

# Headteacher Recruitment Pack

## Autumn 2026



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Dear Applicant

**Re: Headteacher Vacancy - Group Range 2, L17-L21**

Thank you for your interest in the Headteacher post at Beormund School.

At Beormund, we are ambitious for all our pupils to achieve to their full potential and our dedicated and trauma-informed staff team work tirelessly to equip children with the confidence, strategies and thinking skills that will enable them to achieve their ambitions, make successful transitions and, wherever possible, reintegrate back into mainstream education. Central to this process are effective partnerships with parents and carers, other schools, our community and professional partners in the statutory and voluntary sectors.

These are exciting times for our school as our long-awaited move to a larger, purpose-built school in Peckham will become a reality at the beginning of the Spring Term 2027. Governors are determined to capitalise on the opportunities that this will present to cement Beormund's role in Southwark's primary behaviour support strategy. Over the years, our 'Beyond Beormund' initiatives have made proven impacts on inclusive practice in mainstream schools through helping mainstream teaching and support staff to better understand and manage traumatised children's behaviour and to make more effective use of early/ family help and therapeutic resources.

If you share our ambition for children and would like to know more about our vision for the potential of Beormund School, please look at our website: - [www.beormundschool.co.uk](http://www.beormundschool.co.uk) . We encourage prospective candidates to visit the school to find out more about our ethos and direction, to see our school in action and find out more about our new premises.

This pack contains some brief information about our school, our vision and ethos, in addition to the job description and person specification.

We look forward to hearing further from you.

Yours faithfully,

John Guest  
Chair of Governors

## Welcome to Beormund Primary School

### **“Where past experiences do not define our future potential”**

Beormund Primary is a mixed gender community special school registered with the Department for Education (DfE) to support children with Social, Emotional and Mental Health (SEMH) needs. All children have an EHCP stating their complex needs.

In January 2027, we are scheduled to move into our new building in the vibrant area of Peckham: a short walk from Peckham Rye Station, which is served by regular Thameslink, Southern Trains and London Overground services.

Beormund is currently commissioned to support 35 pupils, but every year they exceed this number. The school is in the midst of a relocation and expansion where their commissioned number will be 56. All pupils have an Education Health and Care Plan describing Social, Emotional and Mental Health needs which cannot be met in a mainstream school. In addition to Southwark pupils, we admit children who live in neighbouring local authority areas in London.

The school has earned many accreditations. They are able to demonstrate that they have fully embedded Trauma Informed Practice across their setting and earned Trauma and Mental Health Informed Schools Award from TISUK. More recently they were awarded Trauma-Informed Attachment Aware Schools (TIAAS) Gold accreditation from the Attachment and Research Community (arc) due to their relational practice.

Beormund Primary were last inspected by Ofsted in June 2024 and found to be outstanding in all areas. This report can be found on our school website: <https://reports.ofsted.gov.uk/provider/25/100879>

We value the importance of working with parents/carers and see them as an integral part of their child's success. We believe that children will thrive in an environment in which they feel safe, valued and respected.

A personalised approach is taken to meet the complexity of needs of the pupils: many of whom have experienced adverse and traumatic childhood experiences and multiple suspensions and exclusions. The work we do at this school is transformative. All children make significant progress relative to their starting point – socially, emotionally and academically.

We are look for a driven, passionate and capable school leader to build upon this aspirational work and continue to create and grow a high quality SEMH setting where children feel seen, connected and subsequently achieve and thrive.

## Beormund's Values and Ethos

Beormund primary school aims are:

- To educate children to the best of their ability academically, emotionally, socially, morally and spiritually.
- To teach the National Curriculum and personalise learning to the needs of each pupil.
- To promote healthy living and encourage an active lifestyle.
- To build an awareness of both the local and global environment and adopt practices so that we can all contribute to the maintenance of a sustainable planet.
- To recognise, value and celebrate the achievements of all.
- To help pupils understand their own and other's beliefs, values and cultures.
- To ensure that school routines, policies and practices actively protect the rights of the individual and ensure equal opportunities for everyone.
- To provide a safe, happy and stimulating environment.
- To encourage high expectations of both children's work and behaviour.
- To develop independent, co-operative and reflective learners who are prepared for the opportunities, threats and experiences of life in an ever-changing world.
- To prepare the children for transition and reintegration to mainstream schooling when appropriate.
- To work collaboratively with all stakeholders (children, parents, carers, governors, LA and other external agencies) in pursuit of our shared vision

