



**Edmonton County School**

*Educating our Community for Success*

## **Assistant Headteacher (Secondary)**

**L14-18  
(Outer London)**

**Full Time**

Start: September 2026

### **Bury Campus**

Little Bury Street, Edmonton,  
London, N9 9JZ

### **Cambridge Campus**

Great Cambridge Road,  
Enfield EN1 1HQ

Tel: 020 8360 3158 Email: [ECSrecruitment@edact.org.uk](mailto:ECSrecruitment@edact.org.uk)

Headteacher: Mr Paul Miller

# About EdAct



**EdAct**

[www.edact.org.uk](http://www.edact.org.uk)

Our Trust comprises Edmonton County Secondary School (Bury and Cambridge Campuses), Lea Valley Academy, Edmonton County Primary School, and from September 2022 both Salmon's Brook School (Special) and the EdAct Therapy Centre.

Our Academies provide an education for children aged 4-18 in North London. We have been educating young people in this part of London since 1919 and throughout that time our approach has been epitomised by high standards and academic excellence, a tradition that continues today.

Our values of aspiration and achievement, personal responsibility, self-discipline and mutual respect are evident in all our work and result in young people who develop and grow as independent, resourceful and resilient individuals.

The Trust has set out the following vision for its work:

**E**xcellence in all we do

**D**eveloping a shared understanding of teaching and learning by sharing strengths and best practice

**A**mbitious and Accountable to our community for the better use of public funds so more resources are available to address the challenges we face

**C**reative in our approach to achieving the best for the children

**T**rusted by the community to provide a high-quality education and a great place to work

As a Trust we are committed to providing the best for the children in our schools but also to offer excellent professional development to our wonderful team of staff. If you join us you will enjoy excellent conditions of service and teach children who are keen to learn and succeed. The success of our Trust means that you will have great career prospects either within the Trust or beyond.

We look forward to hearing from you

**Dr Susan Tranter**

**Chief Executive**

# About ECS



## Edmonton County School

[www.edact.org.uk](http://www.edact.org.uk)

[Edmonton County School - Ofsted reports](#)

Edmonton County School (ECS) is a mixed, community, comprehensive school with a long history of providing a high-quality education to the communities of Enfield and Edmonton for children aged 2 to 19. Although we are a large organisation, with over 1900 students and around 250 staff making up our school community, our dual-campus structure means that the young people in our care have the experience of being in a caring and supportive environment that much smaller schools can offer.

ECS has a hard-working and high-calibre staff working as teachers and members of the wider workforce. Our school motto 'Non Nobis Solum' (Not for Ourselves Alone) embodies our core aim which is 'Educating our Community for Success.' The governors, staff and myself share a passionate commitment to meeting the varied individual needs of all our students, in order to ensure they leave ECS with the best possible academic qualifications. We want them to enjoy every aspect of their learning, and we want them to develop as individuals so that they leave us as confident and socially-responsible young people, who are well-equipped to contribute to society and enjoy success in whichever field they choose for themselves.

We are proud of the academic progress that pupils make at ECS. At Key Stage 4 (GCSE), the progress of our students is consistently good, whilst post-16 the progress of our students studying A Levels puts the school in the top 10% of Sixth Forms nationally. Children in our Primary Phase achieve outcomes better than local and national averages. Whilst we continue to enjoy increasingly high standards of academic achievement, we are always ambitious to do even better, and we are continually looking for ways to raise the level of achievement of our students.

Research has shown that strong partnerships between parents and school staff have a positive impact on a child's progress and helps them to feel good about school and their education. I have been teaching in north London schools for over 30 years and have been a senior school leader for 20 years. I know that a successful school and happy children depend on all of us working together.

Working together also ensures that children are getting a consistent message about good behaviours. Our school is a calm, orderly place and we have high expectations regarding attendance, punctuality, attitudes towards learning, showing respect to members of the school community and the wearing of our uniform, both in school and in the local community.

I look forward to hearing from you.

**Paul Miller, Headteacher**

## Letter to applicants: Assistant Headteacher (Secondary)



April 2026

Dear colleague,

Thank you for your interest in the post of Assistant Headteacher at Edmonton County School. The school has an outstanding track record in developing senior leaders - we believe in helping people to progress their careers. In the last 15 years, six Deputy headteachers have secured headships and a significant number of Assistant Headteachers have progressed to Deputy Headteacher posts.

