



Assistant Headteacher

Inclusion

Information for Applicants

November 2025

First Steps To Next Steps



bridgelearningcampus.org.uk

Advertisement

Assistant Head Inclusion – Bridge Learning Campus

Salary: L12-16, Full Time (£67,896 to £75,048)

Bridge Learning Campus is looking to appoint an Assistant Headteacher Inclusion to strategically lead SEND across the campus. Bridge Learning Campus is an all through learning campus catering for pupils from age 3-16. The AHT Inclusion will lead on the development of a campus SEND strategy, which will drive school improvement, enabling all pupils with SEND to thrive. The AHT Inclusion must be a qualified SENCO and will line manage two SENCOs (primary and secondary), as well as taking on some SEND casework. You must be passionate about inclusion and committed to ensuring every student can thrive.

What We're Looking For

A dedicated and experienced SENCO, with senior leadership experience, who will strategically lead Bridge Learning Campus's SEND strategy. The successful candidate will be a strategic thinker with a deep understanding of the SEND Code of Practice and other national guidance that supports the implementation of effective inclusion. The successful candidate will support the further development of an inclusive culture across the campus, where behaviour is understood to be a form of communication and where additional needs are identified at an early stage of need.

This is a key leadership role, working closely with staff, families, and external agencies to drive the whole-school SEND strategy, and ensure outstanding outcomes for all pupils with SEND. This role will lead the SEND team in both the primary and secondary phase of the campus, ensuring the effective implementation of EHCPs and individual support plans for pupils on the SEN Register. The AHT Inclusion will ensure effective collaboration between departments that support pupils with SEND, to support high-quality teaching and learning for pupils with SEND, including adaptive pedagogy. This will guarantee a high-quality education for all SEND pupils.

Bridge Learning Campus is committed to high aspirations for all pupils, particularly pupils who face barriers to learning. The campus has above average levels of SEND (currently 26.5%) and mostly draws pupils from the areas of Hartcliffe, Whitchurch, Withywood, Filwood and Knowle West, in which are some of the wards of highest deprivation in Bristol. There is a high level of intersectionality between pupils experiencing disadvantage and pupils with SEND. For all pupils, we are committed to accelerating outcomes, inspiring and equipping pupils to be confident and respectful young adults who are ready to thrive in their next stage in life.

Key Responsibilities

The purpose of this role is to;

- Strategically lead inclusion to ensure an inclusive culture, where high quality provision for pupils with SEND is built into all leadership and teaching
- Line manage the SENCO (primary) and SENCO (secondary)
- Lead the SEND team in both the primary and secondary phase of the campus
- Ensure all statutory responsibilities are met, as laid out in the SEND Code of Practice
- Work collaboratively with other leaders to ensure that all students with SEND receive high-quality support and inclusive teaching, including through adaptive pedagogy. This includes ensuring high expectations for all pupils with SEND are embedded across the school.
- Work collaboratively with pastoral teams, including safeguarding, behaviour and attendance, to facilitate excellent engagement and outcomes for pupils with SEND.

What We Offer

We offer:

- Enhanced CPD, including access to professional networks across the Trust
- Paid induction and training suited to the role
- Confidential access to an Employee Assistance Programme
- Free parking
- Use of the Cycle Scheme
- Paid completion of a DBS check
- Flu vaccination vouchers
- Free eye tests (where the employee is desk-based)
- Where eligible, automatic enrolment to the relevant pension scheme
- Honouring of continuous service earned in the Local Authority

How to Apply

To apply, please read the 'How to Apply' section carefully in the Application Pack. If you have any questions about the role, or would like a discussion about how this role might suit your career plans, please reach out to recruitment@tila.school

Key Dates

Closing date: Friday 9th January, 9am

Interview dates: TBC

Start date: As soon as possible

Trust in Learning (Academies) is committed to safeguarding and promoting the welfare of children. All appointments will be subject to satisfactory vetting checks, including an enhanced DBS disclosure.

