



# Two Bridges Academy

## CANDIDATE PACK ASSISTANT HEADTEACHER



*Two Bridges Academy has a clear sense of purpose and our vision and values are at the heart of everything we do.*

# Letter from the Senior Leadership Team

Dear Candidate

Are you an innovative, reflective and collaborative education leader with a passion for shaping and improving the future for children and young people?

Two Bridges Academy is a specialist SEND school that opened in September 2024 and, in a short time, has established an exceptional educational offer for our pupils. As we move towards our final phase of growth in September 2026, we are now seeking to expand our leadership capacity by appointing an outstanding Assistant Headteacher.

We are designated as a provision for pupils with SLD and PMLD, with a large proportion of our cohort having ASC or SLCN identified as the primary need on their EHCP. Our provision is carefully adapted to meet the diverse needs of all pupils.

A holistic curriculum, highly skilled staff and specialist facilities such as a hydrotherapy pool, sensory diet area and sensory room support the needs of our pupils.

Our net zero carbon building has also been designed with sustainability in mind. The academy offers a welcoming space that nurtures and values our pupils, enabling them to reach their full potential.

In order to achieve our vision of 'achievement and well-being through excellence', our staff work alongside a team of multi-disciplinary professionals, including therapists, to deliver a curriculum that meets the holistic needs of each pupil and motivates and inspires them to learn.

We are building an educational community based on integrity, respect and trust, and we place great value on working closely with families ensure success for every child and to celebrate every achievement together.

We look forward to hearing from you.

Carrie Osmond  
Headteacher

Alice Maggs  
Deputy Head

# Contextual Information

## Enable Trust Schools

School Name	Culverhill School	New Siblands School	Two Bridges Academy	Pathways Learning Centre	New school opening 2027	Trym Valley Opening date TBC
Location	Yate	Thornbury	Alveston	Downend	Cheltenham	Southmead
Age Range	7-16	2-19	2-19	5-16		
Place numbers	135	120	112	170	200	164
Designation	Complex Learning Difficulties	Severe Learning Difficulties & Profound and Multiple Learning Difficulties	Severe Learning Difficulties & Profound and Multiple Learning Difficulties	Alternative Provision	Complex Learning Difficulties	Complex Learning Difficulties

## *Joining Two Bridges Academy means...*

- A welcoming and supportive school community
- An environment of supportive, sustainable school improvement and a culture of reflection
- A committed, motivated and compassionate team who inspire each other to be the best they can be
- Pupils who inspire and encourage us to achieve the best possible outcomes
- Excellent training and CPD and a network of support within Enable Trust
- Opportunities for career progression within the Trust
- A free employee assistance programme.

# About Enable Trust

Enable Trust is a specialist SEND and Alternative Provision (AP) Trust with a vision to deliver the best quality provision for children with a range of complex co-existing special educational needs, and for children and young people who need short term provision as they may be temporarily unable to attend their mainstream school for a variety of reasons.

## *'Achieving More Together'*

The systems that our schools exist in – education, health and social care, need to work together to provide everything that our pupils and families need in order for children to flourish. As a Trust, we are innovative and proactive in this space at the interface of education, health and social care, in order to advocate for our children and their families, pressing forwards in purposeful, authentic strategic system leadership that is needed to pioneer positive change and improvement for all our children.

We are a values-based organisation, with collaboration at the heart of our approach. We value inclusion and diversity, strong relationships within our communities and foster a sense of belonging for all. We will challenge systems that need improving, and advocate for our children and families. Having a rich, holistic and inquiry-led approach to learning is a value that puts pupils' outcomes at the centre of what we do, along with valuing evidence-based practice.

The work of our staff transforms the lives of our pupils and their families. We value the talent, commitment and care that every member of our team brings to their role. We foster a culture of respect, trust and mutual support where diversity is celebrated, and every voice has the power to shape our HR strategy and priorities.

Staff well-being matters deeply to us, and our policies are designed to be compassionate, fair and supportive. We also recognise that career aspirations differ. Through high quality professional development and clear career pathways we create an environment where everyone is able to reach their full potential. We are proud to be a people-centred organisation – always learning, evolving and striving to do better for our pupils, our people and the communities we serve.



# Investing In Our People

We are committed to the growth, well-being and excellence of our staff. Our dedicated and highly skilled workforce is growing to support our expansion. We have 255 employees, increasing to approximately 350 within a year. We are proud of our team culture, home-grown talent, SEND expertise, cross-trust working, and our employee retention.

