



Amwell View School

Assistant Headteacher Candidate Pack





Welcome from the Executive Headteacher

Thank you for your interest in joining Amwell View School at what is an incredibly exciting and significant time in our development. Established in 1963, Amwell View has a long and proud history of providing exceptional education for children and young people with Severe Learning Difficulties and complex additional needs. We are immensely proud to have been judged **Outstanding by Ofsted on five consecutive occasions (2007, 2010, 2014, 2018 and 2024)**, reflecting our unwavering commitment to providing the very best opportunities and outcomes for the children and families we serve.

However, we are not an organisation that stands still. We continually challenge ourselves to improve, innovate and respond to the changing needs of our pupils and the communities we support. We are currently entering one of the most ambitious and exciting periods in our history. Through significant expansion and the development of our provision across three specialist sites in Tonwell, Stanstead Abbots and Buntingford, Amwell View is evolving into a larger, more diverse and increasingly influential specialist education organisation. This development will enable us to support approximately 300 children and young people aged 2–19, while retaining the values, relationships and high expectations that have underpinned our success for so many years.

Central to everything we do is our belief that every child, regardless of the complexity of their needs, deserves an exceptional education, meaningful opportunities and the chance to achieve their full potential. Communication, independence, personal development and preparation for adulthood are fundamental to our curriculum. We recognise that success looks different for every child, and we celebrate the achievements, progress and individuality of every learner.

Our greatest strength has always been our people. We are fortunate to have an exceptionally committed, skilled and compassionate staff team who work collaboratively with families, therapists, health professionals and other agencies to make a genuine difference to children's lives. We place enormous importance on professional development, leadership opportunities and creating a culture in which staff feel valued, supported and empowered to develop their practice.

As we expand, we are also reshaping our leadership structure to ensure that we have the capacity, expertise and strategic vision to sustain excellence across all our sites. The appointment of new Assistant Headteachers represents a particularly important part of this journey. We are looking for ambitious, reflective and inspirational leaders who share our values, have exceptionally high expectations and are excited by the opportunity to help shape the next chapter of Amwell View's development.

These roles offer far more than the opportunity to join an Outstanding school. They provide the chance to contribute to the development of a growing specialist organisation, influence educational practice, develop others and play a meaningful role in shaping provision for some of the most vulnerable children and young people in our community. We recognise that leading in specialist education is both challenging and immensely rewarding. It requires resilience, creativity, compassion, sound judgement and the ability to inspire and support others. In return, we offer a collaborative and ambitious leadership environment, a genuine commitment to professional growth and the opportunity to make a lasting difference.

Above all, we are looking for people who believe, as we do, that Outstanding is not simply an Ofsted judgement, but a commitment to continually improving the experiences, opportunities and outcomes of every child. If you share our ambition, our values and our passion for specialist education, I very much hope you will consider joining us as we shape the future of Amwell View.





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 world of work encounters, 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.”



Assistant Headteacher Job Description

Post:	Assistant Headteacher
Salary:	Leadership Scale L11–L13 (£68,691 to £72,032)
Contract:	Full-time, permanent
Responsible to:	Head of School
Strategic Accountability:	Executive Headteacher/CEO
Location:	Amwell View School – deployment across school sites may be required

Main purpose of the role

As a member of the Senior Leadership Team, the Assistant Headteacher supports the Head of School in the effective educational and operational leadership of the school. The postholder holds delegated whole-school responsibility for an agreed portfolio and contributes to the school's strategic vision and School Improvement Plan.

The role operates within a distributed leadership model: strategic direction comes from the Executive Headteacher/CEO, with operational accountability through the Head of School.

The Assistant Headteacher promotes the school's vision and values, keeping children and young people at the centre of decision-making and fostering a culture of high expectations, compassion, professional curiosity, collaboration and continuous improvement, with appropriate support and care for staff.

Key responsibilities

Leadership and school improvement

- Contribute to the development, implementation and evaluation of the School Improvement Plan, self-evaluation and school policies.
- Translate strategic priorities into effective practice and lead designated whole-school improvement priorities.
- Use assessment information and other evidence to identify priorities, evaluate impact and report on progress to the Head of School, Executive Headteacher/CEO and governors.
- Provide visible, accessible leadership and work with other senior leaders to ensure consistently high standards across sites.
- Support the school in meeting statutory requirements and contribute to inspection, external review and governance processes.
- Deputise for the Head of School when required, within an agreed framework of delegated authority.