Trust in Learning Academies – Who We Are

Trust in Learning (Academies) (TiLA) was created in order to improve the educational opportunities and outcomes for pupils and students in areas of disadvantage.

As a Multi Academy Trust, TiLA is totally committed to delivering an **inclusive** approach to education. It is therefore important that TiLA is able to support all schools and communities, but we will always seek to ensure the gaps that exist in learning between disadvantaged children and others are overcome.

Our goal is to help create **exceptional and distinctive** learning communities.

At the heart of our belief system is **our focus upon learning** – a commitment to the classroom and the core purpose of education. At TiLA our commitment to the learning process challenges all of our schools and academies to fully endorse the concept of collaborative learning. Just as our commitment to inclusion is a non-negotiable, so too is each school's contribution to inter-school learning and the development of a TiLA wide professional learning community.

To be part of TiLA is not to be part of a loose collection of schools; rather it is to be a community within a community, a partner within a partnership. TiLA believes whole heartedly in the importance of **localism** and supports the creation and development of Local Governing Bodies which can effectively support and challenge school leaders and who also understand and respond to the contextual needs of each community.

Yet localism does not equal isolationism – every Local Governing Body and their leaders will be held to account by a Board and our commitment is to seek a balance between **uniformity and uniqueness** in TiLA schools – uniformity in terms of central structures, services, policies, the alignment of TiLA and school values and vision; but balancing this with the uniqueness and distinctiveness of each school and its community.

If we all Trust in Learning, then, in order to obtain outstanding outcomes in exceptional community focused schools, we need the **very best people** and the **very best leaders**.

At TiLA we are committed to recruiting and retaining the most able people into the best jobs. Integral to the growth, expansion and success of TiLA is our ability to develop, manage and retain talented people and leaders. Within the Trust we have eight academies:

Bridge Learning Campus (All through)
Charlton Wood Primary Academy
Filton Avenue Primary School
Fonthill Primary Academy
Nova Primary School

Henbury Court Primary Academy
Little Mead Primary Academy
Parson Street Primary School
Orchard School, Bristol (Secondary)

Our guiding principles are therefore to:

TRUST in LEARNING TRUST in LEADERSHIP TRUST in LOCAL GOVERNANCE

Our ambition and aspiration is...



- To help support more children and young people by being an outstanding Multi Academy Trust – we aim to establish a successful Trust of between 10 and 20 schools
- To become a partner of choice for schools with similar moral purpose and who would wish to contribute towards an evolving and growing Multi Academy Trust
- To tackle underachievement and school to school variation of outcomes by promoting and leading on inter school collaboration and learning
- To establish a Multi Academy Trust of schools from all sectors of education, whose schools are fully inclusive, look to overcome disadvantage and aspire for the very best for all
- To inspire our staff to become education leaders who will challenge and innovate from the classroom to the boardroom
- To ensure we target funding to where it makes a difference via central services that will deliver economies of scale and enable us to protect pedagogy and student support

Geography...

- Our commitment is to support schools that serve communities in the West of England
- Our commitment to sharing between our schools is a limiting, but important factor in our planned growth – we will look to support schools that lie within an hour and a half travel of Bristol

How to Apply

To apply please complete:

- **Online Application Form**

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form, unless the advertisement states otherwise. Referees' contact details must be included. If you have any concerns about references, please contact our recruitment team on recruitment@tila.school

- **A letter of application**

Add your letter of application to the end of the application form, or attach it separately, if this is easier. The letter of application should address how you are equipped to meet the person specification, showing us where your knowledge and experience, abilities and aptitudes, values and personal qualities will support you to carry out the job description. We are particularly interested in why you want to work in education, and why our trust. Most applicants write about two sides of A4 to show how they meet the person spec criteria.

Then send your application to recruitment@tila.school before the closing date as written in the job advertisement.

