



Salmons Brook School

Improving the quality of children's lives by developing their potential



Assistant Headteacher - SENCO L12 to L16

Permanent/ Full Time

Start: January 2025

Headteacher: Andrew Lloyd

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Salmons Brook School: Bell Lane, Enfield EN3 5PA

About EdAct



<https://www.edact.org.uk/>

Our Trust comprises Edmonton County Secondary School (Bury and Cambridge Campuses), Lea Valley Academy, Edmonton County Primary School, and Salmons Brook School (SEMH) and the Konrad Halls Centre – EdAct’s children’s therapy and alternative education centre.

Our Academies provide an education for children aged 4-18 in North London. We have been educating young people in this part of London since 1919 and throughout that time our approach has been epitomised by high standards and academic excellence, a tradition that continues today.

Our values of aspiration and achievement, personal responsibility, self-discipline and mutual respect are evident in all our work and result in young people who develop and grow as independent, resourceful and resilient individuals.

The Trust has set out the following vision for its work:

Excellence in all we do

Developing a shared understanding of teaching and learning by sharing strengths and best practice

Ambitious and Accountable to our community for the better use of public funds so more resources are available to address the challenges we face

Creative in our approach to achieving the best for the children

Trusted by the community to provide a high-quality education and a great place to work

As a Trust we are committed to providing the best for the children in our schools but also to offer excellent professional development to our wonderful team of staff. If you join us, you will enjoy excellent conditions of service and teach children who are keen to learn and succeed. The success of our Trust means that you will have great career prospects either within the Trust or beyond.

We look forward to hearing from you.

Dr Susan Tranter
Chief Executive



About Salmons Brook School



<https://www.salmonsbrook.org.uk/>

Salmons Brook School is a mixed special school, which caters for young people with social, emotional and mental health (SEMH) needs.

Our students' primary need will be SEMH and some may have co-occurring needs in one or more of the following areas: communication and interaction; cognition and learning; sensory and/or physical needs.

Our vision and core purpose is **improving the quality of children's lives by developing their potential.**

We are focused on developing positive character traits within our students and approach this through a shared commitment to our 'CREATE' values.

Our aim is that all students at Salmons Brook:

- Engage and grow together as part of an inclusive Community, rooted in fairness.
- Develop secure and lasting Relationships, fostered by kindness.
- Share experiences that provide Enrichment, enhanced by teamwork.
- Foster ambitious Aspirations, through a commitment to learning.
- Build a culture of Trust, by displaying honesty in their actions.
- Achieve their potential, supported by a personalised Education and a curiosity for learning

We will achieve these aims by:

- Delivering an innovative, ambitious and highly specialised curriculum, which includes exposure to enrichment activities that develop personal growth.
- Creating a therapeutic, student-centered learning experience, which focuses on the specific needs of the student, develops self-esteem and helps build secure and lasting relationships.
- Fostering community cohesion to challenge inequality and embrace diversity.

Salmons Brook School opened in September 2022 for 40 students Year 7–10. The building was designed and built to meet the needs of the students attending the school.

Andrew Lloyd
Headteacher

Job Description: Assistant Headteacher

Post Title: Assistant Headteacher - SENCO

Grade: L12 to L16

Responsible to: Deputy Head/Headteacher

Purpose of the Role:

- The Assistant Headteacher (AHT) will support the strategic leadership of Salmons Brook School.
- The AHT will provide vision, ambition, leadership and direction at Salmons Brook School, ensuring it is managed and organised by working strategically with all stakeholders and partners to develop an outstanding provision, which will transform the educational and future life opportunities of all students.
- Provide professional leadership and management of SEN across the school
- Be responsible and accountable for the annual review processes for all students and ensuring that they are completed fully and accurately.
- Ensure that the specific measures set down in a child's EHCP are implemented, monitored and evaluated.
- Line manage the school's Therapeutic Services
- Promote inclusion in school and beyond
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Maintain an up-to-date knowledge of specialist services and agencies who can support in the identification, assessment, planning and provision for students with SEND, and use these sources of support as appropriate
- Contribute to the leadership and management of Salmons Brook School
- Act as the SEND champion and mental health lead for the school.

Qualities and Knowledge

You will:

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the students who will be served by Salmons Brook School.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards students with Social, Emotional and Mental Health needs (SEMH), the workforce, and towards parents, governors and local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on your own scholarship, expertise and skills, and that of those around you.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the Trust's vision and policies, into the implementation and delivery of the school.
6. Communicate compellingly the school's vision and support the Headteacher to drive the strategic leadership of The Salmons Brook School, empowering all students and staff to excel.
7. Uphold and comply with Trust policies in all aspects of professional practice.
8. Commit to the therapeutic model of education.
9. Actively commit and support the management of an extensive extra-curricular programme for all students at the school.

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Job Description: Assistant Headteacher

Students and Staff

1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes, access to qualifications and onward progression.
2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
3. Help to establish an educational culture of openness as a basis for sharing best practice within and between staff, drawing on and conducting relevant research and robust data analysis. Ensure this practice is shared widely with all schools to support them to build capacity to meet the needs of students at Salmons Brook School.
4. Help to create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.