Assistant Headteacher Job Description *Continued*

Quality of education

- Lead and monitor agreed aspects of curriculum, teaching, learning and assessment through the school's quality-assurance processes.
- Ensure pupils receive an ambitious, personalised curriculum that reflects the needs of pupils with SLD, PMLD and associated complex needs.
- Promote high expectations for communication, independence, preparation for adulthood and meaningful pupil outcomes.
- Support teachers and leaders to evaluate pupil progress, plan next steps and share effective practice across teams and sites.

SLD/PMLD, complex needs and multidisciplinary working

- Support the implementation and review of EHCP provision and contribute to effective transition between phases, classes and sites.
- Work with health, nursing, therapy, social care and other professionals to plan for pupils with complex needs.
- Ensure provision remains ambitious while recognising each pupil's health, communication, sensory, physical and learning needs.
- Help staff understand the relationship between education, health, therapy and care.

Behaviour, culture and wellbeing

- Lead the implementation of the school's behaviour curriculum and therapeutic approach, ensuring consistency across teams.
- Support staff working with pupils whose complex needs may result in behaviours of concern.
- Promote pupil voice, dignity, independence and wellbeing, and contribute to monitoring and improving attendance.

Safeguarding, health and safety

- Act as a Deputy Designated Safeguarding Lead and support the DSL in maintaining a strong safeguarding culture.
- Respond to safeguarding concerns, contribute to multi-agency processes and maintain accurate, confidential records.
- Ensure behaviour support plans, risk assessments and pupil-specific health and care plans are in place, implemented and reviewed.
- Ensure staff work within appropriate training and competency frameworks, and that incidents are responded to, reviewed and learned from.
- Contribute to emergency planning and business continuity arrangements.





Assistant Headteacher Job Description *Continued*

Leading and developing people

- Line-manage designated teachers, middle leaders and/or other staff, including appraisal and performance management.
- Set clear expectations, hold staff to account and address performance, attendance or conduct concerns within school procedures.
- Coach, mentor and develop staff and emerging leaders, deliver high-quality CPD and support ECTs and trainee teachers.
- Contribute to safer recruitment, induction, retention and succession planning.
- Promote staff wellbeing and a culture in which staff feel valued, supported and accountable.

Operational leadership and resources

- Support the Head of School with the day-to-day running of the site and take responsibility for delegated operational matters.
- Organise and deploy staff and resources effectively, responding to emerging issues and escalating significant risks.
- Contribute to budget planning, manage delegated resources for value for money and work with central HR, Finance, Facilities, Operations and Admissions teams.

Parents, families and partners

- Build positive, professional relationships with parents and carers, and respond to concerns and complaints within delegated responsibilities.
- Work with Hertfordshire County Council, health services, social care and other agencies, and represent the Head of School where appropriate.
- Promote positive relationships between the school and its wider community, including its role in SEND training and system leadership.

Leadership portfolio

In addition to the responsibilities above, each Assistant Headteacher leads an allocated portfolio, which will be agreed with the Head of School and may change according to the needs of the school. Portfolios may include: Quality of Education; Curriculum and Assessment; Behaviour and Culture; Safeguarding; Personal Development; Attendance; PMLD/Complex Needs; Professional Development; Phase Leadership; Transition; Workforce Development.

General

- Fulfil the professional responsibilities of a teacher as set out in the School Teachers' Pay and Conditions Document.
- Participate fully in appraisal and maintain up-to-date knowledge of SEND, safeguarding, leadership and educational developments.
- Undertake any other duties reasonably directed by the Head of School or Executive Headteacher/CEO.





Assistant Headteacher Person Specification

The successful candidate will be able to show that they can move beyond leading a single class, curriculum area or phase to take significant delegated whole-school responsibility, with clear personal accountability for an allocated portfolio.

