

Recruitment Pack

Assistant Headteacher



Welcome

Thank you for your interest in our Assistant Headteacher role.

This is a full-time permanent position with a salary between L12 to L16 (Outer London) £65,629.00 - £72,144.00.

We want you to feel comfortable and confident in applying for the role and to provide you with the information you need to decide whether it's right for you. We welcome questions and would love to show you around.

To apply, please visit our website at www.westleaschool.co.uk and click vacancies to be taken to our career site.

The deadline for applications is Monday 28th April at 5pm with interviews being held on in the week commencing Monday 5th May 2025.

The successful person will start in September 2025.

We're committed to safeguarding and promoting the welfare of children and young people. The successful applicant will be subject to a full Disclosure and Barring Service (DBS) disclosure and checks regarding proof of ID, medical clearance and the right to work in the UK.

If you require the pack in a different format, would like to visit us or have any questions, please contact the People and Culture Team at people.team@westleaschool.co.uk.

We look forward to hearing from you.

Good luck!

Please also visit our website and the websites of our partner charity and trust, which will give you a further feel for who we are and what we do.

www.westleaschool.co.uk | www.learningforlifecharity.co.uk | www.enterprisecooperativetrust.org.uk

About the school

Based in the borough of Enfield, we provide education to children and young adults with special educational needs and disabilities, from the ages of 4 to 25. We pride ourselves on creating an inclusive environment where everyone feels welcome.

Our four campuses – Meridian, Haselbury, Learning for Life and Horizon – serve more than 500 learners and are home to 230 employees.

We're a strong community that works together with the common goal of helping each other to flourish. Our learners leave confident and able to progress onto further education and work.

We're a disability confident employer that's Investors in People accredited, with firmly held values placed at our core.

THE SCHOOL AT A GLANCE

- There has been a school at Haselbury Road since 1938, which turned into a special school in 1970.
- In 2014, there were 80 learners on a single site. We've grown a lot since then.
- We cater for students with a range of complex special educational needs and disabilities.
- We've expanded rapidly in response to increased demand across the borough of Enfield.
- Throughout their journey, learners develop vital life and work skills, as well as achieve academically.
- Our provision includes the Attendance Support Service (ASU), Home Tuition Service and a post 16 programme that enables learners to go to a local college.
- Our Travel Training Programme enables learners to travel confidently and independently.
- We actively prepare learners for adulthood and the workplace. This is key to what makes us special.
- Learners gain work experience with local employers and through our partnerships with the Enterprise Cooperative Trust (ECT) and Learning for Life Charity (LFLC).
- Our Supported Internship Programme gives young people aged 16 to 25 an opportunity to work. 80% of our interns get jobs and 90% retain them.
- We're a founder member of the Enterprise Cooperative Trust.

Our why, what and how

In September 2021, we developed our strategic framework. It's a simple image of a school with a roof, four pillars and foundations.

It helps us describe why we exist, what we're here to do and how we're going to do it. Think of it as a roadmap that guides our decisions and keeps us on the right path.

