



# Avenue

CENTRE FOR EDUCATION

Honesty – Aspiration – Respect – Kindness

# Recruitment Pack

Transforming lives through inclusive education, high expectations and a belief in every learner.



HONESTY



ASPIRATION



RESPECT



KINDNESS



SAFE, SUPPORTED, INSPIRED TO SUCCEED

[www.avenuecentre.co.uk](http://www.avenuecentre.co.uk)



## About Avenue Centre for Education (ACE)

Avenue Centre for Education (ACE) is a specialist Pupil Referral Unit (PRU) based in Luton, dedicated to transforming the lives of young people through inclusive, high-quality education.

We work with pupils who require additional support beyond mainstream settings, providing a safe, structured and nurturing environment where every learner is supported to succeed academically, socially and emotionally.

At ACE, our approach is built on strong relationships, high expectations and a deep understanding of the complex needs of our pupils. We deliver a broad and balanced curriculum across academic, vocational and therapeutic pathways, ensuring that all pupils are equipped with the skills, confidence and resilience to progress successfully into education, employment or training.

Our work is underpinned by our core values:

**Honesty, Aspiration, Respect and Kindness** — values that shape our culture, guide our decisions and define our expectations for both staff and pupils.

We are proud to be recognised for:

- A strong and inclusive learning environment
- A commitment to safeguarding and pupil wellbeing
- Effective support for reintegration and positive transitions
- A culture where pupils feel safe, supported and inspired to succeed

Working closely with the Local Authority, schools and external agencies, ACE plays a key role in reducing exclusion and supporting vulnerable learners across Luton.

At ACE, we don't just educate — we re-engage, rebuild confidence and create pathways for the future.

## Introduction to the Role

This is a pivotal leadership opportunity within Avenue Centre for Education (ACE) for an ambitious and values-driven Assistant Headteacher who is committed to improving outcomes for vulnerable and complex learners.

As a key member of the Senior Leadership Team, the postholder will play a central role in driving forward the school's strategic priorities, with a particular focus on quality of education, inclusion, behaviour and pupil outcomes. You will work closely with the Headteacher to ensure that the school delivers consistently high-quality provision, underpinned by strong systems, clear expectations and a relentless focus on impact.

The role requires a leader who can successfully translate strategy into practice, ensuring that curriculum, teaching, behaviour and support systems are coherent, consistent and effective across the provision. You will lead on improvement through robust quality assurance, effective use of data and the development of staff, securing sustained improvements in both teaching practice and pupil outcomes.

In the context of a PRU, this role extends beyond the school. The postholder will work collaboratively with the Local Authority, partner schools and external agencies to support reintegration, inclusion and positive pupil pathways, contributing to the wider strategy to reduce suspension and permanent exclusion.

This is a role for a leader who is:

- Outcome-driven, with a clear focus on measurable impact.
- Visible and credible, able to lead from the front.
- Strategic and operational, with the ability to manage complexity.
- Values-led, committed to inclusion, safeguarding and high expectations.

At ACE, this role offers the opportunity to make a genuine and lasting difference, leading meaningful change and ensuring that every pupil is supported to achieve, succeed and move forward positively.

# Portfolio of Responsibilities

## Quality of Education and Outcomes

### Core Purpose

To lead and secure high-quality education across the provision, ensuring that curriculum, teaching, assessment and intervention systems are responsive, flexible and result in strong outcomes for all pupils, including those with complex SEMH needs, disrupted educational histories and high levels of mobility.

### Key Responsibilities

#### 1. Curriculum Leadership

- Lead the development, implementation and ongoing refinement of a flexible, ambitious and responsive curriculum.
- Ensure curriculum intent reflects the needs of pupils in Alternative Provision, including those on short-term placements.
- Oversee a range of pathways, including GCSE, functional skills, vocational provision and personalised programmes.
- Ensure curriculum design supports reintegration to mainstream where appropriate and strong post-16 transitions.
- Adapt curriculum models to respond to changing cohorts and levels of need.