You will, no doubt have read the Ofsted report from April 2024. We were pleased with the report as we think it accurately summarised the progress and the commitment to excellence that we exemplify. We think that our school is well on the way to being a 'strong' and 'exceptional' school but there is still important work to do, and challenges to overcome.

Edmonton County is the largest school in Enfield and one of the biggest in London. We became an 'all-through' 4-19 school in January 2014 and our structures have changed and continue to evolve to meet the needs of a growing school. In September 2025, we opened our Nursery provision making us a 2-19 school. There are considerable challenges when leading a school where over 45% of pupils are disadvantaged, over 90% are from minority ethnic groups and more than 60% whose first language is other than English. We are looking for an inspirational and aspirational school leader who is committed the school's continuing mission to bring about change to the lives of the young people in the community we serve.

The Assistant Headteachers are a very important part of the leadership of our school. We have a distributed leadership model that enables colleagues to develop their leadership experience and practise intelligent accountability; Assistant Headteachers have both strategic pastoral and curriculum roles. Uniquely, we operate on two parallel campuses ('Bury' and 'Cambridge') and so as one half of a 'leadership couple' you will have day-to-day responsibility for a campus, working with the Deputy Headteachers. Our structure is that we have two Assistant Headteachers who lead KS3 (one on each campus), two Assistant Headteachers for KS4 (one on each campus), an Assistant Headteacher who is Director of Sixth Form.

***(continued on next page)***

## Letter to applicants: Assistant Headteacher



We will allocate specific responsibilities once an appointment is made, with the successful candidate's job description reflecting responsibilities similar to those set out in our current leadership structure (see pages 6-8).

I believe that this is an excellent school. The trustees, governors, staff, parents and students share in a desire to make it the best it can possibly be. If you are passionate about making a difference and want an opportunity to show what you can do, then Edmonton County School is a very good place to work. As such, this is a great post if you are ambitious for deputy headship or headship in the future.

If you would like to visit our school before submitting an application, you are warmly invited to do so. If you would like to have an informal conversation with a Deputy Headteacher, we are happy to arrange this. If you would like to meet with me, please let us know. In all cases, please contact my PA, Martha James at [mjames@edact.org.uk](mailto:mjames@edact.org.uk) or on 020 8360 3158.

This is an important appointment for us, and we want to recruit a committed professional who is ambitious for themselves and our school. Should you apply, you can expect a rigorous selection process that will focus on your talents and determining whether you can bring out the best from students and staff.