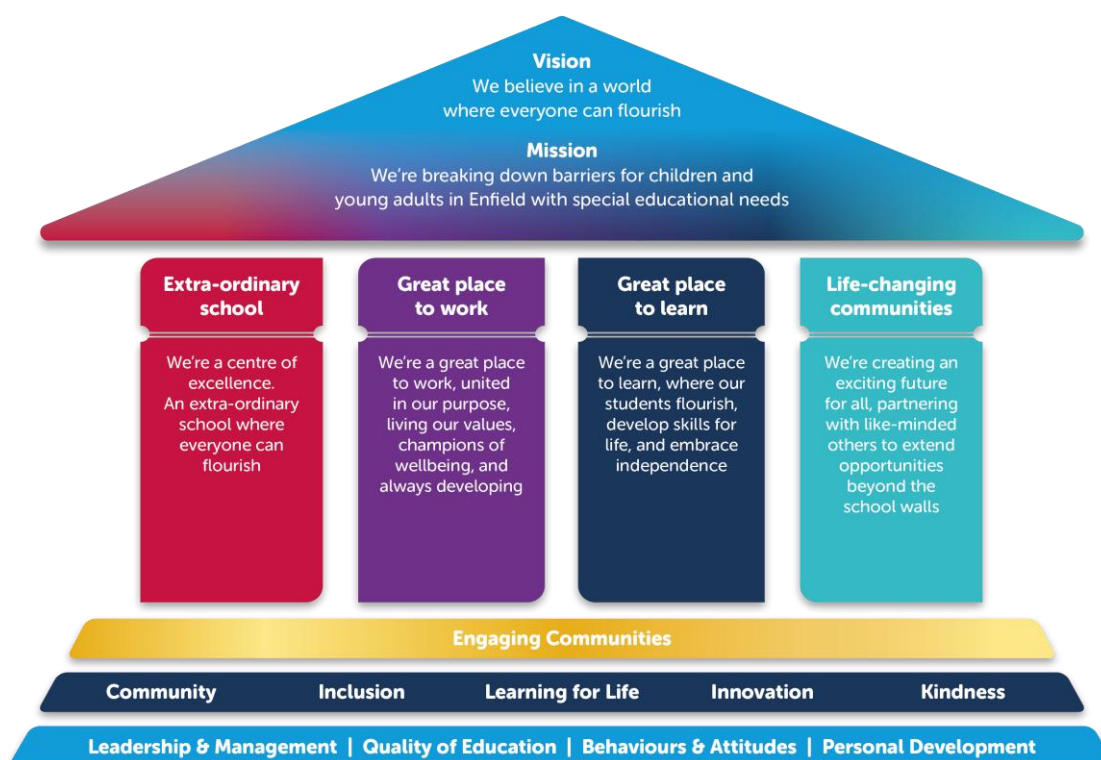
It's a useful model that frames our long-term, high-level school development plan, which we'll be working on for many years to come.

Our vision, mission and values inspire and unite us. Our vision statement explains why we exist; it's our guiding star and something we aspire to. It unites the school with the organisations in our wider family: the Enterprise Cooperative Trust (ECT) and Learning for Life Charity (LFLC).

Our mission statement describes the 'business' we're in and what we're focused on doing today and every day. It reminds us of who we serve and what we do in pursuit of our vision.

The average person spends more than 99,000 hours of their life at work. We believe that a good life is one where you spend this time doing something fulfilling and making a real difference to people's lives. That's what we're all about.

It feels great knowing that what we do each day is helping our people, learners and families to flourish.



Vision, mission and values

Our vision, mission and values guide, inspire and unite us.

OUR VISION

We believe in a world where everyone can flourish.

OUR MISSION

We're breaking down barriers for children and young adults in Enfield with special educational needs.

OUR VALUES

Learning for Life

We help learners succeed beyond the classroom. They develop skills, confidence and independence ready for adulthood, further education and work.

Community

We're one big family uniting together so everyone can flourish. We enable learners to make a difference in the local community.

Inclusion

We ensure everyone is welcome, feels they belong, and opportunities are open to all. We teach, inspire and support learners to be inclusive and value differences.

Innovation

We help learners to reach for the stars and overcome obstacles. We challenge everyone to be creative and break down barriers.

Kindness

We make kindness our default setting. We teach learners to be kind and compassionate to themselves and others. We role model this behaviour every day.

community
kindness
learning for life
innovation inclusion

One school, four campuses

Our campuses have a shared purpose, and we work together towards common goals.

Regardless of job title, location, or team, everyone has an important role to play in helping each other and our learners to flourish.

The 'golden thread' that runs between the campuses is that we help learners to build independence and confidence as they journey through the school.



MERIDIAN CAMPUS

Catering for primary aged children, Meridian is based at two architecturally different sites: one a church, and the other a modern, purpose-built school. Learners start their journey by 'Taking Off!'



HASELBURY CAMPUS

Haselbury is home to Key Stage 3 learners aged from 11 to 14, who are based on one site. We welcome students from Meridian and other local schools. Haselbury learners are 'Flying High!'



LEARNING FOR LIFE CAMPUS

Spread across two sites, Learning for Life caters for Key Stage 4 students aged 14 to 16. Here, learners are 'Soaring!' and gain independence, attending college and work experience.



HORIZON CAMPUS

Horizon Sixth is home to our post 16 learners (Key Stage 5) and our Supported Internship Programme. Spread across three sites, there really is 'No Limits!' to what our young people achieve, with many going on to further education or employment.