#### 2. Quality Assurance (Teaching & Learning)

- Lead a proportionate and context-appropriate quality assurance framework.
- Monitor the quality and consistency of teaching and learning across the provision.
- Use a range of evidence (learning walks, work scrutiny, pupil voice) recognising non-linear progress and engagement.
- Ensure teaching approaches are aligned with trauma-informed and relational practice.
- Ensure areas for development are addressed through clear follow-up, coaching and support.

#### 3. Assessment, Data and Progress

- Lead the development of assessment systems appropriate for pupils with disrupted education and short stays.
- Ensure accurate baseline assessment on entry and ongoing tracking of progress.
- Develop systems that capture both academic progress and wider outcomes (engagement, behaviour, readiness to learn).
- Ensure data is used intelligently to inform teaching, intervention and placement decisions.
- Ensure staff confidence in using assessment flexibly and appropriately.

#### 4. Outcomes and Standards

- Lead on pupil outcomes, recognising the varied starting points and pathways of AP pupils.
- Monitor progress, attainment and reintegration outcomes for all pupils.
- Track outcomes for key groups, including SEND, high mobility and pupils at risk of exclusion.
- Ensure robust tracking of post-16 destinations and sustained placements.
- Ensure expectations remain high whilst recognising individual pupil journeys.

## 5. Intervention and Provision

- Design and oversee targeted and responsive intervention programmes.
- Ensure interventions are tailored, time-limited and focused on impact.
- Support provision for pupils at risk of placement breakdown or exclusion.
- Align intervention with reintegration plans and individual pupil pathways.
- Monitor and evaluate the effectiveness of provision regularly.

## 6. Staff Development (Teaching & Curriculum)

- Lead professional development focused on effective teaching in an AP context.
- Support staff to develop strategies for engaging pupils with SEMH needs and disrupted education.
- Provide coaching to ensure consistency of classroom practice and expectations.
- Develop subject and phase leadership within a flexible and adaptive curriculum model.
- Promote a culture of high expectations and professional consistency.

## 7. Self-Evaluation and School Improvement

- Lead on Quality of Education within the school's self-evaluation processes.
- Ensure evaluation reflects the complexity of AP, including mobility and varied pupil journeys.
- Contribute to and deliver priorities within the School Improvement Plan.
- Ensure evidence is robust, triangulated and reflects real impact.
- Support preparation for inspection, articulating the effectiveness of AP provision.

## 8. Line Management

- Line manage middle leaders and/or subject leads.
- Hold staff accountable for the quality of provision and pupil outcomes.
- Support performance management and professional development.
- Ensure clarity of expectations and consistent follow-through.

## Accountability

The Assistant Headteacher will be accountable for:

- The quality and consistency of teaching and learning.
- The effectiveness and adaptability of the curriculum.
- The accuracy and intelligent use of assessment and data.
- Pupil progress, attainment, reintegration and destinations.
- The impact of intervention and provision.

## Wider Leadership Contribution

As a member of the Senior Leadership Team, the postholder will:

- Contribute to strategic leadership of the provision.
- Promote a culture of high expectations, consistency and inclusion.
- Work collaboratively to secure the best possible outcomes for all pupils.

# Job Description

## Job Purpose

The Assistant Headteacher provides strategic leadership across key areas of school improvement, ensuring high-quality provision, strong outcomes for pupils, and the effective day-to-day operation of the school. The role contributes to the overall leadership and direction of the school. The Assistant Headteacher plays a key role in embedding the school’s strategic vision and ensuring pupils are well supported as they enter, progress through, and transition beyond the provision.

The postholder will hold strategic leadership responsibilities determined by the Headteacher. The responsibilities may evolve over time in response to the changing needs of the school. The current responsibilities are detailed in the portfolio of responsibilities accompanying this job description.