At Enable Trust, we are deeply invested in cultivating a positive and supportive culture where everyone can thrive both professionally and personally. We take immense pride in our staff and are investing heavily in professional development and succession planning. This ensures our talent management is aligned with our strategic needs and provides all team members with access to meaningful career progression opportunities and high-quality CPD.

Staff well-being is a key priority for us. We actively listen to our employees to understand what matters most and continuously enhance our offer to support their needs. In line with our strategic objectives and growth trajectory, we are also updating our Workforce Plan to ensure we have the capacity and capability to deliver on our vision effectively.



# Role Overview

As Assistant Headteacher, you will be a key member of the Senior Leadership Team, playing a pivotal role in the continued development of our school and its provision. You will contribute to strategic leadership while maintaining a strong operational focus to ensure consistently high-quality education for all learners.

Your responsibilities will include:

- Operational leadership of the whole school
- Supporting the delivery and development of an outstanding SEND curriculum and provision
- Leading whole-school Behaviour, Therapies and Attendance
- Leading, developing and supporting staff to ensure high standards of practice
- Managing resources effectively to maximise impact and outcomes for pupils
- Ensuring the safety, wellbeing and safeguarding of all pupils (Deputy DSL)
- Co-ordinating parent events and training sessions

## Working in Partnership

A core aspect of the role is building and sustaining strong relationships. You will:

- Develop positive, trusting relationships with pupils and their families
- Support, mentor, and coach staff
- Work collaboratively with external professionals, therapists, local authorities and other stakeholders
- Contribute to a culture of reflection, teamwork and continuous improvement

## About you

The successful candidate will be:

- Committed to our mission, vision and values
- An experienced and compassionate SEND leader or aspiring leader
- Able to demonstrate strong knowledge and experience working with SLD, PMLD, and complex co-existing needs
- Able to demonstrate strong expertise in the development and implementation of positive behaviour approaches for pupils with complex SEND needs.
- Passionate about inclusive education and pupil-centred practice
- Committed to achieving the best possible outcomes for every pupil
- Skilled in assessing whole-school priorities and delivering solution-focused improvements that benefit all
- Able to manage complex and difficult scenarios and conversations with compassion care and kindness.
- A positive, resilient and highly adaptable leader, able to support pupils, families and staff through challenge, change and complexity.

## Why join us?

- We are a positive and energetic team that values support and collaboration.
- You will contribute to the growth and development of a new expanding school.
- You will work in a purpose-built provision with specialist facilities.
- You will receive a comprehensive programme of induction, training and support.
- Most importantly, you will gain memorable experiences of supporting pupils to learn and develop their independence and self-confidence.

# Job Description

Job Description
<b>Expectations of the Post holder:</b> <ul style="list-style-type: none"> <li>• This is a high-profile post within the school which requires a high level of professionalism</li> <li>• The environment is sometimes pressurised, so flexibility, a calm approach and a “can-do” attitude are required to carry out the role effectively.</li> <li>• The post holder must have integrity and discretion at all times.</li> <li>• Positive interactions with staff and students are an expectation.</li> <li>• Direct supervision is minimal so the ability to prioritise, use initiative, be proactive, organise one’s own workload and that of others, whilst maintaining high standards is essential.</li> <li>• The post holder must be proactive in keeping professional knowledge up to date and have a commitment to personal and professional development.</li> <li>• It is crucial that all staff in Enable Trust adhere to and actively support Trust policies.</li> </ul>
<b>Job Purpose</b> <ul style="list-style-type: none"> <li>• Carry out the duties of this post in line with the remit outlined in the current <i>School Teachers’ Pay and Conditions Document</i> including the conditions of employment for Assistant Head teachers and the school’s own policy</li> <li>• Under the overall direction of the head teacher play a major role in: <ul style="list-style-type: none"> <li>◦ formulating the aims, objectives of the schools and establishing the policies through which they are to be achieved</li> <li>◦ being responsible for the standards and curriculum of all pupils including monitoring of progress towards achievement</li> <li>◦ proactively managing staff and resources</li> </ul> </li> <li>• Take on the responsibilities of the head teacher as agreed and appropriate in the absence of the head teacher and deputy head teacher.</li> <li>• Carry out the professional duties of a teacher as required</li> <li>• Undertake the role and responsibilities of the Deputy Designated Safeguarding Lead.</li> <li>• Take responsibility for promoting and safeguarding the welfare of children and young people within the school</li> </ul>
<b>Key Responsibilities</b>
<b>Shaping the future</b> <ul style="list-style-type: none"> <li>• Support the head teacher and governors in establishing an ambitious vision and ethos for the future of the school</li> <li>• Play a major role in the school improvement and school self-evaluation planning process, through agreed priorities.</li> <li>• Contribute to the development, implementation and monitoring of action plans and other policy developments where appropriate</li> <li>• Lead by example to motivate and work with others</li> <li>• In partnership with the head teacher, lead by example when implementing and managing change initiatives</li> <li>• Promote a culture of inclusion within the school community where all views are valued and taken into account</li> </ul>
<b>Leading teaching and learning</b> <ul style="list-style-type: none"> <li>• Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community</li> <li>• Work with the head teacher to raise standards through staff performance management</li> <li>• Assist with the development and delivery of training and support for staff in the areas of teaching and learning</li> <li>• Lead the development and delivery of training and support for staff</li> <li>• Lead the development and review of agreed aspects of the curriculum including planning, recording, reporting, assessment for learning and the development of a creative and appropriate curriculum for all pupils</li> <li>• Assist the senior leadership team in managing the school through strategic planning and the formulation of policy and delivery of the strategy, ensuring management decisions are implemented</li> <li>• Support the senior leadership team with the processes involved in monitoring and evaluating the quality of teaching and learning taking place throughout the school, including lesson observations, to ensure a consistently high quality</li> <li>• Ensure the systematic teaching of basic skills and the recording of impact, is consistently high across the school</li> <li>• Ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards</li> <li>• Ensure through leading by example the active involvement of pupils and staff in their own learning</li> </ul>