**The timetable for the recruitment process is as follows:**

**Closing date: 9am Tuesday 5 May**

**Shortlisting: Tuesday 5 May**

**Shortlisted candidates contacted: Wednesday 6 May**

**Requests for references made: Wednesday 6 May**

**Interview schedule sent to candidates: Friday 8 May**

**Interviews: Tuesday 12 May and Wednesday 13 May**

**Appointment made by Thursday 14 May**

Yours sincerely,

Paul Miller,  
Headteacher

# Leadership Team Structure – September 2025



## Edmonton County School: Secondary Leadership Team Structure – September 2025

Headteacher		Deputy Headteacher (based on Bury)	Deputy Headteacher (based on Cambridge)	Deputy Headteacher (based on Cambridge)
<ul style="list-style-type: none"> <li>Leadership and management of ECS</li> <li>ECS safeguarding policy and oversight of safeguarding</li> <li>Staffing, personnel &amp; recruitment</li> <li>Oversight of school timetable; directed time budget</li> <li>Performance management / appraisal</li> <li>Oversight of staff development</li> <li>School quality assurance and self-evaluation</li> <li>School Progress Plan; review and production</li> </ul>	<ul style="list-style-type: none"> <li>Pupil suspensions and exclusions from lessons</li> <li>Development, updating and compliance of school website</li> <li>Oversight of school strategies and policies, including Sixth Form, KS4, KS3, Behaviour Matters, ECS Curriculum, Teaching &amp; Learning</li> <li>School financial management</li> <li>JCQ Head of Centre for public examinations</li> <li>Arbor strategy and development</li> </ul>	<ul style="list-style-type: none"> <li>DSL and exclusions for campus</li> <li>Faculty and Phase QA and self-evaluation</li> <li>Other duties as required</li> <li>KS3 strategy, including:                             <ul style="list-style-type: none"> <li>Progress of pupils in Years 7 and 8</li> <li>KS3 Intervention programme</li> <li>QA of KS3 curriculum implementation</li> <li>Implementation of HW policy at KS3</li> </ul> </li> <li>Attendance strategy and policy</li> <li>Personal Development strategy, including:                             <ul style="list-style-type: none"> <li>Allocation of staff to tutor groups</li> <li>Oversight and QA of the tutorial programme</li> <li>Oversight of PSHCE, RSE and assembly programme and rota</li> </ul> </li> <li>Training of AHTs, PLs and SMs in relation to the tutorial and assembly programmes</li> <li>The Enrichment Day programme</li> <li>Trips and extra-curricular programmes</li> <li>Student leadership; school council; prefects</li> <li>Student Voice</li> <li>Co-chair of AHT meetings (Attendance and PD strategy focus)</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and learning (T&amp;L) strategy and policy:                             <ul style="list-style-type: none"> <li>Development of 'quality first' teaching</li> <li>Leadership and coordination of the CPDL programme</li> <li>Oversight of routes into teaching (ECTs, TF, SD, PGCE) and ETSA rep</li> <li>Leadership of the NPQ programme</li> <li>Quality assurance of T&amp;L, including the coordination of yearly T&amp;L reviews</li> <li>Environments for Learning strategy</li> <li>Oversight of Literacy strategy</li> </ul> </li> <li>Development of Inclusion provision, including:                             <ul style="list-style-type: none"> <li>KS3&amp;4 foundation learning pathways</li> <li>EAL provision</li> <li>Provision for LAC</li> <li>SEND alternative provision programmes</li> </ul> </li> <li>Production and coordination and of quality assurance and self-evaluation calendar</li> </ul>	
<ul style="list-style-type: none"> <li>Leadership of Bury and Cambridge campuses</li> <li>Coordinating &amp; leading duties on assigned campus</li> <li>Deputising for other DHTs as required</li> <li>Leadership of the KS4 strategy, including:                             <ul style="list-style-type: none"> <li>Progress and attainment of pupils in Years 9, 10 and 11</li> <li>Intervention programme including P6</li> <li>QA of KS4 curriculum implementation</li> <li>Implementation of HW policy at KS4</li> <li>Year 11 GCSE preparation programme</li> </ul> </li> <li>Leadership of the ECS Curriculum:                             <ul style="list-style-type: none"> <li>curriculum cohesion</li> <li>development of unit plans</li> <li>reviewing intent documentation</li> </ul> </li> <li>School data management; student assessment and target setting; marking policy</li> <li>Oversight of examinations</li> <li>Co-chair of HoFs group (with Heads of Faculty Development Coordinator)</li> <li>Providing timetabling coaching and support</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour Matters Policy &amp; strategy, including:                             <ul style="list-style-type: none"> <li>Quality assurance of behaviour strategy and policy implementation</li> <li>Oversight of the