



Amwell View School

**Senior Leader /
Assistant Head
Candidate Pack**



Welcome from Headteacher

Amwell View School was established in 1963. Over the years it has developed and flourished to provide 'Outstanding Education' (Ofsted, 2007, 2010, 2014, 2018 and 2024) for children with Severe Learning Difficulties aged 2-19 years.

We are pleased to be able to continue to offer high quality educational provision for children with Severe Learning Difficulties and who have an EHCP. Children and Young People at Amwell View School are highly motivated to learn using a wide range of exciting materials and resources presented in a very full curriculum. The importance of communication is seen as the core to curriculum delivery and the school is enthusiastic about the use of Makaton, symbols and the signing vocabulary to facilitate this. Working together with Speech and Language Therapists ensures success in the development and effective use of alternative communication strategies.

With the expertise of a committed and flexible staff group, who care for and educate the pupils, we continue to offer high quality learning opportunities for all children. When children find it difficult to learn we attempt to re-direct and differentiate learning for those children and young people.

Working together with parents, health and other professionals enables us to offer the best education that we can and to support children and young people through school and prepare them for adulthood.

Amwell View School places high importance on the development of staff as well as children. We see this as a core value in the success of the organisation, and are pleased that a number of staff are eager to progress into the profession of teaching, which sustains the teaching profession in this school and supports the Teaching profession as a whole.

We are proud to celebrate the success of all learners in the school, but particularly of the pupils. Their success and achievements make for a very positive atmosphere in the school and spurs everyone on to work harder together to achieve these positive outcomes.

Our aim for the future is to continue to make improvements to our school and the learning environment, enhancing the learning process for our pupils. For many of the children their greatest joy is experienced in school where they are able to have access to specialist resources, such as the sensory room, soft play, dance studio with specialist teachers.

Amwell View's curriculum has developed over many years to offer pupils a wide breadth of experience and opportunities to engage in meaningful learning. Learning opportunities are progressive and take into account age appropriateness and future destination as pupils' progress through the Key Stages.





Satellite Provision

Amwell View School has continued to grow its capacity to offer more places to children and families who need it. The main site has grown from 80 children in 2005 to 170 in 2024. The school has been innovative in its approach to building and developing the school environment to offer outstanding education to as many pupils as possible. Unfortunately, the main school site is now at capacity.

We have worked with the local authority to create satellite provision which has enabled us to continue to grow.

Community Classroom Satellite

The Community Classroom is a satellite provision based in the local village of Stanstead Abbots. Located next door to our existing charity shop, the Community Classroom allows its pupils to be in the heart of their local community. The class room was previously a large shop but it was converted and has been used as a class room since September 2022. The space consists of a large classroom, fully functioning kitchen, a social diner area and an art studio. The newly renovated building contains all new equipment with vibrant colours and resources. By being off-site, pupils are provided with a sense of trust and responsibility, where they know they are representing their school whilst in the community.

The Community Class curriculum comprises of areas that are important for the transition from Amwell View to life after school. Pupils are given the opportunity to complete work experience placements, learn home management skills, cater lunches for themselves and peers, allow their creative capabilities to shine and generalise these skills in various off-site contexts.

The Community Classroom still remains closely linked to the main site; Music, Science and Dance lessons are delivered at school and pupils return for assemblies. The Community Classroom frequently hosts classes from the main site in their village classroom to share what they have been up to and practise new skills they have learnt. Pupils arrive and depart from the main school building for continuity, with transport to and from the village classroom and to any off-site trips being provided for in the new Community Class minibus.

Tonwell Satellite

Tonwell St Mary's Primary School is a beautiful building and has a chapel of Bengoe parish which was built in 1858 and was last used as a church in the early 2000's, formally made redundant in 2005 and then the building was used as a primary school until it was closed at cabinet in August 2024. At this point the local authority alerted Amwell View School to the potential use of the empty site. Following site visits and rigorous inspections it was agreed that the site would be viable for a satellite provision. Following a successful consultation process the satellite offers provision for 33 children. The satellite opened to ten children in January 2025. From February 2026 this site will have 33 children attending.