Assistant Headteachers are expected to work collaboratively, flexibly and proactively across all areas of school improvement, ensuring that systems and provision are safeguarding-informed, outcome-focused, efficient, sustainable and compliant and pay due regard to the well-being of all.

**Line Manager**  
The postholder is responsible to the Headteacher

**Line Management Responsibilities**  
Middle leaders and designated staff, as assigned by the Headteacher.

**Working Hours**  
In line with the School Teachers’ Pay and Conditions Document.

**Salary Grade**  
Leadership Point 9 to 13

## Principal Responsibilities

The postholder is required to fulfil the duties set out in the current School Teachers’ Pay and Conditions Document and demonstrate full adherence to the Teachers’ Standards. As an Assistant Headteacher, they are expected to exemplify these standards in practice and lead others in securing high-quality provision.

## KEY PRINCIPLES OF THE ROLE

### 1. Safeguarding and Inclusion

Safeguarding is paramount, with an inclusive, trauma-informed culture ensuring all pupils are safe, supported and able to access high-quality provision.

### 2. Outcome-Driven Leadership

Leadership is sharply focused on securing measurable improvements in pupil progress, engagement and destinations through consistently high expectations.

### 3. Strategic Leadership with Effective Operational Delivery

4. Translate strategic priorities into effective, efficient and sustainable practice, ensuring strong implementation and day-to-day operational effectiveness.

### 5. Evidence-Led Accountability

6. Use robust data, quality assurance and evaluation to drive improvement, demonstrate impact and provide clear assurance to senior leaders and governors.

### 7. Collaborative Leadership and Professional Standards

Build strong partnerships, develop staff through coaching and challenge, and model exemplary professionalism to ensure compliance and inspection readiness.

## PRINCIPAL RESPONSIBILITIES

The postholder is required to fulfil the duties set out in the current School Teachers' Pay and Conditions Document and demonstrate full adherence to the Teachers' Standards. As an Assistant Headteacher, they are expected to exemplify these standards in practice and lead others in securing high-quality provision. Performance will be reviewed through the appraisal process in line with leadership expectations and whole-school priorities.

## CORE LEADERSHIP RESPONSIBILITIES

The responsibilities outlined below represent the core strategic functions of the role. Specific areas of responsibility may be allocated, or adjusted by the Headteacher in line with school priorities and operational needs.

### 1. Strategic Leadership

- Contribute to the development, implementation, and evaluation of the school's vision, values, and improvement priorities.
- Support the Headteacher in leading a culture of high expectations, inclusion, and consistency.
- Lead on whole-school priorities as directed, ensuring measurable impact on pupil outcomes.
- Contribute to self-evaluation and improvement planning processes.
- Ensure that leadership actions result in sustained and measurable impact on pupil outcomes, provision quality and school improvement priorities.

### 2. Quality of Education and Outcomes

- Promote high standards of teaching, learning, and assessment across the provision.
- Support the monitoring and evaluation of curriculum delivery and pupil progress.
- Ensure that provision meets the needs of all pupils, particularly those with complex and additional needs.
- Use data and professional judgement to inform decision-making and intervention.
- Lead and assure a coherently planned and well-sequenced curriculum, ensuring clear intent, effective implementation and demonstrable impact across all subjects and pathways.

### 3. Inclusion and Safeguarding

- Promote a culture of safeguarding and ensure statutory requirements are met.
- Support inclusive practice across the school, ensuring all pupils can access appropriate provision.

- Contribute to systems that support behaviour, attendance, and engagement.
- Work closely with external agencies to support vulnerable pupils.

#### **4. Leadership and Management of Staff**

- Line manage staff as directed, providing support, challenge, and professional development.
- Contribute to staff performance management and appraisal processes.
- Model high professional standards and expectations.
- Support the development of a positive and accountable staff culture with due regard to well-being.