Behaviour Escalation Ladder</li> <li>Representing ECS at Fair Access Panel</li> <li>Coordinating and chairing regular Behaviour Panels</li> <li>Leading the Behaviour Mentors' work</li> <li>Training of AHTs, PLs and SMs in relation to behaviour strategy implementation</li> </ul> </li> <li>Oversight of in-year admissions</li> <li>Oversight of duty rotas</li> <li>School diary, calendar</li> <li>Oversight of trips</li> <li>Cover and supply</li> <li>Co-chair of AHT meetings (behaviour strategy implementation focus)</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour Matters Policy &amp; strategy, including:                             <ul style="list-style-type: none"> <li>Quality assurance of behaviour strategy and policy implementation</li> <li>Oversight of the Behaviour Escalation Ladder</li> <li>Representing ECS at Fair Access Panel</li> <li>Coordinating and chairing regular Behaviour Panels</li> <li>Leading the Behaviour Mentors' work</li> <li>Training of AHTs, PLs and SMs in relation to behaviour strategy implementation</li> </ul> </li> <li>Oversight of in-year admissions</li> <li>Oversight of duty rotas</li> <li>School diary, calendar</li> <li>Oversight of trips</li> <li>Cover and supply</li> <li>Co-chair of AHT meetings (behaviour strategy implementation focus)</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour Matters Policy &amp; strategy, including:                             <ul style="list-style-type: none"> <li>Quality assurance of behaviour strategy and policy implementation</li> <li>Oversight of the Behaviour Escalation Ladder</li> <li>Representing ECS at Fair Access Panel</li> <li>Coordinating and chairing regular Behaviour Panels</li> <li>Leading the Behaviour Mentors' work</li> <li>Training of AHTs, PLs and SMs in relation to behaviour strategy implementation</li> </ul> </li> <li>Oversight of in-year admissions</li> <li>Oversight of duty rotas</li> <li>School diary, calendar</li> <li>Oversight of trips</li> <li>Cover and supply</li> <li>Co-chair of AHT meetings (behaviour strategy implementation focus)</li> </ul>	
<ul style="list-style-type: none"> <li>Line manager to: Deputy Heads (DSLs), Head of Primary Phase, Director of Sixth Form, Headteacher's PA</li> <li>Chairs: SLT meetings, Leadership Team meetings, Extended Leadership Team meetings, Staff meetings</li> <li>Also attends: ECS Governors meetings, CELT, Primary Leadership Team meetings (as appropriate); Edmonton Community Partnership meetings, other meetings as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Line manager to: Deputy Heads (DSLs), Head of Primary Phase, Director of Sixth Form, Headteacher's PA</li> <li>Chairs: SLT meetings, Leadership Team meetings, Extended Leadership Team meetings, Staff meetings</li> <li>Also attends: ECS Governors meetings, CELT, Primary Leadership Team meetings (as appropriate); Edmonton Community Partnership meetings, other meetings as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Line manager to: Deputy Heads (DSLs), Head of Primary Phase, Director of Sixth Form, Headteacher's PA</li> <li>Chairs: SLT meetings, Leadership Team meetings, Extended Leadership Team meetings, Staff meetings</li> <li>Also attends: ECS Governors meetings, CELT, Primary Leadership Team meetings (as appropriate); Edmonton Community Partnership meetings, other meetings as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Line manager to: Deputy Heads (DSLs), Head of Primary Phase, Director of Sixth Form, Headteacher's PA</li> <li>Chairs: SLT meetings, Leadership Team meetings, Extended Leadership Team meetings, Staff meetings</li> <li>Also attends: ECS Governors meetings, CELT, Primary Leadership Team meetings (as appropriate); Edmonton Community Partnership meetings, other meetings as appropriate.</li> </ul>	
<ul style="list-style-type: none"> <li>Line manager to: Heads of KS4 (2 x AHT)</li> <li>Head of English Faculty</li> <li>Heads of Faculty Development Coordinator</li> <li>Examinations Officer</li> <li>Data Manager</li> </ul>	<ul style="list-style-type: none"> <li>Line manager to: Heads of KS3 (2 x AHT)</li> <li>Head of Science Faculty</li> <li>RSE, Assembly &amp; Tutor programme Coordinator</li> <li>Attendance Clerk</li> <li>Cambridge Family Support Advisor</li> <li>Bury Campus Administrator (re trips)</li> </ul>	<ul style="list-style-type: none"> <li>Line manager to: Heads of KS3 (2 x AHT)</li> <li>Head of Science Faculty</li> <li>RSE, Assembly &amp; Tutor programme Coordinator</li> <li>Attendance Clerk</li> <li>Cambridge Family Support Advisor</li> <li>Bury Campus Administrator (re trips)</li> </ul>	<ul style="list-style-type: none"> <li>Line manager to: Secondary SENDCOs</li> <li>Head of Humanities Faculty</li> <li>Trainee teacher programme coordinator</li> <li>Lead teachers group</li> <li>Display technician</li> <li>Cambridge Campus Administrator (re CPDL)</li> </ul>	