## Key Responsibilities

### Developing self and others

- Support the development of collaborative approaches to learning within the school and beyond
- Support the induction of staff new to the school and those being trained within the school as appropriate
- Act as an induction co-ordinator ECTs, have responsibility for students on teaching practice and those undertaking work experience, as appropriate
- Participate in the selection and appointment of teaching and support staff as appropriate
- Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn
- Take responsibility and accountability for identified areas of leadership, including statistical analysis of pupil groups, progress data and target setting
- Work with the senior leadership team in ensuring an appropriate programme of professional development for staff, in line with the school development plan and performance management including coaching and mentoring as appropriate
- Lead the annual appraisal process for all identified support and teaching staff

### Managing the organisation

- Contribute to regular reviews of the school's systems to ensure statutory requirements are being met
- Ensure the effective dissemination of information and the maintenance of agreed systems for internal communication
- As appropriate and under the leadership of the head teacher, undertake activities related to professional, personnel/HR issues
- Manage HR and other leadership processes as appropriate e.g. sickness absence, disciplinary, capability
- Ensure a consistent approach to standards of behaviour, attendance and punctuality are implemented across the school
- Be a proactive and effective member of the senior leadership team
- Contribute to the day-to-day effective organisation and running of the school
- To undertake any professional duties, reasonably delegated by the headteacher

### Securing accountability

- Support the staff and governing body in fulfilling their responsibilities with regard to the school's performance
- Contribute to the reporting of the school's performance to the school's community and partners
- Promote and protect the health and safety welfare of pupils and staff
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

### Strengthening community

- Assist the senior leadership team 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
- Organise and conduct meetings where appropriate with parents and carers to ensure positive outcomes for all parties
- Attend meetings with parents and carers as appropriate to ensure positive outcomes for all parties
- Strengthen partnership and community working
- Promote positive relationships and work with colleagues in other schools and external agencies

## General

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive definition of the post but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties. In addition you may be expected to take part in any other reasonable duties which may be required.

## Core Expectations

Staff should recognise that as the Trust develops, job roles may need to change focus and job descriptions will be reviewed accordingly. Staff need therefore to be flexible in their approach to accommodate the changing needs of the Trust and to participate fully in professional development which supports this.

## Job Context

The post holder will be a key member of the Senior Leadership Team, carrying out their duties to ensure the safe and effective day-to-day operation of the school, as well as the delivery of the School Development Plan. The post holder's professional knowledge and skills will bring 'best practice' and capacity to the Senior Leadership Team, enabling the head teacher to focus on the strategic management of the school. The work of the Assistant Head contributes towards strategic decisions by the SLT and governing body.

## Supervision

The post holder will receive general direction and supervision from the head teacher. There will however be a high level of personal responsibility for the day-to-day delivery of the functions and the post holder will be expected to use initiative to anticipate requirements and deal with situations as they arise. Staff supervised by the post holder have allocated duties but will require monitoring, advice and training. The post holder will be expected to undertake annual performance management review meetings with those staff they line manage.



