



Head of Centre
Clarendon Riverside Centre

Candidate Pack

January 2026

About us

Clarendon School is a vibrant and inclusive special academy for 160 pupils aged 4-16 with Moderate and Complex Learning Difficulties. Our unique and friendly school has three sites within the borough of Richmond upon Thames, all self-contained but co-located with inclusive minded mainstream schools. Our Primary and Secondary centres opened in new or newly refurbished buildings 8 years ago, giving us excellent purpose-built facilities, Clarendon School



is a proud member of the Auriga Academy Trust, a unique partnership of special schools in West London, that is committed to achieving the best possible outcomes for young people with additional learning needs.

Clarendon Riverside Centre

Opening on the banks of the Thames River in Petersham in September 2026, the Clarendon Riverside Centre will offer up to 78 new places for local pupils with moderate to severe learning difficulties. Boasting state-of-the-art, purpose-built facilities, it is designed to 'BREEAM Excellent' standards, offering a sustainable, net-zero environment.

The centre boasts exceptional facilities, including bespoke therapy rooms, sensory gardens, and specialist teaching spaces for art, drama, music, and food technology.

Four classes in KS1,2 and 3 will open in the first year, for up to 30 pupils, with a plan to progress to full occupancy by the end of year five.



This is a rare, career-defining opportunity. Joining us in April 2026—one term prior to opening—you will lead the launch, recruit your own team, and shape the centre's culture from the ground up.

Why join us?

We are dedicated to expanding our inclusive reach, providing high-quality specialist education in a purpose-built setting. As Head of Centre, you will be the driving force behind this new legacy, shaping a vibrant community from the very beginning.

- **Rewarding Work:** Lead a career-defining project to launch a new centre, ensuring 77 pupils with complex needs receive the vital support they need closer to home.
- **Supportive Environment:** Collaborate within the Auriga Academy Trust, benefiting from a supportive network of professionals and a culture of mutual professional respect.
- **Professional Growth:** Enjoy a clear trajectory for career development, with the role anticipated to re-grade to Deputy Headteacher level as the centre reaches full occupancy



What we offer:

- A competitive salary on the Leadership Scale
- Opportunities for flexible working
- Access to a supportive network of professionals across the Trust.
- A commitment to invest in your professional and leadership development
- A chance to make a tangible difference in the lives of children and their families.
- Access to a cycle to work scheme
- Access to discounts and exclusive offers via our trust rewards platform
- Corporate eye care
- Occupational health and Employee Assistance Programme

- Onsite parking

We welcome prospective candidates reaching out to the school in advance of application.

To book a call or visit with the Headteacher please contact **hr@aurigaacademytrust.org**



Job Description

Head of Centre (Assistant Headteacher)

Location:	Clarendon School (Riverside Centre)
Post title:	Head of Centre (Assistant Headteacher)
Contract:	Full time permanent contract
Grade:	Leadership Scale L10-L16
Start Date	13 April 2025
Reports to:	Executive Head Teacher

Purpose and Objectives of Work

As the Head of Centre for the new **Clarendon Riverside Centre** in Petersham, you will play a crucial role in leading and managing the opening process and the day to day running and operations of the centre. You will be a role model for staff, parents and pupils, promoting the ethos and values of the school and ensuring best quality teaching standards for our pupils at all times.

This role is being recruited one term in advance of the new centre's anticipated opening in September 2026. During the summer term, the successful candidate will be responsible for leading the recruitment process for other key centre roles and ensuring the School is fully operational and ready to welcome pupils in September.

This role requires close collaboration with the Executive Headteacher, other Heads of Centre, senior leaders, staff, parents/carers, visiting professionals, therapists, governors, Trustees, and local Children's Services. You will maintain and improve provision and outcomes for all pupils across the school, including the effective delivery of a curriculum tailored to the needs of all pupils.

Note: It is anticipated that as the Clarendon Riverside Centre approaches full occupancy, this role will be re-graded at Deputy Headteacher level in the third year of operation, reflecting the increased scope of responsibility.

Duties and Responsibilities

1 Strategic direction and development of Clarendon School.

- 1.1 Under the guidance of the Headteacher, take a leading role in shaping the strategic vision for Clarendon School and its community, and in creating the school improvement plan and self-evaluation.