# Leadership Team Structure September 2025



Assistant Headteacher: Director of Sixth Form	Assistant Headteacher: Head of KS4 (Bury)	Assistant Headteacher: Head of KS4 (Camb)	Assistant Headteacher: Head of KS3 (Bury)	Assistant Headteacher: Head of KS3 (Camb)
<p>Each AHT to take responsibility for:</p> <ul style="list-style-type: none"> <li>Attendance of students, assemblies, progress of the students, behaviour of students.</li> <li>Management of Year assemblies as directed</li> <li>Management of site 8-8.30am, daily detention and management of site and environs 3-4pm</li> </ul>	<ul style="list-style-type: none"> <li>Leading a team who take major responsibility for campus on a day-to-day basis, including breaks and lunchtimes.</li> <li>Deputising for other AHTs as required</li> <li>Other duties as required</li> </ul>			
<ul style="list-style-type: none"> <li>Leadership of Sixth Form and post-16 provision</li> <li>Sixth Form strategy</li> <li>QA of KS5 curriculum implementation</li> <li>Implementation of HW policy at KS5</li> <li>KS5 progress and achievement interventions at KS5</li> <li>KS5 curriculum evenings</li> <li>KS5 parents' evenings and events</li> <li>Planning of Enrichment Days for KS5</li> <li>Oversight of KS5 extra-curricular programme</li> <li>Timetable construction and updating; cross-trust timetabling</li> <li>Whole-school Careers Guidance &amp; Development</li> <li>BTEC Quality Nominee</li> </ul>	<ul style="list-style-type: none"> <li>To work as part of the 'KS4 Couple'</li> <li>Implementation of the KS4 strategy</li> <li>Progress and achievement of KS4 students on Bury</li> <li>Interventions at KS4</li> <li>Attendance of KS4 students on Bury Campus</li> <li>Behaviour of KS4 students on Bury Campus</li> <li>Joint oversight of KS4 curriculum evenings</li> <li>KS4 Parents' Evenings and events</li> <li>Bury KS4 in-year admissions</li> <li>Joint planning of Enrichment Days for Years 9-11</li> <li>Joint planning of Year 11 photo, prom and yearbook</li> <li>Equality, diversity and inclusion policy</li> <li>Pupil Premium strategy</li> </ul>	<ul style="list-style-type: none"> <li>To work as part of the 'KS4 Couple'</li> <li>Implementation of the KS4 strategy</li> <li>Progress and achievement of KS4 students on Camb</li> <li>Interventions at KS4</li> <li>Attendance of KS4 students on Camb Campus</li> <li>Behaviour of KS4 students on Camb Campus</li> <li>Joint oversight of KS4 curriculum evenings</li> <li>KS4 Parents' Evenings and events</li> <li>Camb KS4 in-year admissions</li> <li>Joint planning of Enrichment Days for Years 9-11</li> <li>Joint planning of Year 11 photo, prom and yearbook</li> <li>Oversight of KS4 extra-curricular programme</li> <li>Development of Learning Journals</li> <li>Homework policy</li> </ul>	<ul style="list-style-type: none"> <li>To work as part of the 'KS3 Couple'</li> <li>Implementation of the KS3 strategy</li> <li>Progress and achievement of KS3 students on Bury</li> <li>Interventions at KS3</li> <li>Attendance of KS3 students on Bury Campus</li> <li>Behaviour of KS3 students on Bury Campus</li> <li>Joint oversight of KS3 curriculum evenings</li> <li>Joint oversight of Year 6-7 Transition process</li> <li>Joint planning of Enrichment Days for Years 7 &amp; 8</li> <li>Bury KS3 in-year admissions</li> <li>KS3 Parents' Evenings and events</li> <li>Oversight of KS3 extra-curricular programme</li> <li>Open Evening coordination</li> </ul>	<ul style="list-style-type: none"> <li>To work as part of the 'KS3 Couple'</li> <li>Implementation of the KS3 strategy</li> <li>Progress and achievement of KS3 students on Camb</li> <li>Interventions at KS3</li> <li>Attendance of KS3 students on Camb Campus</li> <li>Behaviour of KS3 students on Camb Campus</li> <li>Joint oversight of KS3 curriculum evenings</li> <li>Joint oversight of Year 6-7 Transition process</li> <li>Joint planning of Enrichment Days for Years 7 &amp; 8</li> <li>Camb KS3 in-year admissions</li> <li>KS3 Parents' Evenings and events</li> <li>KS4 Options process; Yr 8 Options Evening</li> <li>Whole-school AG&amp;T Strategy</li> </ul>
<p><b>Line manager to:</b></p> <ul style="list-style-type: none"> <li>Year 12 Progress Leader</li> <li>Year 13 UCAS Coordinator</li> <li>Head of Expressive Arts Faculty</li> <li>CGD Advisor</li> <li>BTEC / Applied Coordinator</li> <li>DoE Coordinator</li> </ul>	<p><b>Line manager to:</b></p> <ul style="list-style-type: none"> <li>Year 9, 10 and 11 (Senior) Progress Leaders on Bury</li> <li>Head of Enterprise Faculty</li> </ul>	<p><b>Line manager to:</b></p> <ul style="list-style-type: none"> <li>Year 9, 10 and 11 (Senior) Progress Leaders on Cambridge</li> <li>Head of PE Faculty</li> </ul>	<p><b>Line manager to:</b></p> <ul style="list-style-type: none"> <li>Year 7&amp;8 Progress Leaders on Bury</li> <li>Head of MFL Faculty</li> </ul>	<p><b>Line manager to:</b></p> <ul style="list-style-type: none"> <li>Year 7&amp;8 Progress Leaders on Cambridge</li> <li>Head of Social Studies Faculty</li> </ul>

