

Salmons Brook School

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



Deputy Headteacher (Maternity Cover)

1 Year (June 2026-June 2027)
Required - June 2026
Scale: L12 – L17

Headteacher: Kimberley Matthews
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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.

Kimberley Matthews
Headteacher

Job Description: Deputy Headteacher (Maternity Cover)

Job title: Deputy Headteacher

Scale: L12-L17

Hours: Maternity Cover – 1 year (June 2026 – June 2027)

Responsible to: Headteacher

Salmons Brook School is a specialist SEMH (Social Emotional Mental Health) school for young people aged 11 – 18. We have 70 places for young people. We opened in September 2022 for 40 young people in Year 7 – 10. Our vision and core purpose is to improve the quality of life for our school and wider community by nurturing potential. We are focused on developing positive character traits within our students and approach this through a shared commitment to our 'CREATE' values.

As a specialist SEMH school, knowledge and experience working with young people with SEND and SEMH is a requirement. We are a trauma-sensitive school which adopts a restorative approach to behaviour. We have developed a unique approach to teaching and learning that is designed to meet both the academic and SEMH needs of our students. Our teachers will need to embrace our 'four-element' curriculum model, as well as integrating our CREATE values and 'Circles of Intervention' into a holistic way of working within their subjects.

We are looking for an excellent Deputy Headteacher to join the team for a year's maternity cover. You would be joining the school at an exciting time, as we open our new technical and vocational centre for KS5 and are introducing and developing an exciting vocational curriculum for both KS4 and KS5. The right candidate will have experience of senior leadership within SEMH, SEND or PRU settings and will have the knowledge and strategic leadership skills to lead on Curriculum, Assessment, Teaching and Learning, and careers.

As well as subject and curriculum expertise, our teachers will be calm and sensitive at times of potential dysregulation. They will be experienced in de-escalation techniques and have a working and practical knowledge of key frameworks such as emotion coaching, nurture principles and zones of regulation. They will need to be committed to our core purpose and desire to improve the quality of life for our community and will have to develop a curriculum and learning experience that enables our young people to achieve, both in the short and long term.

If you are a passionate about both personal and academic progress of learners with SEMH needs and are a strategic leader who can complement the existing staff team and work collaboratively with our young people, families, and staff to make an impact, Salmons Brook could be the unique and exciting opportunity you have been looking for. We have our own bespoke Principles of Learning and are passionate in providing our young people with everything they need for personal and academic growth. We strongly believe in our aim to improve lives by nurturing potential, and the Deputy Headteacher role is fundamental in achieving this aim.

There is a great deal of information about the school on our website and the Headteacher welcomes visits to the school or telephone conversations prior to application.

Job Description: Deputy Headteacher (Maternity Cover)

The Deputy Headteacher will provide strategic leadership, vision, and operational management for the school, ensuring that all pupils with Social, Emotional, and Mental Health (SEMH) needs receive an outstanding, inclusive, and therapeutic education.

This role is pivotal in curriculum excellence, behaviour and pastoral care, safeguarding, and staff development to achieve the best possible outcomes for students.

The Deputy Headteacher will work closely with the Headteacher and Assistant Headteachers to lead curriculum development, pastoral care, safeguarding, SEND and teaching and learning.

They will also be responsible for overseeing quality assurance, compliance, and school-wide initiatives to ensure the school provides a high-quality learning environment.

Strategic Leadership & School Development

Support the Headteacher in setting and delivering the school's vision, ethos, and strategic priorities.

- Deputize for the Headteacher in their absence, ensuring the smooth running of the school.
- Lead on whole-school self-evaluation and ensure continuous school improvement in line with Ofsted's Education Inspection Framework.
- Develop and oversee policy implementation across Quality of Education, Safeguarding, Behaviour, and Personal Development.
- Support the work of the assistant Headteachers, ensuring effective leadership in their respective areas.
- 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.
- 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.
- Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- 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.

Quality of Education & Curriculum Leadership

- Lead on curriculum development, implementation, and evaluation, ensuring an engaging and ambitious curriculum for all pupils.
- Oversee curriculum mapping, schemes of work, and assessment strategies in collaboration with subject leaders.
- Drive high standards of teaching and learning, ensuring a consistent approach to lesson planning, pedagogy, and assessment.
- Be the strategic lead for whole-school Reading, Numeracy, Literacy and PSHCE/Personal Development.
- Be the Examinations officer and oversee examinations and pathways, ensuring pupils have access to appropriate qualifications that align with their needs and aspirations.
- Ensure the school has a robust assessment and monitoring policy, utilising evidence-based interventions to support academic progress.
- Lead on the induction, mentoring, and training of ECTs, trainee teachers, and support staff.
- Oversee the CPDL strategy, ensuring high-impact professional development for staff.