- **Interview Process**

After the closing date, short listing will match your skills/experience against the criteria in the Person Specification. Please note the key essential criteria (in bold font) as these are the primary criteria for the shortlisting process. You will be selected for interview entirely on the contents of your application.

If you are invited to interview, please let us know prior to the interview day if we can provide any access arrangements to enable you to perform your best at interview.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.

Job Description

Job title	Assistant Headteacher Inclusion
Location	Bridge Learning Campus
Salary	L12 – L16
Reporting to	Deputy Headteacher
Responsible for	<ul style="list-style-type: none"> • The strategic development of SEND provision across the campus, including the facilitation of an inclusive ethos embedded within leadership and teaching. • Ensuring the campus fulfils its statutory responsibility for pupils with SEND, as outlined in the SEND Code of Practice 2015. • Line management of the school SENCOs • Oversight of SEND teams in the primary and secondary phases. • Implementation of a SEND strategy that is in alignment with TILA's SEND Policy. • High quality partnership working with families, pupils, staff and external agencies to deliver high quality provision for pupils with SEND.
Role Summary	<p>The AHT Inclusion will provide strategic leadership of SEND provision across the campus, ensuring high-quality provision for pupils with SEND which enables them to achieve excellent outcomes. The AHT Inclusion will have oversight of the primary and secondary SEND teams, ensuring the campus fulfils statutory responsibility for pupils with SEND. The AHT Inclusion will prioritise effective collaboration with families, pupils, staff and external agencies to drive an inclusive culture secure the best possible outcomes for all pupils who face barriers to learning.</p>
Working pattern	Full Time

Safeguarding

We are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff and volunteers to share this commitment. All posts at Trust in Learning (Academies) are subject to pre-employment checks including, but not limited to, initial and periodic enhanced level checks with the Disclosure and Barring Service.

Part 1: your job

Responsibility for:	To include:
Strategic Leadership	<ul style="list-style-type: none"> • Lead the efficient implementation of the campus SEND strategy, including school improvement strategies, which improves outcomes for pupils with SEND. • Ensure an inclusive culture across the campus which has high expectations all pupils. • Maintain up-to-date, secure and deep knowledge of the SEND Code of Practice, trauma-informed approaches to school leadership, adaptive practice and other evidence based inclusive practice. Use this to inform strategic decision making. • Oversee and ensure effective evaluation of all provision and interventions in place to raise standards for pupils with SEND. • Ensure the effective and efficient deployment of additional funding, resources and interventions to support excellent outcomes for pupils with SEND.
Quality of Education	<ul style="list-style-type: none"> • Contribute to the strategic leadership of teaching and learning across the campus, drawing upon evidence-based research to facilitate the achievement of campus improvement priorities. • Work in collaboration with other leaders to monitor and evaluate the outcomes for pupils with SEND across the campus. • Support colleagues to access high quality CPD which develops their expertise in inclusion, including SEND and adaptive practice. • Use lines of accountability to ensure leaders and teachers uphold their responsibility for pupils with SEND.

Responsibility for:	To include:
Behaviour and culture	<ul style="list-style-type: none"> Through the implementation of the campus SEND strategy, embed an inclusive culture across the campus which enables all pupils with SEND to thrive. Support teachers and leaders to understand behaviour as a means of communication. Use this to support effective early identification of SEND. In collaboration with other leaders, embed high quality transitions between year groups and phases that provides effective support for pupils with SEND.
Administration and Organisation	<ul style="list-style-type: none"> Manage the efficient and cost-effective deployment of resources, including funds within budget headings for which this role has budget responsibility. Ensure record keeping is effective and follows agreed procedures and systems, outlined in the TILA SEND Policy and Campus SEN Information Report. Provide data on pupil's progress and outcomes and feed this into campus management information systems. Report progress to BLC's SLT or School Performance Board in written form and/or in person as required.
Appraisal and Monitoring and Evaluation	<ul style="list-style-type: none"> Through line management of middle leaders and other staff, promote and secure high standards of pupil's academic and personal development and, in doing so, support pupils to become respectful, resilient and responsible citizens. Participate fully in the Professional Development Review process, taking responsibility for your professional development. Contribute to the Professional Development Review process for colleagues as required. Assist in providing data and qualitative information on the effectiveness of your team in providing learning and behavioural support to students and to teachers.