- 1.2 Collaborate with school and Trust leaders, governors, and community partners to achieve sustainable improvement and efficient resource management, resulting in high-quality teaching, learning, and pupil achievement.
- 1.3 Contribute to strategic planning for the school's future needs and further develop and monitor the plans already in place;
- 1.4 Liaise with our partner schools to create, promote, evaluate and develop inclusive teaching and learning opportunities for pupils and staff from both schools and further develop positive relationships between Clarendon and existing/new partner schools;
- 1.5 Provide information, objective advice and support to the Headteacher to secure effective teaching and learning, improved standards of achievement, efficiency and value for money are met;
- 1.6 Work closely with the Headteacher, Governors, Trustees and Trust Finance Team in strategic planning, budget preparation and monitoring, and effective budget management;
- 1.7 Regularly evaluate and review the impact of Trust and school policies, priorities, and targets at Clarendon School, taking appropriate action as needed.
- 1.8 Ensure that the School Self Review and School Development Plan is accessible, evidence (including data) driven, and clearly demonstrates the impact of the provision on pupil outcomes.
- 1.9 Ensure that pupils and parents are well-informed about the curriculum, attainment and progress and about the contribution they can make to achieve school targets for improvement;

2 Teaching and learning

- 2.1 Have a teaching commitment weekly and lead by example in delivering high quality teaching and learning; clearly demonstrating effective teaching, classroom organisation and display, and high standards of achievement;
- 2.2 Take a whole school responsibility for developing and promoting effective teaching and learning strategies for pupils with specific SEND (e.g. ASD/SLD/SEMH/SCLN);
- 2.3 Provide leadership to facilitate cross-school working to enhance pupil outcomes;
- 2.4 Promote, develop and ensure high quality delivery of a curriculum appropriate to the needs of the pupils at Clarendon.
- 2.5 Monitor and evaluate the quality of teaching and learning, and take appropriate action to address any issues.
- 2.6 Create and maintain an effective partnership with parents/carers to support and improve pupils' achievement and personal development;

- 2.7 Work with the Headteacher to create and maintain environments which promote and secure good teaching, effective learning, high standards of achievement and good behaviour for learning throughout school;

3 Leading and managing staff

- 3.1 Create and develop an ethos and culture in which all staff recognise that they contribute to and are accountable for the success of the school including improving the quality of education provided and standards achieved and ensuring that constructive working relationships are formed and maintained;
- 3.2 Plan, allocate, support and evaluate work undertaken by individuals, groups and teams, ensuring that there is clear delegation of tasks and devolution of responsibilities;
- 3.3 In collaboration with the other Heads of Centre, manage and monitor the use of staff and resources effectively and efficiently;
- 3.4 In collaboration with other school staff, ensure that our pastoral and behavioural policies are followed, supporting staff and pupils and contributing to ensuring a positive environment for learning;
- 3.5 Assist the Headteacher in monitoring and supporting the work of the staff team to identify individual and institutional staff training needs and requirements and the sharing of expertise ensuring the implementation of statutory and local frameworks for staff appraisal;
- 3.6 Motivate and enable teachers, including senior leaders, the extended leadership team, curriculum leaders and support staff to develop expertise in their respective roles through high-quality continuing professional development;
- 3.7 Work with the Headteacher to ensure strong succession-planning, including a commitment to grow future leaders;
- 3.8 Sustain motivation of self and other staff;
- 3.9 Ensure that professional duties are fulfilled, as specified in the most recent Terms and Conditions of Service of Teachers, and in line with teaching standards (2012);

4 Community

- 4.1 With the Headteacher work collaboratively with Therapy and other Health colleagues to maximise their input and impact with pupils and to contribute to service specifications and reviews for commissioners;
- 4.2 With the Auriga Academy Trust, contribute to developing and participate in delivering outreach CPD and support for staff and schools across the community;

- 4.3 Work with the Headteacher to develop a school culture which continues to promote equality and diversity and reflects its wider community;
- 4.4 Promote positive pupil behaviour & wellbeing across the school. Support the SLT to understand patterns regarding challenging behaviour and support staff to appropriately support pupils manage their own behaviour.
- 4.5 Co-operate and work with relevant agencies to protect children. Liaise with the Designated Lead Professional for Safeguarding for Clarendon, keep up-to-date with relevant legislation and guidance and monitor and advise the Headteacher on issues relating to pupil safeguarding and wellbeing following the child protection procedures adopted by the school, and act as deputy DSL on the secondary site;
- 4.6 Work in partnership with the Local Governing Body (LGB), attending meetings of the Clarendon/Partner Schools' Governing Bodies and Committees as directed;

General:

- To undertake, as necessary, the full range of professional duties of the Headteacher, as agreed and appropriate, in the event of their absence;
- Undertake any professional duty of the Headteacher which may be delegated;
- Adhere and promote all relevant legislation and regulations, including safeguarding and health and safety policies.
- The responsibilities listed above are the basic essentials of the post; it is always open to the post-holder to propose ways of extending these responsibilities.