Essential

Qualifications and training

- Qualified Teacher Status (QTS) and a degree or equivalent
- Evidence of sustained professional development, including leadership development
- Up-to-date safeguarding and child protection training

Leadership & accountability

- Successful leadership in a school or comparable setting, including leading an area of school improvement and evaluating its impact
- Ability to translate strategic priorities into effective practice and to lead change positively
- Experience of working collaboratively in a leadership team and within delegated authority, knowing when to escalate to the Head of School
- Ability to provide accurate reports and evidence of impact to senior leaders and governors
- Strong organisational skills; able to manage competing demands and respond calmly to emerging operational issues
- Understanding of health and safety responsibilities and the effective use of resources

SEND, SLD/PMLD and complex needs

- Significant experience of working with children and young people with SEND
- Good understanding of the educational needs of pupils with SLD and of the additional considerations for pupils with complex physical and health needs
- Understanding of communication as fundamental to learning, behaviour and wellbeing
- Knowledge of EHCPs and the statutory SEND framework
- Ability to work with nursing, therapy, social care and other professionals, and understanding of individual risk assessments, care plans and staff competency

Desirable

- NPQSL, NPQH or other relevant leadership qualification
- Postgraduate qualification in SEND, education or leadership
- Safer Recruitment training
- Therapeutic Thinking or equivalent positive behaviour-support training
- Specialist training in SLD, PMLD, autism, communication or complex health needs (e.g. moving and handling, postural management, feeding)

- Experience as an Assistant Headteacher or other senior leader
- Leadership experience in a specialist, large or multi-site school
- Experience of whole-school improvement planning and self-evaluation
- Experience of presenting to governors and contributing to Ofsted or other external review
- Experience of managing delegated budgets

- Experience in an SLD/PMLD specialist school, including direct work with pupils with PMLD
- Experience of pupils with autism and/or complex communication needs
- Experience of working alongside nursing or clinical teams
- Experience of local-authority SEND teams, complex EHCP reviews, admissions or transition planning



Assistant Headteacher Person Specification

Essential

Quality of education

- Effective classroom practitioner with a strong understanding of teaching and learning in specialist education
- Understanding of personalised curriculum, assessment and progress for pupils with SEND
- Experience of curriculum development and/or implementation
- Ability to evaluate teaching and pupil outcomes accurately, using evidence to identify strengths and areas for development
- Commitment to an ambitious curriculum that promotes communication, independence and preparation for adulthood

Safeguarding, behaviour and wellbeing

- Secure knowledge of safeguarding, including the particular vulnerabilities of pupils with significant learning and communication difficulties
- Willingness and ability to act as a Deputy Designated Safeguarding Lead
- Understanding of behaviour as communication and experience of supporting pupils whose needs may result in behaviours of concern
- Ability to model therapeutic approaches and to apply effective behaviour-support planning and risk assessment
- Ability to support staff following challenging situations

Leading and developing people

- Experience of leading, coaching, mentoring and developing staff
- Experience of line management and/or appraisal
- Ability to set clear expectations, give constructive challenge and manage difficult conversations
- Experience of delivering effective CPD
- Understanding of effective staff deployment, balancing staff wellbeing with accountability

Desirable

- Experience of leading a curriculum area or whole-school educational priority
- Experience of quality-assurance processes, e.g. learning walks, observations, assessment scrutiny
- Experience of leading CPD on teaching and learning
- Current or previous experience as a DSL/DDSL
- Experience of multi-agency safeguarding work
- Experience of leading behaviour, wellbeing or therapeutic practice across a phase or school
- Experience of line-managing teachers and/or middle leaders
- Experience of recruitment and selection
- Experience of supporting ECTs, trainee teachers or aspiring leaders
- Experience of addressing performance or attendance concerns within procedures



Assistant Headteacher Person Specification

Essential

Desirable

Person qualities

- Places children and young people at the centre of decision-making, with a genuine commitment to pupils with severe, profound and complex needs
- High expectations of self, pupils and colleagues
- Excellent communication skills; builds trusting relationships with pupils, families, staff and external partners, and handles sensitive matters professionally
- Integrity, honesty and sound professional judgement
- Visible, approachable, calm under pressure, resilient and solution-focused, recognising when support is needed
- Gives and accepts challenge constructively, balancing compassion with accountability
- Works collaboratively within a distributed leadership structure and understands the distinction between delegated leadership and overall accountability
- Embraces change and is committed to equality, inclusion, dignity and respect



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.

Applicants will be invited to interview on an ad-hoc basis, subject to a pre-application visit and submission of a strong application



Amwell View School

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