## Structurally:

Day to day matters (i.e. pupil discipline)	AHTs refer to DHT Director of Sixth Form refers to Headteacher Year 7 & 8 Progress Leaders refer to campus KS3 AHT Year 9, 10 and 11 Progress Leaders refer to campus KS4 AHT Year 12 Progress Leader refers to Director of Sixth Form
Strategic and cross-campus responsibilities	AHTs to line-managing DHT DHTs to Headteacher
Campus Leadership	Weekly Leadership meeting - comprising DHTs and AHTs assigned to each campus
Campus meetings	Weekly meeting comprising DHTs, AHTs assigned to each campus plus Progress Leaders, Student Managers and Campus Administrators

## Financial and Business:

<ul style="list-style-type: none"> <li>• Estate strategy and management</li> <li>• Estate Quality Assurance and self-evaluation</li> <li>• GEM policy creation and maintenance</li> <li>• Monthly financial reporting, management and scrutiny</li> <li>• Scrutinising monthly payroll reports</li> <li>• Extended school and community links</li> <li>• Health and Safety- including school safety and fire procedures</li> <li>• Liaison with cleaning and catering providers</li> </ul>	<ul style="list-style-type: none"> <li>• Performance management and professional development arrangements for associate staff</li> <li>• Staff Handbook</li> <li>• Other duties as required</li> </ul> <p><b>Line manager to:</b></p> <ul style="list-style-type: none"> <li>• Premises manager</li> <li>• Office manager</li> <li>• Senior Science Technician</li> <li>• Resources team</li> </ul>
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# Candidate Specification: Assistant Headteacher (Secondary)