Systems and Process

1. Ensure that the school's systems, organisation, processes of admissions of students and staff recruitment are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
3. Follow rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve, value and develop outstanding practice.
4. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets, resources and accommodation, in the best interests of students' achievements and the school's sustainability.

The Self Improving School System

1. Support with the creation of an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students with special educational needs.
2. Develop effective relationships with fellow professionals and colleagues in other public services, particularly Health and Social Care, to improve academic and social outcomes for all students.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

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Person Specification: Assistant Headteacher

Attributes	Essential	Desirable	How identified
Education and Qualifications	A <u>good honours</u> degree PGCE, QTS SENCO qualification	Evidence of further professional study e.g. MA	Application form References
Relevant experience	Has a proven track record of:		
	Holding a senior SEND leadership role and successful experience at team leadership level i.e. SENCO, Assistant Head	Current post holder in a special school or with experience of managing a large SEND provision. Experience of leading behaviour for learning in a special need setting	Application form and statement References Interview tasks
	Knowledge of what constitutes excellent teaching and learning for students with SEND (and SEMH in particular)	Leading innovative and successful whole- school initiatives to raise SEND student achievement	
	Leading improvements in the quality of teaching and learning linking to student progress and raising standards		
	Expertise using data to set targets, monitor and track student achievement and progress and build capacity in others that is sustainable <u>recognising</u> that a range of progress measures are needed in a special educational setting	Expertise with SEND specific data management and assessment tools	
	Developing, leading and implementing interventions in either a curriculum or pastoral area to target improvement		
	Evaluating impact to identify priorities resulting in improving practice and outcomes		
	Using performance management and intelligent accountability to drive up standards		
	Leading teams and participating as a team member		
	Setting high standards to staff and students by personal example		
	Dealing with day-to-day issues while remaining focused on longer-term goals		
	The energy, enthusiasm and skills of an outstanding teacher		

Person Specification: Assistant Headteacher

<p>Special knowledge and skills</p>	<p>Able to demonstrate s/he can take responsibility as and for:</p> <ul style="list-style-type: none"> • Knowledge of therapeutic approach to pupil progress and strategies such as de-escalation, restorative relationship management etc. • Knowledge and experience of statutory processes involving students with EHCPs. • Expertise in strategies to support students with SEMH difficulties, including associated challenging behaviours. • Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes. • Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other. • Be accountable for the progress and achievement of areas of responsibility. • Supervision of student before school, break, lunchtimes and after school, as directed. • Any other duties as required. 	<p>Evidence of project management</p> <p>Understanding and expertise in using new technologies to promote and deepen learning</p> <p>Experience of EHCP process (including Annual Reviews)</p> <p>Experience of commissioning and monitoring specialist interventions (e.g. SALT)</p>	<p>Application form</p> <p>At interview</p> <p>References</p>
	<p>More generally to:</p> <ul style="list-style-type: none"> • Lead and inspire others. • Work on their own initiative and be part of a team. • See tasks, plans and ideas through to completion: a clear knowledge that reflection is the bridge between 'doing' and 'understanding'. • Think strategically but have an 'eye for detail': a creative and strategic thinker able to turn theory into practice. • Undertake complex, problem solving tasks such as data analysis. • Assimilate information quickly and prepare succinct summaries. • Research educational literature and present papers. • Communicate effectively in a wide variety of forms to a range of audiences. • Use emotional intelligence to manage change effectively. • Use ICT solutions effectively and with confidence. • Ability to teach effectively. 		

Person Specification: Assistant Headteacher

Attitudes	<p>Able to demonstrate:</p> <ul style="list-style-type: none"> • They value the education of every student as equally important. • A relentless focus on standards and the deeply held belief that all students can succeed given the right opportunity and support. • A 'can do' attitude • A willingness to relate to the local community. • A commitment to equal opportunities. • A clear understanding that it is the responsibility of leadership to provide active support and challenge to colleagues and grow other leaders. • Be committed to high quality in all aspects of their work. • An understanding and practise of the principles of change management. • A collaborative approach to partnership working. • A deep understanding or willingness to learn about school systems, timetabling, data tracking for students, development, planning and implementation. • Experience as an outstanding teacher. 		<p>At interview References</p>
Personal qualities	<p>You will have the personal qualities to inspire, motivate and challenge others.</p> <p>Qualities:</p> <ul style="list-style-type: none"> • Creative and strategic thinker who encourages others • Empowers, delegates, develops potential in others • Intellectual tenacity • Efficient • Ambitious for self and others • Capacity for hard work • Good sense of humour • Genuine concern for others • Decisive, determined and self-confident • Integrity, trusted, honest and open • Accessible and approachable • Manages change sensitively and skilfully • Excellent attendance and punctuality • Excellent interpersonal skills with all stakeholders 	<p>Committed to specialist education</p> <p>Commitment to supporting students with SEMH and their families</p>	<p>At interview References</p>

How to apply



You can apply online by completing the application form:

<https://edact.org.uk/careers>

We look forward to hearing from you.



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