



Galley Hill Provision Assistant Headteacher

May 2026

Headteacher: Mrs Lisa Munro

THE WOODLANDS SCHOOL | THE ASPIRE FEDERATION, MILTON KEYNES

Role Details

Accountable to:	Senior Leader
Leadership Scale:	L9 to L12
Job type:	Permanent
Start date:	1 September 2026

Job Description

Main purpose of the job

- To carry out the duties of this post in line with the remit outlined in the School Teachers' Pay and Conditions Document, including the conditions of employment for Assistant Headteachers and the school's own policies.
- To support the Senior Assistant Headteacher – Galley Hill Provision in the strategic and operational leadership of the provision for pupils with highly complex needs and behaviours.
- To lead and develop high-quality teaching, learning and curriculum provision which enables pupils to access safe, therapeutic, engaging and highly individualised learning opportunities.
- To support the strategic development of behaviour, regulation and therapeutic practice across the provision, working closely with the Deputy Headteacher to promote consistent approaches to behaviour support, attendance and safeguarding.
- To provide leadership and line management for staff within the provision and support the development of high-quality classroom practice and emotionally supportive learning environments.
- To lead agreed strategic areas including trauma-informed practice, communication and interaction, Team Teach approaches and behaviour support, pupil engagement and personalised curriculum pathways across the provision.
- To act as a trained Intermediate Team Teach instructor and support the strategic development and delivery of behaviour support training across the school.
- To carry out teaching duties as per timetable and model exemplary classroom practice.
- To support the development of inclusive, communication-rich, therapeutic and nurturing learning environments that promote pupil engagement, emotional regulation, wellbeing and readiness for learning.
- To contribute to the day-to-day operational management of the provision, including supporting provision leadership in the absence of the Senior Assistant

Headteacher – Galley Hill Provision, Deputy Headteacher or Headteacher where appropriate.

- To be responsible for promoting and safeguarding the welfare of children and young people within the school and to contribute to the Designated Safeguarding Team.
- Work closely with the Deputy Headteacher to ensure consistent implementation of safeguarding, attendance and behaviour systems across the provision.
- Work collaboratively with leaders across all sites to ensure consistency, continuity and shared approaches across the school.
- The postholder will support the implementation of whole-school and site strategic priorities through high-quality operational leadership within the provision.
- To lead agreed strategic areas under the direction of the Senior Assistant Headteacher – Galley Hill Provision.

Line Management Responsibility

- The postholder reports directly to the Senior Assistant Headteacher – Galley Hill Provision.
- The postholder may line manage teaching and support staff as determined by the Headteacher.
- The postholder will support staff in developing high-quality provision, therapeutic practice and positive pupil outcomes across the provision.
- The postholder will work collaboratively with the Deputy Headteacher and wider Senior Leadership Team to support whole-school priorities.
- Strategic responsibilities may evolve in response to the school's improvement priorities and organisational structure.

Leadership Expectations

The postholder will:

- contribute positively to the wider leadership of the school;
- model professionalism, integrity and high expectations;
- support a culture of inclusion, collaboration and continuous improvement;
- maintain high visibility within the provision;
- contribute to effective communication across the school community.

Duties and responsibilities

Operational Leadership

- Support the day-to-day operational leadership of the provision.
- Contribute to staffing organisation, classroom consistency and the smooth running of the provision.
- Support consistent implementation of school systems, routines and therapeutic approaches.
- Maintain a visible leadership presence across the provision.
- Support consistency in curriculum implementation, classroom practice and pupil experience across the provision.
- Support staff to maintain high expectations, positive routines and emotionally supportive learning environments.
- Support effective risk management and safe operational practice across the provision.

Shaping the future

- Promote the agreed vision, ethos and values of the school.
- Support the Headteacher, Deputy Headteacher and Senior Assistant Headteacher – Galley Hill Provision in the strategic direction and development of the provision.
- Contribute to school improvement planning and self-evaluation, particularly within areas of responsibility.
- Lead by example in implementing and sustaining improvement and high standards across the provision.
- Promote a culture of inclusion where all pupils are valued, supported and able to achieve ambitious outcomes.
- Support the development of therapeutic, communication-rich and engaging learning environments across the provision.
- Contribute to local and national networks, partnerships and working groups to support the development of SEND, therapeutic and behaviour practice.
- Promote equality of opportunity, high aspirations and positive outcomes for all learners.

Leading teaching and learning

- Be an excellent role model, demonstrating high-quality teaching and adaptive classroom practice.