#### **5. Operational Leadership**

- Support the effective day-to-day running of the school.
- Contribute to timetabling, staffing, and resource deployment as required.
- Lead or support key systems and processes that ensure the school operates efficiently.
- Ensure systems and processes are efficient, sustainable and not dependent on individuals, building long-term capacity across the school.
- Take responsibility for specific operational areas as directed by the Headteacher.

#### **6. Partnerships and Stakeholder Engagement**

- Work with parents/carers, the local authority, and external partners to support pupil outcomes.
- Represent the school professionally in meetings and multi-agency work.
- Contribute to the development of effective transition and reintegration pathways for pupils.

#### **7. Governance, Accountability and Compliance**

- Provide clear, accurate reporting and assurance to the Headteacher and Management Committee.
- Ensure all areas of responsibility are compliant, evidence-based and inspection-ready.
- Lead quality assurance within designated areas, securing measurable impact.
- Ensure statutory policies, documentation and website information are accurate and up to date.
- Contribute to statutory returns, local authority reporting, and whole-school self-evaluation.
- Provide robust evidence and professional challenge to support effective governance, enabling the Management Committee to hold leaders to account.

### **SPECIFIC RESPONSIBILITIES**

The Assistant Headteacher will take on specific areas of responsibility as determined by the Headteacher. These may include (but are not limited to):

- Curriculum and Quality of Education
- Inclusion
- Pathways and Transitions
- Behaviour
- Attendance
- Personal development and Well-being
- Assessment, data, and outcomes
- Staff development and quality assurance

These responsibilities may change over time in line with school priorities. Responsibilities will be detailed in a portfolio allocation document.

### **GENERAL DUTIES**

- Uphold and promote the ethos and values of the PRU
- Ensure compliance with all statutory requirements, policies, and procedures
- Carry out any other duties commensurate with the role as directed by the Headteacher

## SAFEGUARDING

The postholder is responsible for safeguarding and promoting the welfare of children and young people and must adhere to all safeguarding policies and procedures.

## PROFESSIONAL CONDUCT

- Model the highest standards of professionalism, integrity and conduct at all times
- Act as a visible and positive role model for staff and pupils
- Maintain appropriate professional boundaries and confidentiality
- Demonstrate high levels of reliability, including attendance and punctuality
- Engage in ongoing professional development and contribute to the wider leadership of the school

## ADDITIONAL

The postholder will:

- Exercise highly effective professional judgement in complex and sensitive situations where guidance may not be definitive, including those with safeguarding, reputational and placement implications.
- Operate with a high degree of autonomy, demonstrating strong prioritisation and the ability to manage competing strategic and operational demands effectively.
- Model exemplary professional conduct, maintaining clear and appropriate boundaries across all school and community contexts.
- Actively contributes to strengthening inclusive practice across partner schools and plays a key role in supporting local authority strategies to reduce suspension and permanent exclusion.

## EQUALITY AND DIVERSITY

The postholder will:

- Act in accordance with the Equality Act 2010 and Public Sector Equality Duty.
- Promote inclusive, anti-discriminatory and culturally competent practice.
- Ensure support plans consider protected characteristics, SEND and barriers to engagement.
- Challenge discrimination and model respectful behaviour at all times.
- Actively reduce inequality and improve outcomes for vulnerable and marginalised pupils.
- Recognise and respond appropriately to the disproportionate impact of exclusion, poverty and trauma on vulnerable groups.

