and prioritise effectively• Commitment to safeguarding, equality and diversity

How to apply:

Completed applications should be sent to recruitment@stbernards.southend.sch.uk. CVs will not be accepted.

Please note that only shortlisted candidates will be contacted.

Closing date for applications: Monday 23 February 2026, 9.00am

Shortlisting: Monday 23 February 2026

Interviews: Thursday 5 March 2026 and possibly Friday 6 March 2026 if we shortlist a high number of candidates