Pupils complete their learning with all of the resources, equipment and space they may need. We have resourced the new site with everything essential to provide the same level of outstanding provision that Amwell View provides. Pupils will have the opportunity to use the different areas of the school within their learning. For example; the PE hall, cooking area, playground and field, their classroom, library area and nature reserve area.

The environment is risk assessed, maintained and utilised in the same way as the main site. Safety of pupils remains our priority, therefore building works have been completed to ensure it meets our standards for security and safety. Protocols and procedures for this follow the same high level as the main site.





Arlesdene Nursery Satellite

Arlesdene Nursery and Pre-school is a maintained Nursery and works closely with Amwell View School and to provide specialist provision for their pupils with SEN.

The Arlesdene Satellite started in September 2024. The Local Authority has agreed to fund four pupils with SEN through Amwell View and placed at Arlesdene. Senior Leaders provide regular support to the satellite and engage continuously with the Headteacher Claire Cobain. Claire is also Arlesdene's Special Educational Needs Coordinator (SENCo) and is an accredited SENCO who has had special training to help children who need extra support.

Buntingford Satellite

Amwell View School has plans to expand by 100 places through the opening of a provision in Buntingford from January 2028. The expansion of Amwell View has been carefully considered to support the growth and development of the entire cohort and how we continue to improve our curriculum and education offer in the future. As pupils currently remain on the same site for up to 17 years it is increasingly difficult for Amwell View to increase and extend learning opportunities for its secondary and post-16 population.

The vision of the school has always been to support children to reach their full potential to enable them to find their place in society. This has been achieved by developing a curriculum, specialist knowledge and resources to enable extension, a focus on independence and a series of steps to enable a positive transition to adult life.

To be able to create a purpose built secondary version of Amwell View is not only exciting for everyone but it provides us with many opportunities that we would not have if the 2-19 cohort remained on one site.



Our Vision

Mission

To give our young people a huge range of opportunities to learn, progress, celebrate success and achievement, and ensure that they have all the support they need to help them make the most of these opportunities. The range of facilities available means that both students and members of staff work and learn in an environment that inspires creativity and achievement, and creates an array of avenues for development through learning.

Vision

Our aim for the future is to continue to make improvements to our school and the learning environment, enhancing the learning process for our pupils. For many of the children their greatest joy is experienced in school where they are able to have access to specialist resources, such as the therapy swimming pool, sensory room, soft play, dance studio with specialist teachers.

**“ whoever we are,
whatever we do, we can
get better in the context
of our own ability ”**

Aims

The Governors and staff are committed to ensuring that every pupil admitted to this school will receive high quality education to enable them to meet their full potential.

We aim, within the limits of available resources to:

- assess and identify individual learning needs at an early age or on entry to the school
- differentiate the curriculum appropriately
- make our teaching stimulating, focused and challenging, taking account of the age, gender, disability, interest, experience and identified learning needs of our pupils
- maintain a rigorous equality of opportunity for all our pupils with regard to individual needs, gender, race and creed
- foster respect and dignity amongst all members of the school community
- work in partnership with the parents and/or prime carers in the education of their children
- allocate staffing and material resources to meet individual needs
- encourage pupils to undertake a degree of responsibility for their learning within the planning, recording, and evaluation of that learning
- monitor and evaluate pupil progress
- encourage every member of staff to understand that they have a part to play in the education of all pupils in our school
- provide guidance and support for all staff
- enable pupils and staff to experience and enjoy life in all its fullness
- help all members of staff become more aware of their responsibilities for education of all pupils in the light of a “Whole School Policy for Special Educational Needs.”



Senior Leader / Assistant Head Job Description

Job details

Salary range: L12-L21
Contract type: Full time
Reporting to: Headteacher and Deputy Headteacher

Main purpose

- Assist the Headteacher in leading and managing the school as required
- Fulfil the professional responsibilities of a teacher, as set out in the School Teacher's Pay and Conditions Document (STPCD)
- Fulfil duties reasonably directed by the Headteacher

N.B. The duties listed below are not an exhaustive list of requirements. The specific nature and balance of these responsibilities will vary according to the needs of the school.