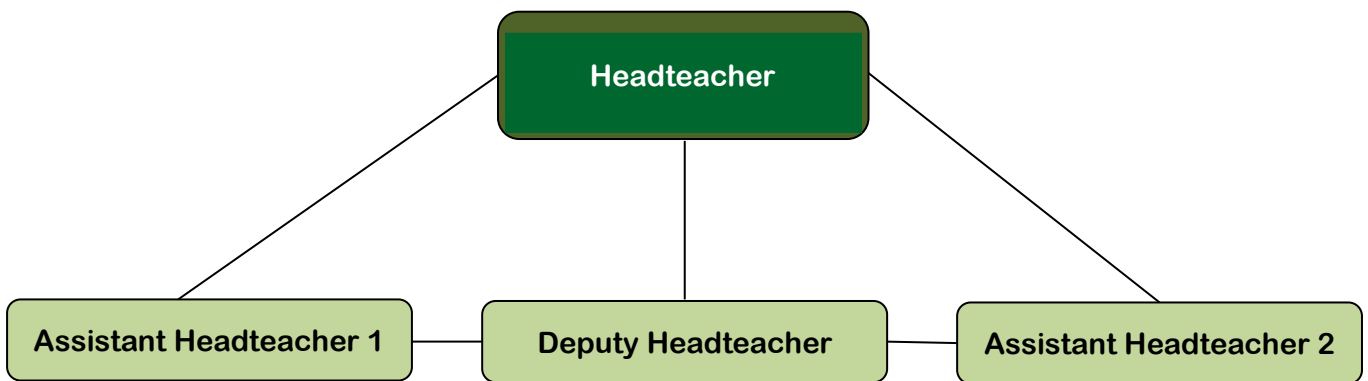
## TEAM WORKING AND COLLABORATION

- Lead and model highly effective collaboration across staff teams and multi-agency partners to secure strong, measurable outcomes for pupils.
- Ensure consistently clear, strategic communication that drives high expectations, alignment and consistency of practice across the provision.
- Lead and contribute to whole-school improvement priorities, including curriculum, inclusion, behaviour and organisational development.
- Provide visible and proactive leadership presence, maintaining operational effectiveness and supporting leadership **cover where required**.

## WIDER PROFESSIONAL RESPONSIBILITIES

- Build and sustain highly effective partnerships with staff, parents/carers, the local authority and external agencies to improve pupil outcomes and pathways.
- Communicate with clarity, authority and professionalism, modelling high standards of engagement across all stakeholders.
- Contribute fully to the strategic leadership and wider life of the school as an active member of the senior leadership team.
- Contribute to system leadership across the local area, influencing inclusive practice and supporting strategies to reduce exclusion and improve pupil pathways.
- Develop staff and leadership capacity through coaching, mentoring and targeted professional development aligned to school priorities.
- Undertake leadership responsibilities in line with the School Teachers' Pay and Conditions Document, ensuring effective and accountable leadership of designated areas.

## ORGANISATION CHART



## DIMENSIONS:

### Supervisory Management

Strategic leadership and line management of middle leaders and designated staff, as directed by the Headteacher. This includes performance management, professional development, coaching and the effective deployment of staff to secure high-quality provision and improved pupil outcomes.

### Physical Effort

The role requires a visible leadership presence across the school, including responding to incidents, supporting behaviour and safeguarding needs, and undertaking duties such as first aid where required.

### Financial/HR Resources

Responsibility for the effective oversight and management of delegated budgets and resources, ensuring value for money, alignment with school priorities and compliance with financial regulations and procedures.

### Physical Resources

Accountable for the appropriate use, organisation and monitoring of physical resources, including ICT systems, learning environments, health and safety equipment and operational resources, ensuring they support high-quality provision and safe practice.

## **Working Environment**

School-based, operating across all areas of the provision and, where required, across partner settings. The role involves working in a dynamic, complex and sometimes high-pressure environment, requiring resilience, adaptability and a strong commitment to safeguarding and inclusion.

## **Other**

The postholder is expected to undertake any additional responsibilities commensurate with the role, as directed by the Headteacher, in response to evolving school priorities.

## **PROFESSIONAL DEVELOPMENT & PROFESSIONAL STANDARDS**

Avenue Centre for Education is committed to continuous professional development and the highest standards of professional practice across all leadership roles.

