

Assistant Headteacher

RECRUITMENT PACK



DRYBROOK SCHOOL

Proud to be part of the



Introduction



Dear Candidate,

Thank you for your interest in joining Drybrook Primary School as our Assistant Headteacher. We are delighted that you are considering applying for this exciting opportunity, which represents a key appointment both for our school and for the wider Forest of Dean Trust.

At Drybrook, we are proud of the journey the school has been on in recent years. We have worked hard to strengthen outcomes for pupils, develop our curriculum and build a culture where children are known, valued and supported to achieve their very best. Whilst we are proud of the progress we have made, we remain ambitious for what comes next and are committed to continuing to improve the educational experiences we provide for every child.

Equally, this is an exciting time for the Forest of Dean Trust. As a family of schools, we are united by a belief in collaboration, challenge and support. Whilst each of our schools maintains its own identity and serves its own community, we are increasingly working together to share expertise, develop great practice and create opportunities for both staff and pupils. We believe that by working together we are stronger, and that our staff benefit from being part of a wider professional network that values learning, leadership development and continuous improvement.

This role reflects much of what we value as a Trust. We are seeking an excellent teacher with a genuine commitment to inclusion and a desire to grow as a leader. The successful candidate will play a pivotal role in supporting children with SEND, contributing to whole-school improvement and helping to shape the future direction of our school. It is a unique opportunity to combine classroom practice, strategic leadership and professional development within a supportive and ambitious environment.

We would also like to acknowledge the challenging timescale associated with this recruitment process. The successful candidate will be required to take up post on 1 January, and therefore we need to complete the recruitment process within a relatively condensed timeframe to ensure a successful transition for pupils, families and staff.

For this reason, shortlisted candidates will be contacted promptly and we hope applicants will understand that, as part of our selection process, members of the Trust and school leadership team may visit shortlisted candidates within their current educational setting. This will help us gain a fuller understanding of candidates' strengths and ensure that we make the very best appointment for our children.

To support these timescales, interviews will take place on 23 October. We recognise that this may require flexibility from applicants and we are grateful for your understanding as we work to appoint the right person whilst ensuring sufficient time for induction, handover and pre-employment checks ahead of a January start.

If this sounds like you, we would encourage you to get in touch with us to talk about the role, as well as looking forward to receiving your application.

Thanks for baring with us in this unorthodox approach, but we know this post will be amazing for the right person.

Yours sincerely,

Thomas Henesey
Headteacher
Drybrook Primary School



Steve Brady
Chief Executive Officer
Forest of Dean Trust



About Drybrook School



Dream Big, Achieve Together is at the heart of all we strive to do at Drybrook and we believe it makes the school a special place to study in, work at and be a part of. The school became part of the Forest of Dean Trust in April 2020.

At Drybrook we believe that it is important to value each individual within the school community and to celebrate all of their achievements. We value the gift of learning and recognise that we all have the right to succeed. We have high expectations of ourselves and others and recognise the importance of working in partnership with our community and parents/carers.

Dream Big, Achieve Together

At Drybrook we embrace our location in the Forest of Dean but also challenge our children to thrive in modern Britain where they can create change. We believe that we equip pupils for life in modern Britain and for an ever-changing world. We also believe that we will help maintain loyalty to this wonderful part of the world and an ability to use the heritage and culture from the Forest of Dean in whatever pupils go on to do.

Even though we know that working with children is the best job in the world, we completely understand the toll it can take on us. As a trust, we value looking after our teams and we provide innovative ways to show our appreciation.

We believe it is only right that we balance the challenges that we set, with an understanding that getting the best out of someone means valuing them and nurturing them. Yes, we are on a rapid school improvement journey, but we know that a passionate, supported and well-directed team will go on to achieve great things.



