



Higham Ferrers Nursery and Infant School

Assistant Headteacher Candidate Pack



To apply: Applications must be made via the School's My New Term portal, available through our website www.learningforlifetrust.org.uk/working-for-us/vacancies. Please include a supporting statement outlining your strengths and suitability for the role.

The closing date for applications is 5pm, Wednesday 22nd April



Learning for Life Education Trust

Stronger together



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Welcome letter from the Headteacher

Dear Applicant,

Thank you for your interest in the position of Assistant Higham Ferrers Nursery and Infant School.

I am delighted that you have taken the opportunity to consider joining our hardworking and dedicated staff team.

This position offers the successful applicant an exciting opportunity for a committed practitioner who is passionate about inclusion and high-quality teaching and enhancing life chances of our pupils.

We welcome you to visit our school where we would be delighted to introduce you to our children and staff. To make an appointment to visit and discuss the opportunities we can offer, please call the school office on 01933 312904 or email me, Jane Toyer, jane.toyer@lflet.org.uk

Please do not hesitate to get in touch if you have any questions about our schools.

Best wishes

J. Toyer

Jane Toyer
Headteacher
Higham Ferrers Nursery and Infant School



Assistant Headteacher Candidate Pack



Our schools

“Where little seeds grow into mighty trees”

As headteacher, it is my pleasure to welcome you to our school community, where each child is valued, nurtured, and encouraged to grow in a safe and inclusive environment. We pride ourselves on fostering a family feel with a dedicated and highly experienced staff who strive for the best possible education for the children, academically, socially and emotionally to ensure they reach their full potential

Well-being, nurture and resilience are high on our agenda and behaviours are taught to develop important life skills which support positive mental health. We firmly believe in fostering a safe, inclusive and engaging environment that supports each child’s individual growth and development. With a child-centred approach, we provide opportunities that spark the imagination, encourage curiosity, creativity and a love of learning to build confident, independent life-long learners.

Our core values: Trust, Respect, Empathy, and Excellence, underpin everything we do and are woven into the fabric of our curriculum and daily interactions, ensuring that are children not only reach their full potential academically, but also grow into empathetic and responsible individuals.

We are proud to be part of the [Learning for Life Education Trust](#).

View our latest OFSTED reports [here](#).



Our Vision, Aims and Values

Our Vision

We strive to create a nurturing, inclusive, safe and stimulating environment where every child feels valued, inspired and supported in their journey of discovery and growth.

We lay strong foundations for lifelong learning, fostering a love of knowledge and curiosity that will empower our children to thrive in an ever-changing world.

Our Aims

We will encourage children to explore, learn and grow by instilling the values **T**rust, **R**espect and **E**mpathy to achieve **E**xcellence.

Our Values

The four large leaves of the tree represent our values.



Trust

I will be honest, tell the truth and do the right thing.

What you'll see at HFNIS:

- Honesty- everyone telling the truth and taking responsibility for their actions
- Consistency- everyone treating each other fairly and having the same expectations of each other
- Belief- everyone being trustworthy of themselves and recognising this in others
- Reliable- everyone doing what they said they would do.

Respect

I value myself, others and everything around me.

What you'll see at HFNIS:

- Considerate: everyone listening carefully to each other, understanding similarities and differences and being polite.
- Integrity- everyone making the right choices
- Self-worth- everyone looking after themselves and keeping themselves safe
- Responsibility- everyone looking after the environment around them.



Empathy

I will show kindness and compassion to others.

What you'll see at HFNIS:

- Considerate- everyone being considerate of each other's feelings and recognising their own emotions.
- Kindness- everyone looking after each other
- Compassion- everyone comforting and caring for each other and asking for help when needed.
- Acceptance- understanding that everyone is unique and has different needs

Excellence

I will always try my best to achieve my goals and be proud of myself and others.

What you'll see at HFNIS:

- Resilience- everyone trying their best even when faced with difficulties
- Perseverance: everyone trying their best and having a desire to achieve their own goals.
- Pride- everyone taking the time with their work and feeling proud of themselves and others.
- Curious- everyone having the desire to explore, learn and grow.



Assistant Headteacher Candidate Pack



Job Advertisement: Assistant Headteacher, Higham Ferrers Nursery and Infant School

We are seeking to appoint a passionate and dedicated Assistant Head Teacher to join our Leadership team from September 2026. This is a permanent position, with responsibility for SEND and Inclusion across the school. There will be class teacher responsibilities. This is an excellent opportunity for a committed practitioner who is passionate about inclusion and high-quality teaching and enhancing life chances of our pupils.