Our core values are also our class names

Ambition  
Empathy  
Honesty  
Integrity  
Resilience  
Perseverance

## **Job Advert - Headteacher - Group Range 2, L17-L21**

'Beormund Primary School has been recognised as an outstanding Special School for children with complex social, emotional and mental health (SEMH) needs. Our pupils often struggle to regulate their emotions, to process language and expectations, adhere to social norms, build relationships and articulate their thoughts and feelings. We recognise that complex emotions, sometimes rooted in traumatic experiences, will often manifest themselves in dysregulated behaviours, rather than words. As a recognised and accredited Trauma Informed school we promote relational practice to support children with their behaviours.

Many pupils arrive at Beormund dissociated from school, mistrusting adults and with low self-esteem. Our team of emotionally available adults works with our pupils and their families to hold a positive view of themselves, build their self-confidence to take risks and reignite their love of learning. All children who attend our school make significant social, emotional and academic progress relative to their starting point.

Our ambition has always been to return children to mainstream schooling wherever possible and our planned move to a brand-new, purpose-built and enlarged school in Peckham in January 2027 presents a unique opportunity to both further this ambition and to play a key role in supporting Southwark's emerging Primary Behaviour Strategy through outreach, training and satellite initiatives.

Building upon the solid foundations laid down by our current Headteacher, we are seeking to appoint an equally inspirational and experienced leader to take Beormund to the next level of its development and to influence and promote the inclusion of children with SEMH needs across all of Southwark's primary schools.

If you share our ambition for children and our vision for the potential of Beormund School, please look at our website [www.beormundschool.co.uk](http://www.beormundschool.co.uk). Better still, come and see our school for yourself and find out more about our ethos and direction.

Visits are being coordinated by our School Business Manager, Julia Padmore, who can be contacted via email at [recruitment@beormund.southwark.sch.uk](mailto:recruitment@beormund.southwark.sch.uk) or on 0207 525 9027 to arrange your visit.

Appointments to visit will be available during the weeks commencing 12<sup>th</sup> October 2026, 19<sup>th</sup> October and 2<sup>nd</sup> November 2026 on the following dates and times:

- Friday 16<sup>th</sup> October at 10.00am
- Tuesday 20<sup>th</sup> October at 8.30am
- Thursday 22<sup>nd</sup> October at 2.00pm
- Tuesday 3<sup>rd</sup> November at 2.00pm
- Thursday 5<sup>th</sup> November at 8.30am

Completed application forms should be returned to the school via e-mail [recruitment@beormund.southwark.sch.uk](mailto:recruitment@beormund.southwark.sch.uk).

Please note if you are invited to interview you will have to provide evidence of your right to work in the UK.

The closing date for applications will be 12.00 noon on Monday 9<sup>th</sup> November 2026.

Interviews will be held at the School on Friday 20<sup>th</sup> November 2026.

Please note we do not accept CVs and will not consider any applications where these are submitted to the school.

The safety, welfare and wellbeing of the children is the first priority of Governors and staff at Beormund Primary School. All appointments are subject to appropriate vetting and barring checks, as described in the current DfE Guidance 'Keeping Children Safe in Education'

Our privacy notice can be found here [Beormund school Privacy Notice](#)

## **Job Description and Person Specification**

The duties outlined in this Job Description are in addition to those covered by the current School Teachers' Pay and Conditions Document and the National Standards of Excellence for Headteachers (2015). It may be modified by the governing body to reflect or anticipate changes in the job, commensurate with the salary and job title.

### **Core Purpose of the job**

The core purpose of the Headteacher is to provide professional leadership and management for Beormund School, in order to secure ongoing success, improvement and efficiency by ensuring high quality education for all pupils and continuously improving standards of learning and achievement. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success a Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. Headteachers must establish a culture that promotes excellence, equality, high expectations and the safety of all pupils.

The Headteacher is the leading professional in the school. Accountable to the Governing Body, the Headteacher provides vision, leadership and direction for the school and ensures that it is managed and organised to meet its aims and targets. The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives; and for the day-to-day management, organisation and administration of the school.

The Headteacher, working with and through others, secures the commitment of the wider community to the school by developing and maintaining effective partnerships with, for example, schools, other services and agencies for children, the LA, higher education institutions and employers. Through such partnerships and other activities, Headteachers play a key role in contributing to the development of the education system as a whole, and collaborating with others to raise standards of achievement and behaviour locally.

