



The Laurels Primary School is seeking an

Assistant Headteacher



dmat.education

Join us at The Laurels Primary School - where getting better never stops!



Are you passionate about inclusion and driven by the belief that every child deserves to thrive? Do you want to be part of a school where *getting better never stops* - for children and staff alike? If so, this could be the perfect next step in your leadership journey.

At The Laurels Primary School, we are proud to be a small, friendly one-form entry school with 192 children on roll, all of whom are known and valued as individuals. Our pupils are enthusiastic, curious and eager to learn, and they deserve leaders who are ambitious for them in every aspect of school life. We believe inclusion, wellbeing, behaviour and high expectations go hand in hand, creating a school where every child feels safe, inspired and able to discover their passions.

As Assistant Headteacher (Inclusion), you will take a pivotal role in shaping provision for all pupils, with a particular focus on SEND and vulnerable learners. You will serve as the school's SENDCo and Designated Safeguarding Lead (DSL), ensuring that safeguarding is at the heart of everything we do. Alongside this, you will lead behaviour and well-being across the school, ensuring that high standards are consistently maintained and that pupils are supported to build confidence, resilience and positive relationships.

At The Laurels, we are uncompromising in our aspirations not only for our pupils, but for our staff too. Our culture is built on teamwork, professional growth and mutual care. Ofsted (October 2022) recognised that *"staff are proud to work at the school. They feel part of a close-knit team. Leaders are approachable and highly aware of staff well-being."* As part of our leadership team, you will join a group of solution-focused, autonomous leaders who support one another and who are committed to the belief that *getting better never stops*.

At our school, you'll find:

- Children who are enthusiastic, kind, and full of potential.
- Staff who are friendly, dedicated and committed to high standards.
- Governors and Trust leaders who are supportive and ambitious for our community.
- A culture of inclusion, collaboration and continuous improvement.

This is more than a leadership role: it's a chance to make a real and lasting difference in children's lives. Come and visit us, meet our children and staff, and see for yourself what makes our school such a special place to learn and work.

Charlotte Bull Headte

Assistant Headteacher

The Assistant Headteacher (Inclusion) will play a key role in the leadership and management of the school, ensuring the highest standards of inclusion, safeguarding, behaviour and teaching and learning. As part of the senior leadership team, the postholder will lead on provision for pupils with SEND and vulnerable learners, act as the Designated Safeguarding Lead (DSL), and model a culture where *getting better never stops* for pupils and staff.

Main Responsibilities

Strategic Leadership

- Contribute to the strategic vision and leadership of the school as a member of the senior leadership team (SLT).
- Lead on inclusion, behaviour, safeguarding and SEND, ensuring that policies and practices reflect the school's values and statutory requirements.
- Actively promote the ethos that *getting better never stops* through innovation, reflection and professional growth.

Inclusion and SEND (SENDCo role)

- Lead and manage the strategic development of provision for pupils with SEND.
- Oversee the identification of pupils with SEND and ensure high-quality provision to support progress and outcomes.
- Work with staff, parents and external agencies to plan, deliver and evaluate support for children with additional needs.
- Ensure compliance with the SEND Code of Practice and statutory responsibilities.
- Line manage staff delivering interventions, ensuring that programmes are well-planned, effectively delivered and have measurable impact on pupil outcomes.

Safeguarding (DSL role)

- Act as the Designated Safeguarding Lead, ensuring that safeguarding remains central to school life.
- Lead and manage safeguarding procedures in line with statutory requirements, policies and best practice.
- Provide support, training and guidance for staff to ensure all members of the school community understand their safeguarding responsibilities.

Behaviour and Well-being

- Lead the development and implementation of the school's behaviour policy and systems.
- Promote positive relationships and high standards of behaviour across the school.

- Oversee pastoral support and well-being strategies to ensure pupils are safe, happy and ready to learn.

Teaching, Learning and Assessment

- Monitor the quality of teaching and learning across the school, providing constructive feedback and coaching to colleagues.
- Support colleagues in developing inclusive teaching strategies that enable all pupils to make excellent progress.
- Use data effectively to identify trends, monitor impact and inform decision-making.

Leadership and Management of Staff

- Lead, motivate and support staff teams, ensuring a culture of collaboration and shared responsibility.
- Provide mentoring, coaching and professional development opportunities for colleagues.
- Contribute to staff appraisal processes and school improvement priorities.

Wider Leadership Responsibilities

- Work with governors, parents and the wider community to promote inclusion, safeguarding and high aspirations for all pupils.
- Contribute to whole-school self-evaluation, improvement planning and policy development.
- Ensure that staff understand their professional responsibilities and are held to account, by being prepared to have difficult conversations if necessary.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.
- Represent the school at Local Governing Body meetings and external meetings as required.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the assistant headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