We are looking for an individual who:

- Is an excellent classroom practitioner with a strong understanding of effective pedagogy, high-quality teaching and learning and a commitment to their on-going professional development.
- Has experience working with children with SEND.
- Holds the NASENCO or NPQSENCO qualification
- Is organised, proactive and able to work collaboratively with colleagues and families and external agencies.
- Is committed to ensuring that every child is supported to succeed.
- Passionate in your practice – We expect the best from everyone to achieve the best in everyone

We are an inclusive and supportive community who will provide excellent opportunities to develop professionally. Our dedicated leadership team is committed to continuous improvement. We work together with our partner schools in the Learning for Life Education Trust, a locally based multi-academy trust.

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The closing date for applications is 5pm on the 22nd of April 2026.

We reserve the right to close this vacancy early and interview on receipt of successful applications.

Our Trust is committed to safeguarding and promoting the welfare of children. Successful applicants will be subject to an enhanced DBS disclosure and must have suitable references. This process assists us in maintaining a safe environment for pupils and staff. We are committed to encouraging equality, diversity and inclusion among our workforce, and eliminating unlawful discrimination.





Assistant Headteacher Candidate Pack

Job Description: Assistant Headteacher with SEND and Inclusion, Safeguarding and teaching Responsibilities.

Reports to: Headteacher
Salary: L1-4
Contract: Full Time, Permanent

Job Purpose

To provide high-quality teaching and learning for pupils, ensuring progress and positive outcomes, while leading the strategic and operational coordination of SEND provision across the school.

Teaching Responsibilities

All teachers are required to carry out the duties of a school teacher as set out in the current School Teachers Pay and Conditions document. Teachers should also have regards to the Teacher Standards document.

- Implement agreed school policies and guidelines.
- Support initiatives decided by the Headteacher and staff.
- Plan appropriately to meet the needs of all pupils, through differentiation of tasks.
- Be able to set clear targets, based on prior attainment, for pupils' learning.
- Provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils.
- Teach high quality stimulating lessons appropriate to the children's needs and abilities.
- Keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning.
- Report to parents on the development, progress and attainment of pupils.
- Maintain constructive and supportive relationships with parents.
- Maintain good order and discipline amongst pupils, in accordance with the school's behaviour policy.
- Participate in meetings which relate to the school's management, curriculum, administration or organisation.
- Communicate and co-operate with specialists from outside agencies.
- Lead, organise and direct support staff within the classroom.
- To promote and follow school improvement plans.
- To work in collaboration with the other members schools of the Trust.

SEND Leadership

- Develop, lead and implement policies and high quality inclusion practices throughout the school that reflect the commitment to high achievement through effective teaching and learning.
- Oversee identification of need, intervention planning, and progress monitoring for pupils with SEND.
- Manage assessments, SEND records, and ensure accurate reporting.





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- Use performance data to evaluate pupils' progress and with appropriate colleagues, set targets for improvement for groups of children.
- Use performance data to identify strengths/weaknesses in teaching; with relevant colleagues, take steps to spread good practice/address weaknesses identified.
- Manage and deploy SEND resources and interventions
- Enable all teachers to achieve expertise in adaptive teaching to meet the needs of all pupils.
- Coordinate and lead Annual Reviews for pupils with EHCPs.
- Liaise with external agencies including educational psychologists, therapists, and health professionals.
- Ensure compliance with statutory SEND requirements and maintain the SEND policy.
- Manage the internal SEND provision across the school, ensuring effective deployment of staff, resources, and interventions.
- Manage pupils' medical plans, ensuring all staff are informed, trained, and procedures followed.
- Manage Looked After Children (LAC) plans, ensuring regular review, liaison with the Virtual School, and appropriate support and interventions.
- Lead pupil premium and manage EAL plans.
- Liaise with parents and professionals, ensuring that all stakeholders are involved with improving outcomes for children with SEND need.
- Be outward looking, keeping abreast of strong SEND practice and research to ensure the highest quality provision at the school.

Whole School & Professional Responsibilities

- Safeguard and promote the welfare of pupils in line with statutory guidance.
- To take on the role of a phase.
- To be responsible with the Headteacher for improving the quality of teaching across the school.
- Participate in the performance management system for the appraisal of their own performance, or that of other teachers.
- Participate in professional development and performance management.
- Contribute to school improvement planning and whole-school evaluation.
- Maintain consistent and accurate records, reports, and data tracking.
- Promote equality, diversity, and inclusion across the school.
- Work collaboratively with staff, parents, and external agencies.