Drawing on the support provided by members of the school community, the Headteacher is responsible for creating a productive learning environment which is safe, engaging and fulfilling for all pupils.

## **Shaping the Future**

Critical to the role of headship is working with the Governing Body and others to create a shared vision and strategic plan which inspires and motivates pupils, staff and all other members of the school community. This vision should express core educational values and moral purpose and be inclusive of stakeholders' values and beliefs. The strategic planning process is critical to sustaining school improvement and ensuring that the school moves forward for the benefit of its pupils.

## **Qualities and Knowledge:**

The Headteacher will:

1. Hold and articulate clear values and moral purpose, focused on providing a world-class education for our pupils.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards our pupils, staff parents/carers, Governors and the local community.
3. Lead by example – with integrity, creativity, resilience and clarity: drawing upon their own scholarship, expertise and skills, and of those around them.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and beyond and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the school's vision, ably translating local and national policy into the school's context.
6. Compellingly communicate the school's vision and drive the strategic leadership, empowering all pupils and staff to excel.

## **Pupils and Staff:**

The Headteacher will:

1. Demand ambitious standards for all our pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
2. Secure excellent teaching through an analytical understanding of how pupils learn and the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.

3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing upon and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.
7. Create an ethos where all pupils are fully included and supported to achieve their potential.

### **Systems and Processes:**

The Headteacher will:

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and inclusive environment for all pupils, staff and volunteers, focussed upon safeguarding pupils and promoting their welfare and well-being and developing their exemplary behaviour in School and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellence in practice.
4. Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively – in particular, its functions to set School strategy and hold the Headteacher to account for pupil, staff and financial performance.
5. Exercise strategic and curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievement and the school's sustainability.
6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and to hold each other to account for their decision making.

### **The Self-improving School System:**

The Headteacher will:

1. Ensure our School is outward-facing and works with other schools and organisations – in a climate of mutual challenge – to champion best inclusive practice in behaviour and secure achievements for all pupils.
2. Develop effective relationships with professionals and colleagues in other community services to improve academic and social outcomes for all pupils.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.
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 the school – to believe in the fundamental importance of education in young people's lives and to promote the value of education.

### **Strengthening Community:**

The Headteacher will:

1. Build a school culture and curriculum which takes account of the richness and diversity of the school's communities.
2. Create and promote positive strategies for celebrating diversity and challenging prejudice in all its forms.
3. Ensure that the systems are in place to positively manage behaviour throughout the school and tackle any instances of bullying in the real or virtual world.
4. Ensure that learning experiences for pupils are linked into, and integrated with, the wider community.
5. Ensure a range of community-based learning experiences.
6. Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
7. Create and maintain effective partnerships with parents and carers, actively encouraging their participation in school life and their children's education.

8. Seek opportunities to welcome parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
9. Contribute to the development of the education system and, in particular, inclusive practice and the LA's behaviour support strategy by sharing effective practice, working in partnership with other schools and promoting innovative initiatives.

### **Securing Accountability:**

The Headteacher will:

1. Ensure that the school meets all statutory requirements.
2. Ensure a safe learning environment, which sets the safety of pupils and the whole-school community at the heart of its working practices, ensuring that child protection and safeguarding practices are prioritised and fully embedded.
3. Ensure that parents, carers and pupils are well informed about all aspects of the School and about attainment, progress and targets for further improvement.
4. Ensure that individual and group accountability are clearly defined, shared and owned so that everyone understands their role, impact and responsibilities within the organisation.
5. Ensure that every child is known, cared for and supported so that they can succeed.

### **Special Conditions of Service**

- The Rehabilitation of Offenders Act, 1974 (Exceptions) Order 1976 requires applicants for employment who will have access to young children and young people to disclose all their previous convictions, bind over orders and caution.
- Because this post allows substantial access to children, candidates are required to comply with the departmental procedures in relation to police and health checks which have been instituted pursuant to DHSS Circular LAS (86) 10.
- Your appointment to a position with Southwark Council, is subject to the receipt of satisfactory Enhanced Disclosure and Barring Service disclosure and other vetting checks as detailed in 'Keeping Children safe in Education' (DfE September 2026).

## Person Specification:

The Headteacher of Beormund School will need the specific skills, knowledge, attributes, experience, training and qualifications to carry out the main functions of the role, as set out in the Job Description.