The Assistant Headteacher will:

- Take strategic ownership of their professional development, engaging in appraisal, leadership supervision and continuous learning aligned to school improvement priorities.
- Maintain and deepen expert knowledge in curriculum, quality of education, inclusion, safeguarding, behaviour and trauma-informed practice, ensuring leadership remains current, evidence-informed and impactful.
- Model exemplary professional conduct at all times, demonstrating integrity, accountability and high standards in line with the Teachers' Standards and leadership expectations.
- Lead and contribute to whole-school professional development, ensuring staff training is purposeful, evidence-informed and directly linked to improving pupil outcomes.
- Keep up to date with national policy, statutory guidance and local authority priorities, ensuring full compliance across all areas of responsibility.
- Engage in reflective and evaluative leadership practice, using data, feedback and quality assurance to continuously improve personal and organisational effectiveness.
- Develop staff and leadership capacity through high-quality coaching, mentoring and performance management, securing sustained improvement in practice.
- Contribute to system leadership through engagement with local, regional and national networks, sharing and adopting effective practice.
- Maintain clear professional boundaries and promote a culture of professionalism, respect and high expectations across the school.
- Champion equality, diversity and inclusion, ensuring these principles are embedded within leadership practice, decision-making and staff development.

## **PERFORMANCE MANAGEMENT**

- Take strategic responsibility for engaging in and contributing to the school's performance management and professional development processes, modelling a culture of continuous improvement.
- Maintain a strong commitment to ongoing professional development, ensuring leadership knowledge and practice remain current, relevant and aligned to school priorities.
- Actively participate in the appraisal process, setting and delivering against ambitious objectives that contribute to whole-school improvement and improved pupil outcomes

## PERFORMANCE MEASURES

- **Quality of Education and Outcomes**  
Sustained improvements in teaching, learning and curriculum implementation, leading to improved pupil progress, attainment and destinations.
- **Consistency of Practice**  
High levels of consistency in teaching, behaviour systems and expectations across the school, with reduced variation in practice.
- **Behaviour, Attendance and Engagement**  
Measurable improvements in behaviour, attendance and engagement, including reductions in suspensions, removals and incidents.
- **Inclusion and Pupil Support**  
Effective support for pupils with SEND/SEMH, with evidence of inclusive practice, successful reintegration and stable placements.
- **Quality Assurance and Use of Data**  
Robust quality assurance and effective use of data to inform decisions, drive improvement and evaluate impact.
- **Staff Performance and Development**  
Improved staff performance through effective performance management, coaching and professional development.
- **Leadership and Strategic Delivery**  
Successful implementation of School Improvement Plan priorities, with clear, measurable impact and strong operational oversight.
- **Safeguarding and Compliance**  
Consistently effective safeguarding practice and full compliance with statutory requirements.
- **Partnership and Accountability**  
Effective collaboration with stakeholders and clear, impactful reporting to senior leaders and governors.

Performance objectives will be aligned to ACE's annual School Improvement Plan priorities.

### CONTEXT:

All teachers are part of a whole School team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focusing on the needs of colleagues, parents/carers and students and being flexible in a busy pressurised environment.

### SAFEGUARDING

**ACE is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (previously CRB).**

The Job-holder will ensure that Luton Borough Council's and school's policies are reflected in all aspects of their work, in particular those relating to;

- (i) Safeguarding and Child Protection
- (ii) Equal Opportunities
- (iii) Health and Safety
- (iv) UK GDPR & Data Protection Act (2018)

## **DISCLOSURE & BARRING SERVICE (DBS) AND DISCLOSURE OF CONVICTIONS:**

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

**It is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences.**

**This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore candidates invited to interview will be required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020).**

**The information you provide will be treated as strictly confidential and will be considered only in relation to the job for which you are shortlisted.**

**Questions may be asked of anyone who has ever had a criminal history during the recruitment process.**

For posts working with children, young people or vulnerable adults, a Disclosure & Barring Service (DBS) check is requested. This check will be cross referenced against the Adults and Children's Barred Lists.