AN OUTSTANDING SCHOOL

Ofsted inspected in May 2023 and said we continue to be an outstanding school.

Our extended family

An outward looking and 'extra' ordinary school, we partner with likeminded people and organisations across and beyond the borough.



Our partners include the Enterprise Cooperative Trust and Learning for Life Charity. These organisations are part of the West Lea family.

We created the trust and charity to extend our reach beyond the traditional classroom. Whilst our curriculum includes life, social and work skills, through ECT and LFLC we provide more opportunity for our learners and others across Enfield.

ENTERPRISE COOPERATIVE TRUST (ECT)

A not-for-profit foundation cooperative, the ECT launched in June 2022.

The trust includes organisations from education, the charity sector, community interest groups, business and local government. We've come together to address key problems in the Enfield borough.

We aim to raise standards in local schools and create life-changing opportunities for young people. Being a member of the trust enables us to look at education in a different and collaborative way.

We're looking to make an impact in four key areas:



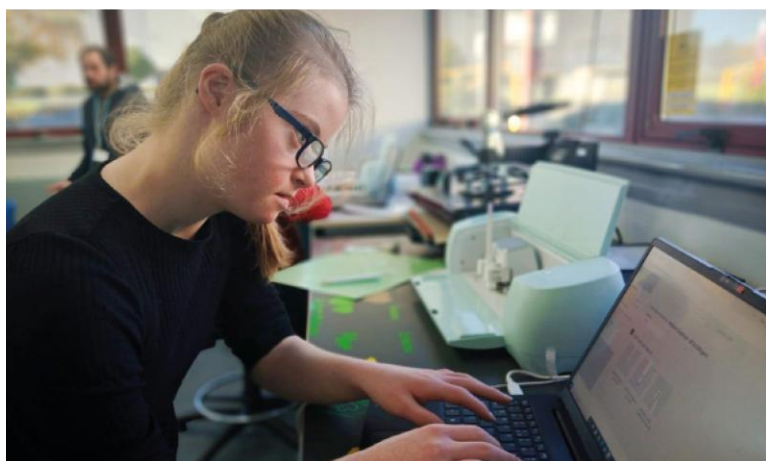
THE LEARNING FOR LIFE CHARITY (LFLC)

LFLC is a registered charity and ECT partner. Founded in 2014, it aims to build upon the school's life and work curriculum.

To mark its tenth birthday in December 2024, the charity's trustees refocused its vision, mission and values.

LFLC provides disabled and disadvantaged young people in Enfield with life-changing chances to work. This includes borough-wide work experience and workplace support.

LFLC brings its values of inclusion, inspiration and innovation to life through its two charity shops, numerous social enterprise projects, and Access to Work funded job coaches for early careers employees.



**Learning for
Life Charity**

Assistant Headteacher Job Description

An Assistant Headteacher at West Lea School is someone who is dynamic and who will continue to inspire and motivate our staff and support and encourage our pupils to make excellent progress, whatever their starting point or situation.

A Leader at West Lea School is someone who knows what is important to him/her and who uses their values, and those of the school, as a guide and a motivator. We are seeking a leader who 'walks the talk' and demonstrates their commitment to our values in an intentional way, using them as a touchstone to define actions, make decisions and fulfil our collective mission.

Who we are looking for

We're looking for an exceptional candidate who:

- Can demonstrate vision, resilience and empathy and can evidence the capacity to deliver both high support and high challenge
- Committed and passionate about working with learners with a wide and diverse range of SEN and can embrace the school's vision, aims and core value of 'Learning for life'
- An exceptionally enthusiastic and committed teacher who can motivate our learners and lead and inspire their class team to raise standards in learner outcomes
- An advocate for our learning for life approach, which puts developing independence and life skills at the heart of our curriculum alongside ambitious academic expectations
- A role model who is aligned with our values
- A lifelong learner who continues to develop and grow, personally and professionally
- Works well with others: we're one school and one team

Who it would suit?

We are seeking an innovative and dynamic individual who embodies our core value that we are all 'learning for life'. You share in the belief that all our learners can achieve and through working as a community with kindness, you are committed to ensuring all have positive futures.