**Problems and Decisions**

Identifying solutions to ad hoc issues which may disrupt the day-to-day running of the school.  
Responding to behaviour incidents which have not been resolved through the school's regular behaviour management systems.

**Working Environment**

School environment. No specific requirements.

**Equipment**

Use of ICT facilities and general office equipment

**Special Notes or Conditions**

Enable Trust is committed to safeguarding and promoting the safety and welfare of children and young people. All staff and volunteers are expected to share this commitment and all appointments will be subject to appropriate vetting, including an enhanced DBS disclosure check.

The post holder has a responsibility for their own health and safety at work and that of others ensuring they have received adequate training for any activities they undertake as part of their job role.

There may be some requirement for duties to be undertaken outside of the normal working day.

# Person Specification

Category	Essential	Preferred but not essential
<b>Qualification</b>	Qualified Teacher Status Degree	NPQML, or NPQSL, or SSAT Lead practitioner qualification or similar
<b>Teaching &amp; Leadership Experience</b>	Successful leadership and management experience in a school Successful teaching experience Demonstrable experience of successful line management and staff development	Experience of special school or specialist resource base education Understanding & experience of HR policies, processes and procedures
<b>Skills and Knowledge</b>	Experience of curriculum innovation, behaviour leadership or pupil personal development Experience of school organisation and day to day high intensity problem-solving Experience in adapting and finding solutions to enable SEN pupils to meet their outcomes Data analysis skills and the ability to use data to set outcomes and identify strengths and weaknesses proven track record of securing positive outcomes for pupils with SEND A proven track record of supporting colleagues to improve their SEND pedagogy A proven track record of implementing positive behaviour approaches for SEND learners and providing support and guidance to staff teams A proven track record of supporting SEND pupils and families with attendance and behaviour issues. Skilled in assessing whole-school priorities and delivering solution-focused improvements that benefit all Experience of managing complex and difficult scenarios and conversations	Use of Evidence for Learning & Insights Assessment Systems Knowledge of leading effective EHCP annual review meetings Experience of managing, co-ordinating or supporting referrals to therapy services
<b>Safeguarding</b>	Effective communication and interpersonal skills Build effective, professional and appropriate relationships with pupils, families, professionals and the wider community Safeguarding is a responsibility of all staff within our organisation. The post will demand an enhanced DBS and an expectation that the Assistant Headteacher will undertake the role of Designated Safeguarding Leader Commitment to the protection and safeguarding of children and young people Form and maintain appropriate relationships and personal boundaries with all members of the school Up to date knowledge and understanding of relevant legislation and guidance in relation to working with and the protection of children and young people	Experience of DSL or Deputy DSL role
<b>Professional Attributes and Development</b>	Positive, resilient and highly adaptable, able to support pupils, families and staff through challenge, change and complexity. An approachable, trustworthy, solution focussed person who is able to communicate effectively with a range of audiences A leader of learning; demonstrating, promoting and encouraging excellent classroom practice Work collaboratively with the staff team Provide inspirational, enthusiastic and innovative leadership, and secure desired outcomes Establish effective working relationships with a wide and diverse range of stakeholders Identify solutions Inspire confidence	
<b>Personal Qualities</b>	Excellent interpersonal skills, emotional intelligence and a positive Manages own feelings well whilst performing effectively under pressure Aware of own strengths and areas for development; able to listen to feedback, reflect constructively and act appropriately	
<b>Governance and Accountability</b>	Establish and sustain professional working relationships with those responsible for governance, and work in accordance with the Enable Trust Governance Handbook Accept support and challenge from CEO and DFO, being accountable to them, and supporting the wider work of the Trust Accept support and challenge from the Local Governing Body Ensure that staff know and understand their professional responsibilities and are held to account Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties	Understanding of the MAT context and leadership in a MAT

# How to Apply

We recommend that you speak with Carrie Osmond (Headteacher) before applying.

To arrange a conversation, please email [office@twobridgesacademy.org.uk](mailto:office@twobridgesacademy.org.uk).

Please complete an application form, including a supporting statement. In your statement, ensure you outline your reasons for applying, how your skills and experience equip you for the role, and how your application aligns with the job description and person specification.

*Please note: We do not accept applications by CV.*

All applications must be made online via the Eteach website.

We are an equal opportunity employer that values and promotes diversity. We do not discriminate and embrace individuals from any background, gender identity, race, age, sexual orientation, physical or mental ability, ethnicity, or any other aspect that makes them unique.

Enable Trust is committed to safeguarding and promoting the welfare of children, young people, and vulnerable adults. We expect all staff and volunteers to share this commitment.