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www.drybrookschoo.co.uk





Job Details

Assistant Headteacher: SEND, Inclusion and Whole-School Leadership

Salary: Leadership Scale L1-L5

Contract: Full-time, permanent

Reporting to: Headteacher

Teaching commitment: Approximately three days per week

SEND/SENCO leadership: Approximately one day per week

Whole-school leadership: Approximately one day per week

Closing Date - Friday 16th October 12pm

Interviews - 23rd October

Desired Start - 1st January 2027

THE ROLE AT A GLANCE

TEACHING	SEND & INCLUSION	WIDER LEADERSHIP
Be an excellent classroom practitioner	Lead SEND and fulfil the SENCO role, supported by our Trust-wide SEN Administrator	Lead meaningful areas of whole school improvement
Remain connected to children and classroom practice	Develop inclusive practice across the school	Portfolio shaped around expertise and development
Model high expectations	Support colleagues and families	Grow as a senior leader

These aren't three separate jobs - we see them as three parts of becoming an effective senior leader.

THE PURPOSE OF THE ROLE

Working alongside the Headteacher and wider leadership team, the Assistant Headteacher will help secure the continued improvement of the school and excellent experiences and outcomes for its pupils.

The postholder will:

- demonstrate excellent classroom teaching
- champion high expectations for every child
- provide strategic leadership for SEND and inclusion
- fulfil the responsibilities of the school's SENCO
- lead a significant area of wider school development
- contribute to the strategic leadership of the whole school
- develop, support and positively challenge others
- help create a culture where staff and children can thrive.



Job Details Continued

BEING A SENIOR LEADER

Your responsibilities won't begin and end with SEND or your wider leadership portfolio, You will be an Assistant Headteacher of the whole school.

You will:

- contribute to the strategic direction and continued development of the school
- support the Headteacher in translating priorities into meaningful action
- be visible, approachable and positive
- model the values and expectations of the school and Trust
- maintain high expectations for every pupil
- contribute to school self-evaluation and improvement planning
- use evidence intelligently to understand what is working and what needs to improve
- evaluate the impact of improvement activities
- provide support and appropriate professional challenge
- contribute to reports and discussions with governors as required
- communicate clearly with staff, pupils and families
- take collective responsibility for the success of the school.

Leadership at FODT should never simply be about "my area". If something matters to our children, it matters to all of us.

LEADING SEND AND INCLUSION

We want SEND leadership to be about children and classrooms, not simply paperwork and processes. As SENCO, you will provide strategic leadership for SEND and inclusion across the school.

You will:

- champion ambitious expectations for pupils with SEND
- help create an inclusive culture where pupils can participate fully in school life
- coordinate SEND provision
- ensure pupils' additional needs are identified effectively
- maintain a clear understanding of the needs of pupils with SEND
- work alongside teachers to strengthen inclusive classroom practice
- help colleagues understand and fulfil their responsibilities towards pupils with SEND
- coordinate appropriate support, provision and intervention shared and acted upon appropriately.



Job Details Continued

- ensure assessment, planning and review processes are effective
- oversee relevant statutory SEND processes
- contribute to Education, Health and Care Plan processes as appropriate
- build constructive relationships with parents and carers
- ensure pupil voice influences decisions about support
- work effectively with external professionals and agencies
- support effective transition
- maintain appropriate SEND records
- evaluate the impact of SEND provision
- provide appropriate information to senior leaders and governors
- contribute to the effective deployment of resources.

Our ambition is simple:

Children with SEND should experience high expectations, excellent teaching, genuine belonging and every possible opportunity to succeed.

TEACHING

We think senior leaders benefit from understanding what it actually feels like to be in the classroom. That's why teaching is a significant part of this role.

For approximately three days each week, you will:

- teach a primary class
- demonstrate consistently strong classroom practice
- establish positive relationships and a purposeful learning environment
- maintain ambitious expectations
- adapt teaching intelligently to meet different needs
- use assessment effectively
- demonstrate strong subject and pedagogical knowledge
- contribute to curriculum development
- reflect critically on your own practice
- model the professional standards expected across the school.

We aren't looking for perfection. We are looking for someone who thinks deeply about teaching, remains professionally curious and wants to keep getting better.