Candidate Specification

Criteria	Essential	Desirable
Qualifications and training	- Qualified Teacher Status (QTS). - Evidence of further professional development relevant to leadership, inclusion, behaviour or safeguarding. - Designated Safeguarding Lead (DSL) training, or willingness to undertake this immediately. - National Award for SEN Coordination (NASENCo) or willingness to achieve it within the statutory timeframe.	- NPQ (e.g. NPQSL, NPQML) or working towards this.
Experience	- Proven track record of outstanding classroom practice and raising pupil outcomes. - Experience of leading and managing provision for pupils with SEND and/or vulnerable learners. - Experience of acting as, or working closely alongside, a Designated Safeguarding Lead. - Experience of monitoring and improving the quality of teaching and learning across a team, year group or school. - Experience of line managing staff responsible for delivering interventions and evaluating their impact. - Demonstrated ability to work effectively as part of a leadership team.	- Experience of leading inclusion, behaviour and safeguarding in a senior leadership capacity. - Experience of contributing to school self-evaluation and improvement planning. - Experience of working in more than one school context - Evidence of leading behaviour across a school or phase, including developing and embedding positive behaviour systems. - Led, implemented and reviewed impact, of a school improvement project
Knowledge and skills	- Excellent knowledge of safeguarding legislation and best practice. - Strong understanding of the SEND Code of Practice and inclusive strategies. - Clear understanding of behaviour principles and approaches that promote positive relationships and learning. - Ability to use data and evidence to monitor impact and inform decision-making. - Highly effective communication and interpersonal skills, with the ability to build trust and positive relationships with pupils, staff, parents, governors and external agencies. - Capacity to balance teaching responsibilities with wider leadership duties. - Excellent behaviour management skills	- Evidence of developing cultural capital opportunities for pupils.

Personal qualities and attributes	- A strong commitment to the ethos that <i>getting better never stops</i>. - A solution-focused, resilient approach to leadership. - Ability to inspire, motivate and develop others. - High expectations of self, staff and pupils. - Commitment to teamwork, staff well-being and professional growth. - Ability to work under pressure and prioritise effectively - Effective communication and interpersonal skills	
Commitment	Commitment to: -Safeguarding and child protection. -Promoting equal opportunities for all. -Ensuring the best provision for the most vulnerable pupils. -Promoting the school's vision, values and ethos. -Respect for all members of this school and the wider community. -Continuous Professional Development. -Maintaining confidentiality at all times.	

Package

Responsible to: Headteacher
Salary Grade L1 to L3 (£51,773 to £54,394)
Contractual: Permanent, full time

Safeguarding

The Laurels Primary School is committed to the safeguarding and wellbeing of our children. It is a core expectation of every member of staff to safeguard the wellbeing of every child within the school. Staff are supported through regular training and are expected to adhere to the school's Safeguarding and Child Protection Policy at all times.

In addition to normal pre-employment checks, this appointment will be subject to an enhanced DBS check and a safeguarding interview.

Durrington Multi Academy Trust is an equal opportunity employer and we welcome the unique contributions that everyone can bring to Durrington Multi Academy Trust in terms of education, opinions, culture, ethnicity, race, sex, gender identity and expressions, nation of origin, age, languages spoken, colour, religion, disability, sexual orientation and beliefs.

Staff Charter

 Marking and Feedback – We have a policy of live marking in the moment by all adults in the classroom. In the moment feedback is verbal with minimal recording in books. We encourage the children to take ownership of correcting misconceptions in their work.	 Culture – The culture of our school is critical to an enjoyable, rewarding work environment. We all want the best for our children and therefore all staff are encouraged to communicate any feedback to leaders so support can be offered and adaptations can be made where necessary.
 Data Collection – Data is collected three times a year for all subjects so subject leaders can monitor progress without overburdening staff.	 Change – Where new initiatives are produced, they are based on the latest research and what will work for The Laurels staff and children.
 Annual Reports – Our reports give parents and carers the key information they need. They are concise and focus on the important personal and social detail whilst being clear about where pupils have met expectations.	 Support – Every class in the school has a full-time Teaching Assistant to support the teacher and learners by giving feedback, delivering interventions and mapping the children's provision.
 Subject Leadership – The Laurels is committed to supporting every subject leader with termly release time to look at children's outcomes as well as termly release time to work on their personal action plan.	 Emails – There is no expectation for staff to respond to emails outside of normal working hours. We trust the professional judgement of staff to make decisions about when they work in order to achieve a work-life balance.
 CPD – Teachers and support staff have weekly CPD sessions that link to identified areas of whole school improvement and the latest research. Subject leaders are directed to CPD in their subject areas to further develop their leadership. Staff are also provided with external CPD opportunities as individuals or whole teams. We work with the Research School, Maths and English Hubs.	 Staff Bulletin – Every week there is a staff bulletin that is shared with the whole staff team, which recognises staff contribution and celebrates success and achievements. It also ensures all members of the team receive key communication and removes the need for a Friday or Monday meeting.
 Planning – We have detailed plans and resources for foundation subjects so teachers can focus on adaptive teaching for the children in their class.	 Employee Assistance Programme – We have an employee benefit programme which supports staff through health and wellness services.

How to Apply

Applicants must complete the application pack and return it to coliver@laurelsprimary.co.uk or via post to Carly Oliver, The Laurels Primary School, Winterbourne Way, Durrington, West Sussex, BN13 3QH by 9:00am, **Monday 6th October 2025**.

When applying, please provide a supporting statement of no more than two sides of A4. In this, we ask you to demonstrate how your skills, experience and personal qualities make you an excellent candidate for the role of Assistant Headteacher (Inclusion). In particular, we would like you to demonstrate:

- how you have championed inclusion and safeguarding in your current or previous roles
- how you have modelled and developed high-quality teaching and learning
- how your leadership has had a measurable impact on pupil outcomes.

Some of our roles attract a high level of interest and for this reason we review applications as they are received, therefore on occasions this means roles may close earlier than advertised; so early applications are highly recommended.

If you would like to visit us or have any questions about your application, please email Carly Oliver, Executive Assistant, in the first instance coliver@laurelsprimary.co.uk or telephone 01903 830901.

Strong candidates may be invited to interview before the closing date.