Person Specification

Key: A = Application form, I = Interview. **Bold criteria will be used to long list applicants.**

	Source of Evidence	Essential	Desirable
Qualifications and Training			
Good Honours Degree	A	P	
Qualified Teacher Status (QTS)	A	P	
NASEN or NPQSEND qualification	A	P	
A higher degree	A		P
Relevant Experience			
At least 3 years Teaching experience as a SENCO in either a secondary or primary school or all through setting	A, I	P	
Effective management of resources: including effective deployment of TAs and of efficient funding and monitoring of SEND finances	A, I	P	
Experience of middle or senior leadership in a school setting	A, I	P	
Experience working in schools serving disadvantaged communities	A, I	P	
Experience of selecting appropriate interventions and assessing the impact of interventions	A, I	P	
Strong understanding of evidence/research-based pedagogy that leads to high standards of learning	A, I	P	
Experience in supportive adaptive practice	A, I	P	
Experience of developing and maintaining effective networks, including collaborative working with the local authority and relevant agencies.	A, I	P	
Working effectively with parents and families to support their child's needs and overcome barriers to learning	A, I	P	
Abilities and Attributes			
Organise and manage systematic support for a range of SEND Code of Practice to close gaps for pupils with SEND	A, I	P	
The ability to demonstrate high quality and effective classroom practice which ensures good progress for all children from their relative starting points.	A, I	P	
Setting high expectations, maintaining high standards of participation, achievement and behaviour	A, I	P	
Understanding and experience of multi-agency working	A, I	P	
Commitment to inclusive education and belief that all students can succeed	A, I	P	
Commitment to continuing professional development and awareness of your own training needs	A, I	P	
Commitment to embedding equality in all aspects of your work	A, I	P	

	Source of Evidence	Essential	Desirable
A willingness to work across the whole school community, in support of BLC's ethos, vision and values	A, I	P	
Personal integrity and sensitivity	A, I	P	
An enthusiasm to inspire and engage pupils, their parents/carers and external agencies	A, I	P	
Commitment to running after-school enrichment clubs and activities	A, I		P
Meets Fitness to Teach expectations	A, I	P	
Excellent classroom management and high standards of classroom organisation.	A, I	P	
The ability to demonstrate strong practice of effective teaching and learning	A, I	P	
Creativity, originality and the ability to think and act innovatively	A, I	P	
Excellent written and verbal communication skills, modelling high standards through accurate spelling, punctuation and grammar	A, I	P	
Proven ability to lead an effective team to secure strong outcomes for pupils and/or significant school improvement	A, I	P	
The ability to improve colleagues' teaching practice through mentoring and/or coaching	A, I	P	
The ability to evaluate data and sources of evidence and use this to inform improvement plans	A, I	P	
High level administrative and organisational skills	A, I	P	
Ability to work as a proactive team worker and independently	A, I	P	
Ability to listen, adapt and reflect	A, I	P	
A willingness to use ICT to enhance learning but not as a proxy for learning	A, I	P	
Ability to contribute to cross-curricular and enrichment work	A, I	P	

Child Protection and Safeguarding

The Trust is committed to Safeguarding and Promoting the Welfare of all of its pupils and students. Each pupil/student's welfare is of paramount importance.

The Trust's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust. The policy can be found on our website: www.tilacademies.co.uk

The five main elements of our policy are to:

- ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

Safer Recruitment:

Trust in Learning (Academies) is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service clearance. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' most recent Guidance.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, online checks, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

Fluency Duty

This role has been identified as falling within the definition of requiring fluency in spoken English. You will be required to speak English with confidence and be able to conduct a conversation and answer questions for extended periods of time using technical language where required.