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Job Description: Deputy Headteacher (Maternity Cover)

- Be the strategic lead for the interventions team, ensuring highly personalised interventions focused on academic progress, SEMH and personal progress and EHCP targets.

Personal Development

- Be the strategic lead for Careers Education, Personal Development and all areas a statutory PSHE/SRE education through the Character curriculum and interventions.
- Ensure effective student induction processes, supporting transition into school and personalised pathways for success.
- Have oversight of school trip planning, activities/workshops and off-site activities.

Safeguarding & Welfare

- Act as a Deputy Designated Safeguarding Lead (DDSL), ensuring child protection policies and procedures are rigorously followed.
- Work closely with external agencies (e.g., CAMHS, Social Services, Educational Psychologists) to support pupils at risk.
- Ensure all staff receive regular safeguarding training, including Prevent Duty, CCE, CSE, and trauma-informed practices.
- Monitor safeguarding referrals, interventions, and well-being support plans.
- Ensure compliance with local authority safeguarding policies and statutory obligations.

Staff Development & Leadership

- Line manage middle Leaders, teachers, intervention team and other staff as required, ensuring they receive coaching, support, and accountability for their areas.
- Lead the school's professional development program (CPDL), ensuring high-quality training on all areas relevant to our SEMH setting.
- Have strategic oversight of staff appraisals, performance management, and support staff well-being initiatives.
- Work with the Headteacher on staff recruitment, retention, and succession planning.
- Support a culture of collaboration, innovation, and shared best practice.

Operational & Organisational Leadership

- Work with the Leadership team to oversee admissions, transitions, and EHCP consultation processes, ensuring appropriate placements and support for new pupils.
- Work with the SENDCo to ensure effective provision mapping and interventions in line with EHCPs.
- Ensure compliance with health & safety, safeguarding, GDPR, and fire safety regulations.
- Lead on timetabling, duty rotas, and cover arrangements to ensure smooth day-to-day operations.
- Oversee the management of data systems, including behaviour tracking, progress monitoring, and safeguarding logs.
- Provide oversight of student rewards ensuring consistent implementation across the school.
- Work collaboratively with the School Business Manager to oversee budget planning, finance, estate management, and quality assurance.
- Lead on the development and implementation of parent workshops and engagement strategies.

Job Description: Deputy Headteacher (Maternity Cover)

Specific areas of responsibility:

- Curriculum and assessment
- Personalised learning
- Examinations and pathways – being the named examinations officer
- Quality assurance of the curriculum
- Teaching staff induction
- Teaching and Learning- policy and quality
- Whole School reading, literacy and numeracy
- Quality assurance - Lesson observation and work scrutiny development and reporting
- Careers Education
- Personal Development - CREATE and Character curriculum
- Liaison with FE to support progression
- CPDL - whole staff team
- Initial Teacher Training
- Be a Deputy Designated safeguarding lead
- Provision mapping
- Timetabling, duties and cover
- Other duties as required
- School trips

The above-mentioned duties are neither exclusive nor exhaustive and the post holder may be required to carry out other relevant and/or reasonable duties as directed by the Headteacher, commensurate with the skills, abilities, and grade of the post.

This job description may be amended at any time following discussion between the headteacher and member of staff.

Whilst every effort has been taken to explain the duties and responsibilities of the post, certain individual tasks may not be identified. The post holder will be expected to comply with any reasonable request from a manager to undertake any task of a similar level that is not specified in the job description.

All employees are expected to follow the staff code of conduct.

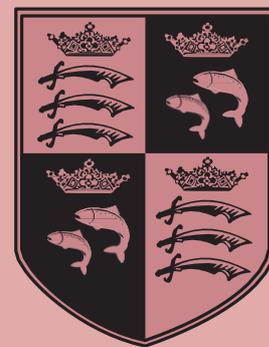
Person Specification: Deputy Headteacher (Maternity Cover)

| Attributes | Essential | Desirable | How identified |
|-------------------------------------|--|--|---|
| Education and Qualifications | A good honours degree PGCE, QTS | Evidence of further professional study e.g. MA | Application form References |
| Relevant experien | 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 recognising 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: Deputy Headteacher (Maternity Cover)

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|--|---|--|---|
| <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 At interview 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 | | |
| <p>Attitudes</p> | <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> |
| <p>Personal qualities</p> | <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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Headteacher: Kimberley Matthews