Please note: The responsibilities listed in this job description are in addition to the standard duties covered by the latest School Teachers' Pay and Conditions Document. This list is not comprehensive and does not represent the full scope of the role. The Headteacher may, by mutual agreement, modify these duties to reflect or anticipate changes in the job or the school, provided the modifications are commensurate with the salary and title.

Head of Centre (Assistant Headteacher) Person Specification

A Application **I** Interview **R** References

E Essential **D** Desirable

Qualifications & Training			
1	Qualified Teacher Status	A	E
3	Evidence of participation in recent Continuing Professional Development including developing own practice within a relevant area of SEND practice.	A, I	E
4	Commitment to addressing own professional development at an appropriate level (e.g. NPQSL, MEd);	A, I	E
5	Further postgraduate study in an area relevant to SEND education;	A, I	D
6	Training in delivery of specific teaching and learning strategies, or positive behaviour support strategies e.g. TEACCH, PECS, Team Teach etc.;	A, I	D

Experience, Knowledge & Understanding			
7	Substantial recent teaching experience in a special school or SEND setting (min 5 years).	A, I, R	E
8	Experience of working with pupils of all age ranges 4-19 with learning difficulties and autism, and a sound knowledge of expected child development	A, I, R	E
9	Experience of working with non-verbal learners and those who use augmentative means of communication including Makaton	A, I, R	E
10	Experience of working effectively with therapists and other professionals to address pupils' needs.	A, I, R	E
11	An understanding of the whole curriculum that meets the needs and aspirations of pupils aged 4-16 with Moderate or Severe Learning Difficulties and complex needs including those with Autism.	A, I, R	E
12	Experience supporting pupils with challenging behaviours, and knowledge of positive interventions and strategies to help pupils manage and prevent behaviours that disrupt learning;	A, I, R	E
13	An understanding of and commitment to promoting the role played by parents in raising standards and the importance of working with parents and other members of the wider school community;	A, I, R	E
14	Experience of monitoring the quality of teaching, learning and pupil achievement including providing constructive feedback and support to teachers and other staff;	A, I, R	E
15	Experience of leading annual review meetings, ensuring outcomes are accurately recorded and contributing to the update of EHCPs	A, I, R	E
16	Experience of leading and managing change effectively including resolving conflict and demonstrating personal resilience	A, I, R	E
17	Training and experience in Coaching and Mentoring	A, I	D
18	Experience of leading inclusive learning, collaborating with mainstream primary and/or secondary schools;	A, I	D

19	Experience of developing effective relationships with fellow professionals and colleagues in other services to improve academic, health and social outcomes for all pupils	A, I, R	E
20	Hold up-to-date knowledge and understanding of relevant legislation and guidance in relation to the safeguarding of children and young people;	A, I, R	E
21	Experience of working in a rapidly growing or startup school environment	A, I	D
22	Experience of working within a Multi Academy Trust	A, I, R	D
23	Experience of working within a school's Senior Leadership Team (SLT)	A, I, R	D
24	Recent experience as Designated Safeguarding Lead	A, I, R	D
25	Training and experience in Coaching and Mentoring	A, I	D
26	Experience of leading inclusive learning, collaborating with mainstream primary and/or secondary schools;	A, I	D
27	Experience of leading Performance Management for a range of school staff including those in admin posts;	A, I	D
28	Understanding of budget/financial management within special school setting;	A, I	D

Skills and Abilities			
<i>Applicants will need to show their ability to....</i>			
28	Inspire and lead by example, demonstrating positive relationships and attitudes with pupils, staff, parents, governors and/or Trustees and other partners to create and build effective teams	A, I, R	E
29	Demonstrate excellent written and oral communication skills relevant to a range of audiences and including the effective use of technology	A, I	E
30	Demonstrate a creative and innovative problem-solving approach, effectively focussing on finding solutions to issues	A, I, R	E
31	By demanding ambitious standards for all, demonstrate an ability to overcome disadvantage and advance equality,	A, I, R	E
32	Hold staff accountable for the impact of their work on outcomes and their professional conduct and practice, offering both support and challenge to foster a strong sense of responsibility.		
33	Determine priorities, manage time effectively and meet all deadlines;	A, I	E
34	Effectively analyse and interpret pupil / school performance data;	A, I	E
35	positively influence the quality of teaching and learning including leading and evaluating Continuing Professional Development;	A, I, R	E