These lists contain details of people deemed unsuitable to work with children or vulnerable adults.

All jobs requiring these checks will be identified on the job description.

Offers of employment will be subject to the receipt of satisfactory checks which will include a check with the Disclosure & Barring Service (DBS). Note, it is an offence to apply, offer or accept any work with children (paid or unpaid) if disqualified from working with children.

The information provided will be confidential and not passed onto unauthorised persons or organisations. However, we are under a duty to protect public funds, and to this end may use the information you have provided for the prevention and detection of fraud. We may also share this information with other bodies responsible for auditing or administering public funds for these purposes.

## **ADDITIONAL INFORMATION**

The Job Description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.

## PERSON SPECIFICATION

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job. **Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.**

	Essential Criteria	Desirable Criteria
Education and Training	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS)</li> <li>• Degree or equivalent</li> <li>• Evidence of sustained and relevant professional development</li> <li>• Evidence of leading whole-school or cross-school improvement</li> </ul>	<ul style="list-style-type: none"> <li>• National Professional Qualification for Headship (NPQH) or Senior Leadership (NPQSL)</li> <li>• Designated Safeguarding Lead (DSL) training</li> <li>• Further qualifications in leadership, SEND, inclusion or curriculum development</li> <li>• Training in trauma-informed or relational practice</li> </ul>
Relevant Experience	<ul style="list-style-type: none"> <li>• Experience at middle or senior leadership level</li> <li>• Significant and successful teaching experience across key stages 3 and 4</li> <li>• Experience of leading curriculum development or quality assurance</li> <li>• Proven experience of improving the quality of teaching, learning and outcomes</li> <li>• Experience of contributing to whole-school improvement planning and self-evaluation</li> <li>• Experience of using data effectively to drive improvement and secure outcomes</li> <li>• Experience of working collaboratively with external agencies and stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading or contributing to behaviour, culture or attendance strategies</li> <li>• Experience of working within alternative provision, PRU or specialist settings</li> <li>• Experience of line management and staff performance development</li> <li>• Experience of contributing to safeguarding leadership</li> <li>• Experience of leading or quality-assuring admissions, triage or provision pathways</li> <li>• Experience of working with pupils with SEND, SEMH and/or additional needs</li> <li>• Experience of leading multi-agency collaboration to support pupil pathways</li> <li>• Experience of leading professional development aligned to school priorities</li> </ul>
Skills and Abilities	<ul style="list-style-type: none"> <li>• Ability to work collaboratively as part of a senior leadership team</li> <li>• Ability to think strategically while maintaining operational effectiveness</li> <li>• Ability to lead and support others to deliver whole-school priorities</li> <li>• Ability to provide strategic leadership across multiple areas of school improvement</li> <li>• Ability to monitor, evaluate and improve the quality of education</li> <li>• Strong analytical skills, with the ability to interpret and act on complex data</li> <li>• Ability to lead and embed trauma-informed, relational and restorative approaches</li> <li>• Ability to ensure statutory compliance across delegated areas</li> <li>• Ability to lead data cycles and use information systems to inform strategic decision-making</li> <li>• Ability to lead improvement cycles and secure measurable impact</li> <li>• Ability to communicate clearly and effectively with a wide range of stakeholders</li> <li>• Ability to lead and implement change effectively across a school</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading cross-school systems (e.g. MIS, assessment, pathways tracking)</li> <li>• Experience of developing innovative or alternative curriculum pathways</li> <li>• Experience of contributing to strategic partnership work with Local Authorities</li> </ul>