Key relationships

Reporting directly to the Head of School and leading a team of staff within the provision, catering for pupils who have a range of complex special needs, supporting the Head of School in the day to day running/management of one of the West Lea school campuses.

You will lead a team of teaching staff and will be pivotal in their development.

Pay and benefits

This is a full-time permanent position L12 to L16 (Outer London) £65,629.00 - £72,144.00.

We also have an attractive employee benefits package, including:

- Pension scheme with 23.68% employer contributions
- Supportive learning culture with funded continuous professional development (CPD)
- Professional networking opportunities
- Employee Assistance Programme (EAP)
- Opportunity to make your mark in a highly rewarding and meaningful role

Principle responsibilities

Teachers across the whole school work to allow all our learners to flourish at West Lea whilst also promoting their independence.

The Assistant Headteacher will lead a team of staff within the provision catering for pupils who have a range of complex special needs and will provide support to the Head of School in the day to day running/management of one of our campuses in areas including strategic leadership, inclusion and integration, safeguarding, attendance, behaviour and welfare, data and assessment, teaching and learning, curriculum and independence, liaising with other Assistant/Heads of School and senior leadership team colleagues.

The Assistant Headteacher will be responsible for leadership, internal organisation, management and control of certain aspects of the provision within the campus structure, as defined by the Head of School.

The Assistant Headteacher will:

- be an active and supportive lead member of the school's senior leadership team and to support the Head of School and other colleagues in the management, strategic development and direction of the school
- contribute to setting the aims and objectives for the school, providing input to the 'School Development Plan' and 'SEF' along with other members of the senior leadership team
- play a key role in promoting the vision, mission and values of West Lea School
- lead, monitor and evaluate specific areas of school improvement and development as delegated by Head of School
- develop effective networks and partnerships promoting educational improvements and success
- embed a consistent approach to user friendly assessment systems that will benefit our learners and teachers

- make intelligent use of the data to improve both standards and accountability, ensuring robust reporting and communication to all stakeholders, including SLT and governing board.
- act as the 'designated safeguarding person' within (allocated) school campus/remit
- lead, deliver and evaluate high quality support, mentoring, coaching, induction and CPD that improves learning and teaching and supports professional development of colleagues
- act as an exemplary role model in their own teaching and supporting colleagues to develop their own practice
- deputise for the Head of School in their absence (along with other leadership colleagues)
- line manage staff as directed by the Head of School

LEARNING FOR LIFE:

- Lead your own development through your own personalised learning plan
- Lead and develop staff through the Partnering for Performance process
- Be committed to seeing the potential in every learner, and supporting them in finding their pathway to adulthood so that they can flourish
- Keep up to date with changes in the curriculum and other key educational policy and practice developments to identify best practice

COMMUNITY:

- Be proactive in knowing all learners' interests, needs, context and circumstances
- Develop outstanding relationships with parents and carers and other stakeholders, including external agencies, to support the welfare of pupils
- take a lead role in developing and implementing an area of curriculum, including monitoring and evaluating the quality of teaching and learner achievement in delegated curriculum areas, ensuring specialist expertise is sourced where needed to ensure that learners experience a broad and balanced curriculum that prepares them for adulthood
- Organise and safely manage the learning activities for which responsibility has been given
- Liaise with both in-house pastoral leads as well as external therapists, and other external agencies as required

INCLUSION:

- Build positive relationships with all learners to support and promote their learning and wellbeing throughout the day

INNOVATION:

- Be open to new ideas and seek solutions to support all learners especially those who are vulnerable and hard to reach

KINDNESS:

- Ensure positive regard for all learners (and our people) and develop excellent relationships
- Be an exemplary model of both the values and what we expect of all adults working at this school - Be ready, Be Safe, Be Kind

HEALTH & SAFETY:

- Ensure the health and safety of learners and staff is maintained during all activities, both inside and outside the setting
- Be responsible for trips and events following school procedures to ensure that they are robustly risk assessed in consultation with leaders
- Ensure that the medical needs for all learners is known by all the class team and is effectively managed as per their care plans
- Have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the London Child Protection Procedures and the school's safeguarding policy
- Support and implement the school and Local Authority's Equal Opportunities, Whistleblowing and Data Protection policies