- Maintain a teaching commitment appropriate to the needs of the school and leadership responsibilities.
- Support the development of high-quality teaching and learning across the provision.
- Promote evidence-informed, inclusive, trauma-informed and communication-first approaches to teaching and learning.
- Support the monitoring and evaluation of teaching and learning through learning walks, observations, work scrutiny and pupil progress activities.
- Provide coaching, mentoring and professional development support for staff across the provision.
- Support the development and implementation of ambitious and appropriately personalised curriculum pathways which meet pupils' communication, sensory, emotional and developmental needs.
- Promote meaningful curriculum pathways that support engagement, communication, independence and readiness for adulthood.
- Support the development and review of curriculum planning, assessment, recording and reporting systems.
- Ensure assessment approaches accurately identify and celebrate meaningful and personalised progress and inform next steps in learning.
- Support staff in developing personalised approaches to learning that enable pupils to access the curriculum and achieve outcomes identified within EHCPs.
- Promote inclusive practice and ensure learning environments appropriately meet pupils' communication, sensory, emotional and developmental needs.

Behaviour, Regulation and Therapeutic Practice

- Support the strategic development of therapeutic and trauma-informed practice across the provision.
- Promote positive behaviour support approaches and emotionally supportive learning environments.
- Work closely with the Deputy Headteacher to support the strategic development and implementation of behaviour systems across the school.
- Act as a trained Team Teach instructor and support the delivery of Team Teach training and behaviour support strategies for staff across the school.
- Promote consistent approaches to regulation, de-escalation and emotionally responsive practice.
- Support staff in responding safely and effectively to highly complex behaviours.
- Promote approaches that support pupil wellbeing, emotional regulation and readiness for learning.
- Support reflective practice and staff wellbeing across the provision.

Communication, Engagement and Personal Development

- Promote communication-first approaches throughout the provision.
- Support the effective use of AAC and total communication strategies.
- Promote pupils' personal development, wellbeing and independence.
- Support pupils to develop confidence, resilience, communication and social interaction skills.
- Promote pupil engagement, emotional regulation and readiness for learning.
- Promote high levels of attendance, participation and inclusion across the provision.
- Work closely with families and external professionals to support positive outcomes for pupils.

Personal development, behaviour and wellbeing

- Promote pupils' personal development, wellbeing and independence.
- Support pupils to develop confidence, resilience, communication and social interaction skills.
- Promote positive behaviour support approaches and emotionally supportive learning environments.
- Support pupils' readiness for learning, emotional regulation and engagement.
- Promote high levels of attendance and participation across the provision.
- Work closely with families and external professionals to support positive outcomes for pupils.

Developing self and working with others

- Promote and protect the health, safety and welfare of pupils and staff.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school.
- Contribute to the Designated Safeguarding Team and maintain safeguarding as a central priority within all aspects of the role.
- Support collaborative approaches to learning and professional development within the school and beyond.
- Participate in recruitment, selection and induction processes as appropriate.
- Support provision management through the effective use of assessment information, monitoring and intervention.
- Contribute to the effective day-to-day organisation and operational running of the provision.
- Support positive staff wellbeing, accountability and collaborative working relationships.

Securing accountability

- Support leaders and governors in fulfilling responsibilities relating to teaching and learning, safeguarding, inclusion and areas of responsibility.
- Contribute to the evaluation and reporting of pupil progress, curriculum effectiveness and provision quality.
- Support the monitoring of standards, engagement, behaviour and achievement across the provision.
- Promote accountability through reflective practice, professional dialogue and continuous improvement.

Strengthening community

- Support policies and practices which promote inclusion, equality and positive partnership working.
- Develop positive relationships with parents, carers, external agencies and professionals.
- Attend meetings with parents and carers as appropriate to ensure positive outcomes for pupils.
- Promote collaborative working with colleagues across the school and with external partners.
- Support opportunities for outreach, partnership working and wider community engagement where appropriate.

Equal Opportunities

- Commitment to equal opportunities and inclusion.
- Ability to promote and support the school's Equality and Diversity Policy.

Please Note

The responsibilities and areas of line management for members of the Senior Leadership Team will be determined by the Headteacher in line with the school's strategic, operational and organisational priorities and may be subject to change.

Schools benefit from a flexible approach to leadership and working arrangements. As such, the duties and responsibilities outlined within this job description are not exhaustive or definitive.

The Headteacher may reasonably require additional duties to be undertaken which are commensurate with the level and responsibility of the post in order to meet the evolving needs and priorities of the school.

Strategic responsibilities and leadership portfolios may evolve in response to school improvement priorities, organisational development and the changing needs of pupils and the wider school community.

Performance Management

An annual review of this job description and allocation of particular responsibilities will take place as part of the Performance Management Review.