Deputy Designated Safeguarding Lead (DDSL) Responsibilities

- Act as a point of contact for all safeguarding concerns within the school.
- Support with the identification, response, recording, and referral of safeguarding concerns.
- Liaise with Children's Services, external agencies, and multi-agency partners regarding safeguarding matters.
- Maintain accurate, secure, and confidential safeguarding records.
- Oversee early help processes and support staff with completing referrals.





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- Ensure safeguarding policies remain up to date and are effectively implemented across the school.
- Support with safeguarding training, updates, and annual refreshers for all staff.
- Attend core group meetings, case conferences, and multi-agency reviews as required.
- Promote a safeguarding culture where pupils feel safe and staff feel confident to report concerns.

Attendance Management

- Monitor and analyse pupil attendance data to identify trends and areas for improvement, ensuring compliance with statutory requirements.
- Develop and implement strategies to improve overall pupil attendance, including supportive meetings with parents when attendance falls below expected thresholds.
- Liaise with the Local Authority Educational Welfare Service, keeping attendance policies up to date and ensuring adherence to them.

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Work as a team and LfLET member and identify opportunities for working with colleagues and sharing the development of effective practice within own school and within the Trust.
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil

Other responsibilities

- To contribute to the continuing improvement of the school as part of the Senior Leadership Team
- To carry out daily duties as part of the Senior Leadership Team
- To attend occasional meetings during evening hours, weekends or in school holidays as required
- Perform any reasonable duties as requested by the headteacher.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The postholder will uphold the Trust's values, contribute to whole-school improvement, and ensure high-quality provision for all pupils, including those with Special Educational Needs and Disabilities.



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Person Specification

Post: Assistant Headteacher

Reporting to: Headteacher

1. Qualifications & Professional Development

Criteria	Essential	Desirable
Qualified Teacher Status (QTS)	✓	
National Award for SEN Co-ordination/NPQSENCO	✓	
Evidence of professional development		✓

2. Experience

Criteria - The candidate should have:	Essential	Desirable
Proven successful teaching experience at KS1 and/or EYFS	✓	
Evidence of good teaching practice.	✓	
Working in partnership with parents.	✓	
Commitment to professional development (particularly in the area of SEND)	✓	
Experience working with external agencies to support pupils with SEND.	✓	
Experience with adaptive teaching and inclusive classroom practices.	✓	
Evidence of working alongside other teachers in development and learning.	✓	
Knowledge of current developments in teaching and learning.	✓	
Leading a subject to raise standards across the school.		✓

3. Knowledge and Understanding

Criteria - The candidate should have knowledge and understanding of:	Essential	Desirable
The SEN Code of Practice and its practical application	✓	
The EHCP process and the evidence needed	✓	
The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies).	✓	
Current understanding of curriculum and pedagogical issues related to extending pupil performance.	✓	





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Good understanding of the principles behind school improvement including school improvement planning, monitoring, reviewing and evaluation of progress	✓	
The monitoring, assessment, recording and reporting of pupils' progress.	✓	
Knowledge of SEND legislation, inclusive practice and effective intervention strategies.	✓	
How a teacher contributes to the safeguarding culture of the school.	✓	
Using comparative information about attainment.		✓
The funding support mechanism for SEND.		✓
The roles and responsibilities of multi-professional agencies such as Educational Psychologists.		✓
An understanding of the broader educational context and Government initiatives to raise achievement.		✓

4. Skills

Criteria	Essential	Desirable
Communicate effectively (both orally and in writing) to a variety of audiences.	✓	
Create a happy, challenging and effective learning environment for pupils.	✓	
Establish high expectations which inspire, motivate and challenge pupils.	✓	
Promote good progress and outcomes of pupils.	✓	
Demonstrate good subject and curriculum knowledge.	✓	
Plan and teach well-structured lessons.	✓	
Adapt teaching to respond to the strengths and needs of all pupils.	✓	
Make accurate and productive use of assessment.	✓	
Manage behaviour effectively to ensure good and safe learning environment.	✓	
Contribute to the wider life of school.	✓	

5. Personal characteristics

Criteria	Essential	Desirable
Approachable	✓	
Flexible	✓	
Energy and Enthusiasm	✓	



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A positive approach to inclusion	✓	
Maintains positive, professional relationships	✓	
Able to motivate self and others	✓	
Calm under pressure	✓	
Well-organised	✓	
Integrity	✓	
Reflective practitioner	✓	
Able to deal sensitively with people	✓	
Dedicated to making a difference to the lives of children	✓	
Have high expectations	✓	
Have a real presence and positive personal impact within the school	✓	

Safeguarding Statement

The successful candidate must demonstrate a commitment to safeguarding and promoting the welfare of children and young people. The post is subject to enhanced DBS clearance and satisfactory references.