Key responsibilities:

In addition to the core teaching responsibilities set out below, the Senior Leader / Assistant Headteacher will be required to:

- Contribute significantly to the direction of the School Improvement Plan taking account of the priorities of the school
- Take a lead role in monitoring and evaluating standards across the whole school, actively promoting effective teaching and learning practices
- Be an active participant of the schools' senior leadership team
- Work closely with the Headteacher to ensure that the school offers a high quality and engaging curriculum for its pupils
- To monitor and support the overall progress and development of teachers and learners
- To contribute to school's self-evaluation procedures through monitoring lessons, pupil outcomes, assessment and data

Teaching:

- Be responsible for the quality of the teaching and learning of all pupils
- Plan and teach well-structured lessons to assigned classes, following the school's plans and curriculum
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils





Senior Leader / Assistant Head Job Description

Continued

Whole-school organisation, strategy and development:

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the school's vision and values
- Work with others on curriculum and/or pupil development to secure coordinated outcomes

Safeguarding:

- Work with the Headteacher to ensure child protection procedures are followed appropriately as a Deputy Designated Safeguarding Lead (DDSL)
- To be safer recruitment trained to support the safe recruitment of staff

Behaviour and culture:

- Review and update school's behaviour policies on annual basis
- Support staff in thinking therapeutically to help children learn
- Liaise with outside agencies
- Provide support to staff when working with children with challenging needs
- Complete appropriate paperwork e.g. PSPs, reactive plans
- Liaise with parents as necessary

Attendance:

- To monitor attendance across the school
- To liaise with outside agencies and other schools to improve attendance figures
- To create a positive culture within the school of attendance

Health and Safety:

- Be aware of and ensure everyone complies with policies and procedures relating to child protection, health and safety, confidentiality, security, data protection; and report all concerns to an appropriate person
- Promote the safety and wellbeing of pupils
- Promote and support safety, care and welfare of the children





Senior Leader / Assistant Head Job Description

Continued

Working with colleagues and other relevant professionals:

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Management of staff and resources:

- Direct, supervise and provide support across the school
- Contribute to the recruitment, selection, appointment and professional development of other teachers, support staff and others
- Monitor quality and standards of the school environment and resources
- Understanding funding and budget management

Professional development:

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching and overall performance
- Where appropriate, take part in the appraisal and professional development of others, mentor trainee teachers and ECTs

Communication:

- Communicate effectively with pupils, parents/carers, colleagues, wider school community and governors

Deliver CPD:

- Safeguarding and whistleblowing training
- Behaviour Management Therapeutic Thinking training

Culture and Ethos:

- Promote positive culture that keeps children at the centre of everything we do and embraces change and difference





Senior Leader / Assistant Head Person Specification

Essential

- Qualified Teacher Status
- At least four years experience in a special school setting
- Thorough knowledge of how to plan for SEND pupils (through National Curriculum subjects)
- Ability to lead a team of teachers, giving advice and support on aspects of teaching and learning and line management of TAs
- Good communication and negotiation skills
- Evidence of continuous professional development (CPD) relevant to leadership
- Able to inspire, motivate, and develop individuals and teams
- Experience of mentoring teachers and monitoring performance
- Experience of supporting ECTs
- Experience of working as part of multi-disciplinary teams (e.g. SALT, social workers)
- Understanding of behaviour analysis

Desirable

- Additional relevant degree
- Six or more years experience in a special school setting
- Advanced qualification in Special Education or relevant additional degree
- Experience as DDSL
- Previous experience of presenting and leading CPD and staff meetings
- Evidence of SLD / PMLD specific CPD
- Experience of coaching and leading performance management for teachers
- Experience of mentoring teacher trainees and ECTs
- Experience of providing outreach / in-reach professional support
- Therapeutic training completed



How to Apply

If you wish to discover more about this exciting opportunity, need any further information or would like to have an informal discussion, please contact Alpha Parish at Academicis, our recruitment partner, on aparish@academicis.co.uk or by phone on 07436 971517 / 01223 907979.

Closing date:

Monday 4th May 2026

Shortlisting:

Wednesday 6th May 2026

Interviews:

Monday 11th May 2026 (afternoon)



Amwell View School

Station Road, Stanstead Abbots, Hertfordshire, SG12 8EH