Job Details Continued

YOUR WIDER LEADERSHIP AREA

We'll decide this part together. We want you to bring your strengths to Drybrook Primary School. That's why we haven't predetermined exactly what you will lead. Instead, we'll shape this part of the role around the skills, experience and interests of the successful candidate, creating an opportunity for you to contribute where you can have the greatest impact.

What could you bring?

Perhaps your strength is:

- teaching and learning
- curriculum
- early reading
- assessment
- personal development
- attendance
- behaviour and relationships
- disadvantaged pupils
- professional development
- parental engagement

Or perhaps it is something else entirely. We are interested in your expertise, but we are equally interested in your potential.

Once the portfolio has been agreed, you will:

- understand the school's current position
- establish appropriate priorities
- create a clear plan for improvement
- involve colleagues in developing practice
- support and develop others
- identify sensible measures of success
- evaluate impact
- communicate progress clearly
- ensure improvement becomes embedded rather than dependent upon one person.



Job Details Continued

DEVELOPING PEOPLE

We place considerable emphasis on supporting people, professional development and learning from colleagues. As an Assistant Headteacher you will therefore:

- build trusting professional relationships
- listen before jumping to solutions
- coach and support colleagues
- provide thoughtful challenge
- give clear and useful feedback
- contribute to professional development
- share and model effective practice
- encourage reflection and professional curiosity
- help other people develop their own leadership
- celebrate success.

We don't believe leadership is demonstrated by having all the answers. Sometimes the most useful contribution a leader can make is asking the right question.

CHILDREN, FAMILIES AND COMMUNITY

Schools are part of their communities, not separate from them. You will:

- establish strong relationships with pupils
- listen to children's views
- communicate openly and sensitively with families
- develop particularly strong partnerships with families of pupils with SEND
- seek to understand before reaching conclusions
- work constructively when difficulties arise
- represent the school positively within its community.

SAFEGUARDING

Safeguarding is everyone's responsibility. You will:

- promote the safety and wellbeing of children
- follow school and Trust safeguarding procedures
- model excellent professional conduct
- maintain appropriate professional boundaries
- contribute actively to a culture where concerns are noticed, shared and acted upon appropriately.



Person Specification

Criteria	Essential	Desirable
Qualifications and Professional Status	• Qualified Teacher Status • Appropriate professional qualifications and experience to teach in a primary school • Commitment to meeting the statutory qualification requirements associated with the SENCO role.	• Appropriate recognised SENCO qualification • Further relevant professional or leadership qualification.
Teaching	• Evidence of consistently strong primary classroom practice • Strong understanding of how children learn • Ambitious expectations for all pupils • Ability to adapt teaching effectively • Reflective approach to improving own practice.	• Experience teaching across more than one phase • Experience supporting the development of other teachers.
SEND and Inclusion	• Genuine commitment to inclusive education • Secure understanding of high-quality inclusive classroom practice • Understanding of teachers' responsibilities towards pupils with SEND • Ability to establish effective relationships with children and families.	• Previous SEND leadership experience • Experience of statutory SEND processes • Experience working with external professionals or agencies • Experience evaluating SEND provision.
Leadership	• Evidence of positively influencing practice beyond own classroom • Ability to inspire and motivate others • Ability to support and appropriately challenge colleagues • Ability to translate ideas into action • Willingness to take responsibility and make decisions • Commitment to collective rather than individual leadership.	• Successful leadership of an aspect of school improvement • Experience developing colleagues • Coaching or mentoring experience.



Person Specification Continued

Criteria	Essential	Desirable
Analysis and Improvement	• Ability to use evidence and information intelligently • Ability to identify strengths and improvement priorities • Ability to evaluate impact • Strong organisational skills • Ability to balance competing priorities.	• Experience of presenting evaluations to senior leaders or governors • Experience leading a significant improvement project.
Communication and Relationships	• Excellent written and verbal communication • Ability to build trust • Willingness to listen • Ability to have honest and constructive professional conversations • Ability to communicate sensitively with families • Ability to work collaboratively.	