Personal Specification: Skills and Knowledge		Level	Assess by:
<u>A</u> ttainable	Successful applicants will be expected to obtain the denoted qualifications within an agreed period of time	A	A Application I Interview T Testing R Reference
<u>D</u> esirable	Applications will be preferred from candidates with the denoted qualifications	D	
<u>E</u> ssential	Applicants without the denoted qualifications or experience will not be considered for this role	E	
Qualifications	Qualified Teacher Status	X	A

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Skills / Experience	Education degree / PGCE or equivalent	x		A	
	Additional SEND qualifications & courses		x	A	
	Leadership qualification			x	A
	Clear evidence of successful teaching, including with SEND	x			I, R
	Experience of leading a team		x		A, R
	Clear evidence of raising student achievement for pupils with SEND	x			A, I, R
	Experience organising resources, including staff		x		A, R
	Ability to present to a range of stakeholders, both within school to staff and beyond	x			A,T
	Experience of supporting staff with knowledge and acquisition of skills based around SEND	x			A, I, R
	Experience of the effective leading of people	x			A, I, R

Other requirements

- A **full driving licence** and daily access to a car are essential for this position as you may be required to move between Campuses.
- Spoken & written English must be accurate and fluent for this role.

Personal Specification: Competencies		Level	Assess by;
<u>A</u> wareness	<i>Demonstrable aptitude and ability to develop in the particular work area</i>	A	A Application I Interview T Testing R Reference
<u>S</u> ignificant	<i>Clear competence in the work element sufficient for all role requirements</i>	S	
<u>E</u> xtensive	<i>Sufficient expertise in the work element to lead and mentor others, and influence policy and practice</i>	E	
	Ability to plan and implement learning for the class(es), groups and individuals, differentiating to an individual level.	x	I,R

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Planning and organising work	Organise assemblies, events and meetings.		x		A,I
	Develop and produce appropriate resources to both improve pupil's access to lessons and enhance learning.		x		A,R
Teaching	Managing the deployment and performance of Teachers, TAs, support staff and volunteers within the school.	x			I,R
	Ability to adapt teaching style to suit the group or individual, making learning exciting and relevant.	x			A,I
	Ability to be innovative, creative and give structure to lessons.		x		A,I
Assessing	Ability to demonstrate and model high quality teaching to support others	x			A,I
	To be able to make clear assessments: baselines, on-going and assigning levels.	x			A,R
Curriculum knowledge	Ability to track, monitor and analyse pupil progress.	x			A, T, I
	Ability to identify, adapt and prioritise appropriate curriculum content that fits our curriculum intent.	x			A,I,T,R
Reporting	Ability to write clear concise reports for a range of audiences.	x			A,R
	Ability to present information to a range of audiences.	x			A,T,R
Influencing & interpersonal skills	Ability to relate well to children, parents, teaching staff, multi-agencies and other colleagues.	x			I,T,R
	Establish productive working relationships with pupils and promote inclusion and acceptance of all pupils.	x			I,R
Working independently	Ability to manage the school, maintaining appropriate behaviour and delivering learning activities.	x			A, I
	Ability to manage own & others workloads.		x		A,I,R
Managing people	Ability to manage a range of staff.		x		A,I,R
	Ability to tackle underperformance in staff and pupils.		x		A,I,R
Managing resources	Manage classroom set up. Use and safe keeping of classroom equipment and apparatus.	x			I,R
	Managing information resources in relation to pupils & staff.	x			I,R

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	Monitor the environment for learning.		x		I,T
Managing risk	Full working knowledge of relevant policies and practices in relation to health and safety, safeguarding, child protection.	x			I,R
Managing oneself	Awareness of opportunities for professional self-improvement.	x			I,R
Evaluation & improvement	Ability to make informed judgements	x			I
	Ability to construct and carry out clear improvement plans		x		I

Skills, knowledge & attributes

The following skills, knowledge & attributes will be judged throughout the recruitment process:

- Ability to lead and manage whole school change projects.
- Evidence of good organisational skills.
- Excellent interpersonal skills (a people person).
- Good written, research and communication skills.
- Ability to manage resources effectively.
- Ability to motivate and effectively manage students in large numbers and individually.
- Ability to communicate effectively, motivating and influencing staff, students, parents and all stakeholders.
- Flexibility, resourcefulness and commitment to Slated Row School, understanding collective responsibility.
- Ability to work hard with competing deadlines, prioritising appropriately and maintaining good humour.
- To be interested in children as individuals, in how they learn and be committed to the comprehensive ideal.
- To believe in the importance of teamwork and a collaborative approach, and be able to build supportive working relationships with all levels of the school community.
- Demonstrate an innovative, diligent, "can do" attitude, solution focused.
- Energetic and enthusiastic, with a naturally positive outlook.
- Ability to multitask at all times, whilst remaining calm and task-focused.
- A passion for excellence.

References

As this is an internal process, however, references will still be required.

Child Protection

The Woodlands School is committed to safeguarding and promoting the welfare of children and young people. All staff are required, before taking up post, to undertake a criminal record check through the Disclosure and Barring Service. Candidates for the post will be assessed at interview for their suitability to work in an Education Environment.

Appointment is conditional upon at least two satisfactory references which include specific comments on working with children and young people. All staff at the school have a responsibility to promote and safeguard the welfare of students at the school.

All candidates must be suitable to work with vulnerable children and adults. This post is exempt from the Rehabilitation of Offenders Act 1974