Attributes	Essential	Desirable	How identified
<b>Education and Qualifications</b>	<ul style="list-style-type: none"> <li>• A good honours degree</li> <li>• PGCE</li> <li>• QTS</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of further professional study e.g. MA</li> </ul>	<ul style="list-style-type: none"> <li>• Application form.</li> <li>• References</li> </ul>
<b>Relevant experience</b>	<p>Has a proven track record of:</p> <ul style="list-style-type: none"> <li>• Holding a senior curriculum or pastoral leadership role and successful experience at team leadership level i.e. Head of Department or Faculty or Head of Year / Phase</li> <li>• Successful curriculum responsibility for a foundation or core subject or for a cohort of students whilst in a pastoral role</li> <li>• Leading improvements in the quality of teaching and learning linking to student progress and raising standards</li> <li>• Expertise using data to set targets, monitor and track student achievement and progress and build capacity in others that is sustainable</li> <li>• Developing, leading and implementing interventions in either a curriculum or pastoral area to target improvement</li> <li>• Evaluating impact to identify priorities resulting in improving practice and outcomes</li> <li>• Using performance management and intelligent accountability to drive up standards</li> <li>• Leading teams and participating as a team member</li> <li>• Setting high standards to staff and students by personal example</li> <li>• Dealing with day-to-day issues while remaining focused on longer-term goals</li> <li>• The energy, enthusiasm and skills of an outstanding teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Leading innovative and successful whole school initiatives to raise student achievement</li> <li>• Expertise with Arbor</li> <li>• Successful management of improved student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Application form and statement</li> <li>• References</li> <li>• Interview tasks</li> </ul>
<b>Special knowledge and skills</b>	<p>Able to demonstrate s/he can take responsibility as and for:</p> <ul style="list-style-type: none"> <li>• Delivery of interventions</li> <li>• Progress of those children who qualify for FSM</li> </ul> <p>To work as part of the Assistant Head team:</p> <ul style="list-style-type: none"> <li>• Able to take a strategic lead</li> <li>• Willing to be accountable</li> <li>• Management of site from 8-8.30am</li> <li>• Management of site and environs 3-4pm</li> <li>• Deputise for other AHT as required</li> </ul> <p>More generally to:</p> <ul style="list-style-type: none"> <li>• lead and inspire others</li> <li>• work on their own initiative and be part of a team</li> <li>• see tasks, plans and ideas through to completion: a clear knowledge that reflection is the bridge between 'doing' and 'understanding'.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of project management</li> <li>• Understanding and expertise in using new technologies to promote and deepen learning</li> </ul>	<ul style="list-style-type: none"> <li>• Application form and statement</li> <li>• References</li> <li>• Interview tasks</li> </ul>

# Candidate Specification: Assistant Headteacher (Secondary)



	<ul style="list-style-type: none"> <li>• think strategically but have an 'eye for detail': a creative and strategic thinker able to turn theory into practice</li> <li>• undertake complex, problem-solving tasks such as data analysis</li> <li>• assimilate information quickly and prepare succinct summaries</li> <li>• research educational literature and present papers</li> <li>• communicate effectively in a wide variety of forms to a range of audiences</li> <li>• use emotional intelligence to manage change effectively</li> <li>• use ICT solutions effectively and with confidence</li> <li>• ability to teach effectively</li> </ul>		
<b>Attitudes</b>	<p>Able to demonstrate:</p> <ul style="list-style-type: none"> <li>• they value the education of every student as equally important</li> <li>• a relentless focus on standards and the deeply held belief that all students can succeed given the right opportunity and support</li> <li>• a 'can do' attitude</li> <li>• a willingness to relate to the local community</li> <li>• a commitment to equal opportunities</li> <li>• a clear understanding that it is the responsibility of leadership to provide active support and challenge to colleagues and grow other leaders</li> <li>• be committed to high quality in all aspects of their work</li> <li>• an understanding of the principles of change management</li> <li>• a collaborative approach to partnership working</li> <li>• experience as an outstanding teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with the community</li> </ul>	<ul style="list-style-type: none"> <li>• At interview</li> <li>• References</li> </ul>
<b>Personal qualities</b>	<p>You will need the personal qualities to inspire, motivate and challenge others:</p> <ul style="list-style-type: none"> <li>• creative and strategic thinker who encourages others</li> <li>• empowers, delegates, develops potential in others</li> <li>• intellectual tenacity</li> <li>• efficient</li> <li>• ambitious for self and others</li> <li>• capacity for hard work</li> <li>• good sense of humour</li> <li>• genuine concern for others</li> <li>• decisive, determined and self-confident</li> <li>• integrity, trusted, honest and open</li> <li>• accessible and approachable</li> <li>• manages change sensitively and skilfully</li> <li>• excellent attendance and punctuality</li> <li>• excellent interpersonal skills with all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Committed to comprehensive education</li> </ul>	<ul style="list-style-type: none"> <li>• At interview</li> <li>• References</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people.</li> </ul>		<ul style="list-style-type: none"> <li>• At interview</li> </ul>

# How to apply

You can apply online by completing the application form:

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We look forward to hearing from you.



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