



Hertswood Academy

Aim High • Achieve Excellence

Cowley Hill, Borehamwood, Hertfordshire, WD6 5LG

T 020 8238 7200 | E admin@hertswoodacademy.org

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Executive Headteacher Peter Gillett BSc (Hons) Mathematics, PGCE, NPQH, MBA (Leadership)

Headteacher Wanda Gill BSc (Hons) Animal Science, PGCE, NPQH

Job Description: Assistant Headteacher: Inclusion

- **Job Title:** Assistant Headteacher for Inclusion
- **Salary:** Leadership Scale L15 / School Specific Leadership Range
- **Contract Type:** Full-Time, Permanent
- **Accountable To:** Senior Deputy/Deputy Headteachers

Main Purpose of the Role

- Through Strategic Leadership and Vision, ensure the schools has a culture where we have high expectations of all pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care and those who may face other barriers to learning and/or wellbeing
- Embed a culture in which early and accurate assessment of pupil's needs is prioritised
- Work with other leaders to effectively use information from assessment of pupils needs to implement a continuous cycle of planning, actions and review in order to reduce barriers to learning and/or wellbeing
- Work closely and effectively with pupils, parents, professionals and staff to ensure that pupils and parents views and aspirations are considered in decision making regarding support for pupils
- Implement a pupil premium strategy that is well thought through and evidence based to support the achievement of all eligible pupils and accounts for any challenges pupils may face that may negatively impact their education
- Lead and align the academy's inclusion teams—including the SENDCO, Pastoral Support Leaders (PSLs), Behaviour Specialists, and Alternative Provision coordinators—into a highly cohesive, data-driven, and dynamic unit.
- Oversee statutory compliance for SEND and Pupil Premium strategies, ensuring the academy excels in all external regulatory and framework inspections.

The assistant headteacher will support the headteacher and deputy headteacher in:

- Communicating the school's vision compellingly and supporting the headteacher's strategic leadership
- The day-to-day management of the school
- Formulating the aims and objectives of the school
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards meeting the school's aims and objectives



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The assistant headteacher will also have a timetabled teaching commitment complying with the Teachers' Standards and modelling best practice for others.

They may also be required to undertake any of the duties delegated by the headteacher.

Key Duties and Responsibilities

1. Strategic Leadership & Academy Culture

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
- Encourage high levels of pupil attendance and help to uphold a school culture of safety, enjoyment, and engagement with learning to support attendance
- Recognise the importance of Quality First Teaching and drive the fact that this is the most effective inclusion strategy
- Act as a core member of the Senior Leadership Team (SLT), contributing to the strategic direction, policy development, and day-to-day operational efficiency of the academy.
- Design, refine, and champion alternative pathways and supported learning models (such as the Mainstream, Behaviour Support, and SEND pathways) to minimise suspensions and ensure student retention.

2. Organisational management and school improvement

- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Ensure effective use of budgets and resources
- Identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context
- Make sure school improvement strategies are effectively implemented

3. Leadership of Staff & Accountability

- To support, and professionally develop the SENDCO, Pastoral Support Leaders (PSLs), Heads of Learning and Head of Key Stage
- Contribute to the establishment of clear key performance indicators (KPIs) for inclusion staff, ensuring accountability through robust appraisal systems and regular strategic reviews.



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- Lead whole-school continuing professional development (CPD) regarding adaptive teaching methods, SEMH support frameworks, trauma-informed practices, and statutory SEND changes.
- Ensure teaching staff are adequately equipped, trained, and held accountable for utilising student profile documents (e.g., EHCPs and Pupil Passports) to support learners dynamically within regular classrooms.
- Performance-manage middle leaders, including carrying out appraisals and holding staff to account for their performance
- Manage staff well, with due attention to workload
- Ensure staff have access to appropriate, high-quality professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet their own needs

4. Data-Driven Intervention & High-Frequency Tracking

- Oversee the academy's overarching system for tracking vulnerable student data, ensuring an absolute approach where attendance, behaviour, and academic progress are scrutinised weekly.
- Chair high-level, 6-weekly Targeted Intervention Meetings (TIM) to strategically review the impact of interventions, resource allocation, and curriculum structures across all year groups.
- Regularly measure impact of interventions and meet with teams to adapt where necessary (including TIM cycles executed by Pastoral Support Leaders and Heads of Learning)
- Ensuring the academy responds dynamically to emerging live hotspots (behaviour, punctuality, and attendance).
- Provide comprehensive, data-backed evaluation reports to the Deputy Headteachers, Headteacher, Executive Headteacher, Governors, and external inspectors regarding the academic progress, personal development, and destination data of vulnerable sub-groups.

5. Quality of Provision & Statutory Compliance

- Ensure absolute compliance with the statutory SEND Code of Practice, keeping the Academy's Local Offer, SEND Policy, and accessibility plans under rigorous annual review
- Direct the allocation and impact tracking of the Pupil Premium budget and other inclusion-related funding streams to optimise value for money and academic impact
- Quality-assure the design, implementation, and delivery of targeted academic, reading/literacy, SEND and SEMH interventions across the academy

6. Governance, accountability and working in partnership



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- Under the direction of the headteacher or deputy headteacher, the assistant headteacher will:
 - Work with the governing board as appropriate
 - Make sure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties including the statutory implementation of Education, Health and Care Plans (EHCPs) and
 - Lead on complex annual reviews or tribunal processes when necessary.
 - Champion robust, continuous, and restorative communication with parents/carers of vulnerable cohorts, embedding co-production and collaborative planning into events such as Raising Achievement Days.
 - Work successfully with other schools and organisations

Person Specification

Criteria	Qualities & Requirements
Qualifications & Experience	<ul style="list-style-type: none">● Substantial, proven experience as a middle or senior leader in a secondary school environment.● Track record of measurable success in improving outcomes, behaviour, or attendance for vulnerable/SEND student cohorts.● Substantial experience in managing safeguarding situations and working with external statutory bodies● Line management experience● Demonstrable experience of successful line management and staff development



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Professional Knowledge & Skills	<ul style="list-style-type: none">• Knowledge of the statutory SEND Code of Practice, KCSIE, and Ofsted frameworks.• Exceptional capability in interpreting, analysing, and presenting complex school-wide data sets (utilising management tools like Arbor and CPOMS).• Ability to strategically plan, manage budgets, and deploy human resources effectively.• Mastery of evidence-based pedagogy relating to adaptive teaching, intervention sequencing, and nurture principles.• Highly developed communication, negotiation, and conflict resolution skills suitable for interfacing with staff, parents, and local authorities.
Leadership & Personal Attributes	<ul style="list-style-type: none">• Visionary leader with an unwavering belief that every child can achieve excellence, regardless of background or barrier.• High emotional intelligence, resilience, and the capacity to operate calmly, decisively, and compassionately under intense pressure.• Excellent strategic organisational skills with the ability to manage competing operational and long-term priorities.• Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position• Absolute commitment to integrity, equal opportunities, confidentiality, and the highest standards of professional conduct.

Additional Notes

- This job description reflects the primary strategic and operational duties required of the postholder at this stage. It is not an exhaustive register of all responsibilities.



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- The specific configuration of duties may vary dynamically under the direction of the Headteacher to meet evolving academy improvement priorities or shifts in national educational frameworks.
- This document is subject to amendment at any time following proper consultative discussion between the Headteacher and the postholder.
- **Safeguarding Commitment:** Hertswood Academy is entirely committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Successful applicants must complete an enhanced Disclosure and Barring Service (DBS) clearance check prior to formal appointment.
- **Equal Opportunities:** Hertswood is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.