In particular, the Headteacher will demonstrate the following:

### Qualifications and Experience

| Selection criteria                                                                                                                                                  | Essential or Desirable |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| Qualified Teacher Status                                                                                                                                            | Essential              |
| Successfully completed or part-way through NPQH                                                                                                                     | Desirable              |
| Successful recent experience of senior leadership                                                                                                                   | Essential              |
| Experience of at least two of the key stages in the primary range or EYFS                                                                                           | Desirable              |
| Evidence of inspirational and collaborative leadership, strategic planning, effective school improvement and target setting                                         | Essential              |
| Experience of coaching, guiding and mentoring individuals and teams                                                                                                 | Essential              |
| Experience of the school self-evaluation and performance management processes and their impact on raising standards                                                 | Essential              |
| Evidence of working with parents / carers and the community                                                                                                         | Essential              |
| Experience of working effectively with a Governing Body and enabling Governors to fulfil their roles and meet their responsibilities                                | Essential              |
| Experience of working in collaboration with other schools, fellow professionals and external organisations to improve academic and social outcomes for all children | Essential              |
| Experience of successful leadership within an SEN school/provision or significant experience as a SEND Coordinator/Inclusion Lead                                   | Essential              |

## Qualities and Skills

| Selection Criteria                                                                                                                                                                                      | Essential or Desirable |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| High expectations and passionate about teaching and learning with an ambition for excellence                                                                                                            | Essential              |
| Excellent analytical, problem solving, negotiating and decision-making skills                                                                                                                           | Essential              |
| Excellent communication skills – written, verbal and interpersonal skills                                                                                                                               | Essential              |
| To be approachable and visible, demonstrating optimistic personal behaviour, positive relationships and attitudes towards children, staff, parents/carers, Governors and members of the local community | Essential              |
| Communicate clearly the school's vision and drive the strategic leadership, empowering all pupils and staff to excel                                                                                    | Essential              |
| Ability to distribute leadership, showing trust in staff and teams and enable them to take on responsibility and hold each other to account for their decision making                                   | Essential              |
| Maintain an ethos within which staff are motivated and supported to develop their own skills and subject knowledge through continuous professional development                                          | Essential              |
| Ability to ensure that parents and pupils are well-informed about the curriculum, attainment and progress and about the contribution they make to achieving the school's targets for improvement        | Essential              |
| Excellent organisational skills                                                                                                                                                                         | Essential              |
| Ability to demonstrate strong financial management skills, using the school budget effectively to the benefit of the children                                                                           | Essential              |
| Be committed to safeguarding and promoting the welfare and well-being of children and the development of their self-esteem                                                                              | Essential              |
| Practice equal opportunities in all aspects of the role                                                                                                                                                 | Essential              |
| Demonstrate a commitment to the inclusion of all pupils                                                                                                                                                 | Essential              |

## Knowledge and Understanding

| Selection Criteria                                                                                                                                                                      | Essential or Desirable |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| An up-to-date understanding of national policy, curriculum developments and the statutory and legal framework within which a school operates, including the Common Inspection Framework | Essential              |
| Knowledge of effective assessment for learning practices and an understanding of the impact of excellent questioning and immediate feedback on the progress of learners                 | Essential              |
| A sound understanding of how children learn, how teachers can best teach and how to raise standards through careful monitoring and target setting                                       | Essential              |
| Ability to understand, value and make positive use of the rich social and cultural diversity within the school and the surrounding community                                            | Essential              |
| Knowledge of the management of children's behaviour and attitudes to learning and the ability to put this into practice                                                                 | Essential              |
| Up to date knowledge of SEND and inclusion provision, with particular reference to children with social, emotional, behavioural and mental health needs                                 | Essential              |
| Knowledge of child protection and safeguarding systems                                                                                                                                  | Essential              |
| Demonstrate an understanding and commitment to developing effective partnerships with pupils and the wider community                                                                    | Essential              |

## Personal Qualities

| Selection Criteria                                                                                      | Essential or Desirable |
|---------------------------------------------------------------------------------------------------------|------------------------|
| Good judgement; ability to assess and balance risks and opportunities                                   | Essential              |
| Emotionally resilient; able to remain calm in difficult situations and to be flexible and manage change | Essential              |
| Ability to perform effectively under pressure                                                           | Essential              |