	Essential Criteria	Desirable Criteria
	<ul style="list-style-type: none"> <li>• Ability to build capacity in others through coaching, mentoring and support</li> <li>• Strong organisational and operational leadership skills</li> <li>• Ability to work flexibly across leadership responsibilities</li> <li>• Ability to ensure systems are efficient, sustainable and not reliant on individuals</li> <li>• Ability to demonstrate measurable impact of leadership on pupil outcomes and school improvement</li> <li>• Ability to provide clear assurance and articulate impact to senior leaders, governors and external stakeholders</li> </ul>	
Equality Issues	<ul style="list-style-type: none"> <li>• Committed to equality, diversity, inclusion and safeguarding in education</li> <li>• Ability to work sensitively and effectively with pupils and families from diverse backgrounds</li> <li>• Ability to recognise and challenge discrimination appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Experience supporting pupils with complex social, cultural or economic barriers</li> </ul>
Specialist Knowledge	<ul style="list-style-type: none"> <li>• Strong and up-to-date knowledge of safeguarding and child protection requirements</li> <li>• Strong understanding of high-quality teaching, curriculum and assessment</li> <li>• Secure knowledge of inclusion, SEND and adaptive teaching practices</li> <li>• Knowledge of statutory requirements, including safeguarding and SEND Code of Practice</li> <li>• Understanding of effective school improvement strategies and evaluation processes</li> <li>• Knowledge of trauma-informed, relational and restorative practice.</li> <li>• Understanding of alternative provision statutory frameworks and expectations</li> <li>• Understanding of Ofsted framework and inspection expectations, particularly in relation to quality of education, behaviour and safeguarding</li> <li>• Understanding of the effective use of resources and budget considerations to support school improvement priorities</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of behaviour, attendance and safeguarding within complex settings</li> <li>• Knowledge of alternative provision frameworks and reintegration pathways</li> <li>• Understanding of outreach and early intervention models</li> <li>• Knowledge of Local Authority systems and multi-agency working</li> <li>• Knowledge of multi-agency processes including EHCPs, annual reviews and LA placement panels</li> <li>• Understanding of effective admissions, triage, pathways and reintegration processes</li> </ul>
Personal / Professional Attributes	<ul style="list-style-type: none"> <li>• Commitment to safeguarding, inclusion and pupil wellbeing</li> <li>• Demonstrate high levels of professionalism, communications (including accurate and fluent spoken English), integrity and accountability</li> <li>• Ability to lead with clarity, credibility and confidence</li> <li>• Resilience and ability to remain calm under pressure</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to lead change and support organisational development</li> </ul>

	Essential Criteria	Desirable Criteria
	<ul style="list-style-type: none"> <li>• Ability to influence, challenge and support others to secure improvement at all levels</li> <li>• Ability to challenge constructively and influence at all levels</li> <li>• High expectations of pupils and staff</li> <li>• Commitment to continuous professional development</li> <li>• High expectations of pupil behaviour, engagement and achievement</li> <li>• Flexible, adaptable and solution-focused approach</li> <li>• Strong commitment to improving outcomes for all pupils</li> <li>• Demonstrates a strong commitment to contributing positively to the wider life and ethos of the school</li> <li>• Demonstrates moral purpose and a commitment to inclusive, high-quality education</li> <li>• Ability to make safeguarding-informed decisions under pressure</li> <li>• Ability to manage complexity, competing demands and ambiguity</li> </ul>	
Other Requirements	<ul style="list-style-type: none"> <li>• Commitment to the ethos and values of Avenue Centre for Education.</li> <li>• Commitment to equality and diversity in the workplace</li> <li>• Commitment to safeguarding, child protection and promoting the welfare of children</li> <li>• Flexibility to work across different sites or provisions within the three-tier model</li> <li>• Flexibility in working arrangements when required</li> <li>• Willing to undertake training and development activities.</li> <li>• Willingness to undertake safeguarding leadership responsibilities where required</li> <li>• Willingness to adjust working arrangements to suit the changing needs and demands of the School (occasional)</li> </ul>	

The Jobholder will ensure that the school's policies are reflected in all aspects of their work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) UK GDPR & Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.