Support our Staff

We believe that to provide the best teaching and learning experience to our students we should invest in our staff, and insure they are supported in delivering great experiences, that will shape our students growth.

Supported by the Trust, we offer a range of benefits to enhance our work environment and support the professional and personal growth of all staff, including work-life balance.

We want Drybrook to be a place where people can build their careers, continue to develop and feel valued for the contribution they make.

Pension Scheme

At the trust, we value your future. That's why we offer membership to the Teachers' Pension Scheme (TPS) to all teaching staff. The TPS provides you with a secure and reliable income in retirement, employer contributions, and a range of valuable benefits for you and your family.



Professional Development

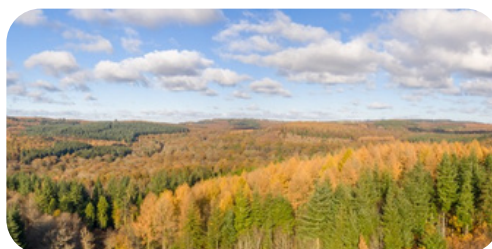
We want every member of staff to continue to learn and develop. Staff benefit from:

- Supported professional development pathways.
- At least five INSET days each year
- Access to Level 5 and Level 7 qualified coaching
- Opportunities to collaborate and develop across the Forest of Dean Trust
- Opportunities to develop expertise and take on additional responsibilities

Staff Benefits and Wellbeing

Our wider staff offer includes:

- Competitive, benchmarked salaries
- Family-friendly policies
- Flexible working arrangements where appropriate to the role
- Access to Perkbox, our employee benefits platform, including discounts, online medical appointments and employee recognition
- Access to the Blue Light Card discount scheme, where eligible



About the Trust



Who are we?

The Forest of Dean Trust is built on collaboration, challenge and support. We are passionate about achieving the best possible outcomes for the students and communities we serve.

We are three schools situated in the Forest of Dean, Gloucestershire. Our Schools include Dene Magna (a secondary and sixth form), Drybrook Primary and Forest View Primary schools. All our schools have been graded Good or Outstanding by OfSTED in their most recent inspections.

We are ambitious and want our trust to continue to grow, but we are mindful that this growth should be done at the right pace and for the right reasons.



Ready to join us?

Come and See Us

Choosing the right school is important, and we warmly encourage prospective applicants to visit Drybrook school before applying. A visit is the best way to experience our school for yourself. You will have the opportunity to meet our children and staff, see Drybrook in action and ask any questions you may have about the role or life at our school. We would be delighted to show you around and help you decide whether Drybrook is the right next step for you. To arrange a visit, please contact the school office on 01594 542448 or email admin@drybrookschoo.co.uk

Application

To apply for this position, please scan the QR code below and complete an application.

Please send this application form to vacancies@fodt.co.uk.

Applications must be received no later than Friday 16th October 2026 at 12pm. Applications received after this date will not be considered.

If you have any questions about the role, or recruitment process please contact us on vacancies@fodt.co.uk.

Interview Process

The interview date will be Friday 23rd October 2026. Shortlisted candidates will be invited by email to attend an interview.

References will be taken up after shortlisting. Please specifically indicate if there is an issue with this. You will also be asked for consent to online searches background checks. As part of your interview, you may be asked to undertake a practical test related to the knowledge and abilities in the person specification - this will be confirmed when we send you an interview schedule nearer the date, along with any prior preparation you can complete.

Safeguarding

Drybrook Primary School and the Forest of Dean Trust are committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. This post is subject to appropriate safer-recruitment and pre-employment checks. These include an enhanced DBS check with children's barred list information where the role involves regulated activity, verification of identity, right to work in the UK, qualifications and other relevant checks. For teaching appointments, the school will also undertake the required teacher prohibition checks. Additional checks will be completed where required for the particular role or individual circumstances. All offers of employment are conditional upon the satisfactory completion of the required pre-employment checks. Our Child Protection and Safeguarding Policy and other relevant policies are available on the school website.

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