GENERAL REQUIREMENTS

- Contribute to the wider life of the school and Enterprise Cooperative Trust
- Carries out any other reasonable duties and responsibilities requested by the line manager
- The post holder will be expected to comply with West Lea's Schools policies and procedures at all times. These include, but are not limited to child protection, equal opportunities, data protection and health and safety
- The school has a clear policy for reporting suspected/actual child abuse and this procedure must be followed and reported (in writing) to a designated teacher for further action
- In order to do their job, the post holder will be trained and coached in the relevant procedures and policies of West Lea School. They will be expected to familiarise

themselves with the school and policies and to seek advice and guidance from the line manager if required

- Undertake Staff Development/CPD Training as required by the nature of this post and the range of duties described within this job description

The key tasks listed above are only an indication of the main tasks required to be performed. It is not an exhaustive list of duties and responsibilities and may be subject to amendment to take account of changing circumstances. Any changes will be made following discussion with the post holder.

Assistant Headteacher Person Specification

Experience of successful teaching and school management	Essential	Desirable
Successful leadership as an assistant headteacher and/or Middle Leader with significant management experience	✓	
A track record of successful leadership in a school	✓	
Significant experience of Special Educational Needs, that encompasses the implementation of programmes and initiatives that provide positive outcomes for challenging students	✓	
Experience of leading a significant school improvement strategy		✓
Training and qualifications	Essential	Desirable
Qualified Teacher Status (QTS). Not suitable for ECTs	✓	
Degree	✓	
NPQH or NPQSL		✓
Higher Degree		✓
Recent participation in a range of relevant CPD, especially in school leadership and management	✓	
Has successfully undertaken appropriate 'child protection' training as designated lead person or has commitment to do so before taking up the post	✓	
Knows and can do	Essential	Desirable
Strategic planning processes	✓	
Leading change, creativity and innovation	✓	
Strategies for raising achievement and achieving excellence	✓	
Principles of effective teaching and assessment for learning	✓	
Strategies for ensuring inclusion, diversity and access	✓	
School or team self-evaluation	✓	

An exemplary role model in their own teaching and supporting colleagues to develop their own practice	✓	
The significance of adult learning and models of continuing professional development (CPD)	✓	
The use of a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance	✓	
Current issues and future trends that impact on the school community	✓	
Models of school, home, community and business partnerships		✓
Strategies which encourage parents and careers to support their children's learning	✓	
Knowledge of the strategic role of the governors in education, including new and emerging corporate governance structures		✓
Knowledge of curriculum pathways and how to meet the needs of learners with a range of Special Educational Needs		✓
To understand effective school self-evaluation and development planning and the requirements of the inspection framework for schools	✓	
Understanding of current and emerging educational issues	✓	
Strong ICT skills for analysis and communication	✓	
Inspire, challenge, motivate and empower others to carry the vision forward	✓	
Model the values and vision of the school	✓	
Demonstrate personal enthusiasm for and commitment to the learning process	✓	
Ability to communicate effectively in writing and orally to a range of audiences	✓	
Flexible and approachable yet resilient under pressure	✓	
Demonstrate the principles and practice of effective teaching and learning	✓	
Access, analyse and interpret information	✓	
Collect and use a rich set of data to understand the strengths and weaknesses of the school, and an ability to implement appropriate actions/interventions		✓

Combine the outcomes of regular school self-review with external evaluations in order to develop the school	✓	
Initiate and support research and debate about effective learning and teaching and develop relevant strategies for performance improvement		✓
Acknowledge excellence and challenge poor performance across the school in specific subject areas	✓	
Foster an open, fair, equitable culture and manage conflict	✓	
Develop, empower and sustain individuals and teams	✓	
Challenge, influence and motivate others to attain high goals	✓	
Give and receive effective feedback and act to improve personal performance	✓	
Commitment to equality of opportunity	✓	
Accept support from others including colleagues, governors and the LA	✓	
Prioritise, plan and organize themselves and others	✓	
Think creatively to anticipate and solve problems	✓	
Ability to see the big picture and have an eye for detail	✓	
A sense of proportion (including a life out of school!)	✓	
A command of spoken English that is sufficient to effectively carry out the duties of the role	✓	



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