



Olive Academies

Assistant Headteacher – Primary provision lead

- Leadership 7-11, Outer
- Teachers' Pension Scheme
- OA benefits package

To arrange an informal discussion or to visit the academy, please phone 01708 478892

[Apply now](#)

Olive Academies is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. To this end, both an Enhanced Disclosure and Barring Service check and a Barred List check are required for this role. We particularly welcome applications from under-represented groups.

About Olive AP Academy – Havering

Based in the London borough of Havering, our academy specialises in alternative provision and special educational needs, supporting up to 50 pupils for whom traditional teaching methods have not worked. Students join us following permanent exclusion from a mainstream school or due to medical needs, or social, emotional and mental health needs, that prevent them from attending a mainstream setting.

Our mission is to provide our pupils with creative, nurturing and inspiring opportunities which re-engage them in learning. By providing a safe and engaging environment, we endeavour to remove barriers and promote the opportunity for students to excel and reach their full potential. We provide a broad and ambitious curriculum, catered to the needs of each individual, delivering the knowledge and skills that our pupils need to succeed in education and beyond. The fundamental principles of our curriculum are:

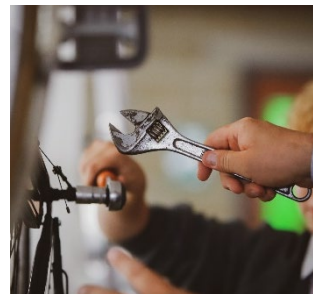
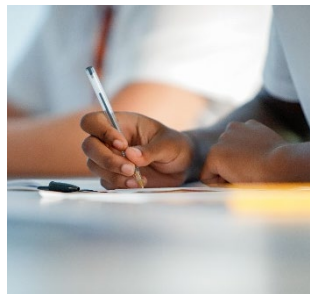
- Giving students real-world experiences.
- Creating a pathway to post 16 education, employment or training.
- Delivering outstanding learning and teaching.
- Offering rigorous and high-quality critique and feedback of students' work.
- Developing dynamic leadership – including staff and student leadership.
- Maintaining a culture of respect.

Working in alternative provision can be challenging but with it comes great rewards. This is your chance to improve the education, and lives, of some of the most vulnerable children and young people in London.

If you have the experience and enthusiasm to make a lasting difference to the students we support, we would love to hear from you.

Thank you for your interest.

Tony Machin
Head of Academy



"Olive Academies is far removed from any mainstream setting. It allows for a **contemporary approach** to teaching and **supporting the individual** and diverse needs of young people. "

"I like the fact that **leaders are open-minded** and always **happy to listen.**"

"Working at Olive Academies is such a **rewarding opportunity**, supporting students with complex needs and **making a difference** in their lives where lots of people have given up on them."

"This is such a **special and unique** place to work."

"I love the **flexibility** that comes with working here. You can **tailor the curriculum** to suit the needs of each student. The young people we support experience many obstacles in their life and it is such a good feeling seeing students overcome these to **succeed in their learning.**"

Job description

We are seeking to appoint a dedicated Assistant Headteacher who will lead our new primary provision opening in September 2025, based at our Havering site. The provision will offer the equivalent of eight full-time spaces providing AP support for children aged seven to 11 who are showing signs of non-engagement and increasing dysregulation. Children will join us for short-term placements before reintegrating into their mainstream school. This represents an exciting opportunity to help meet the growing needs of young people in the borough.

The Assistant Headteacher will serve as the Deputy SENDCo. Our ideal candidate is an experienced teacher who will support whole school SEND practice, developing partnerships with external agencies and parents/carers in supporting pupils with SEND. You will need to demonstrate the highest quality of teaching, learning and assessment, inspiring our students and sharing your passion for learning. Responsibilities include:

- providing professional guidance to all academy staff, to ensure that the **best strategies** are employed for SEND pupils to **secure high-quality teaching and learning**
- demonstrating the highest **quality of teaching**, learning and assessment in their own practice – inspiring staff and pupils
- **full and detailed knowledge of the SEND code of practice** and ensuring that the statutory obligations are met in our school. **Champion best practice in SEND provision**
- taking a leading role in **developing partnerships with external agencies and parents/carers** in supporting pupils with SEND; ensuring that pupils' views are considered and acted upon appropriately
- being **committed to tackling disadvantage** and improving every student's wellbeing and life chances
- **planning and teaching interactive, exciting lessons**, which engage all our KS2 students, including those facing barriers to learning and those with social, emotional and mental health needs
- working as part of the Senior Leadership Team to **develop and deliver the shared vision and strategic improvement plan**
- **inspiring, challenging, motivating and empowering others** to attain ambitious outcomes.
- maintaining documents which **track and evaluate progress of pupils with SEND**; ensuring that **EHCP plans** are in place and effective, where needed
- **directing the work of other staff** in the classroom to maximise their impact on learning
- working **across the academy** where required to support all students
- using the graduated approach, **regularly monitor progress** against targets for pupils with SEND; evaluate the effectiveness of teaching and learning by work analysis and use these evaluations to guide future improvements. This will include making EHCP referrals when appropriate.
- **working with parents, carers, local schools and outside agencies** to ensure pupils' needs are best met
- **setting expectations** and maintain a positive and safe learning environment
- using the 'Dare to be Olive' approach to ensure that **high expectations for behaviour** are maintained
- **acting on child protection concerns immediately**; read, understand, and implement OA's safeguarding policy and procedures, and Keeping Children Safe in Education
- **planning strategically** – writing and implementing effective and targeted action plans
- being a role model for our students, showing **leadership, resilience, and empathy**
- **coaching a group of students**, mentoring them through their time at the academy
- fulfilling wider **professional responsibilities**
- **supporting the trust's values and ethos** by contributing to the development and implementation of policies, practices, and procedures
- working closely with the designated safeguarding lead and ensuring that all **due processes are adhered to** in regard to child protection and safeguarding procedures.

Note: The duties above are neither exclusive nor exhaustive and the post holder may be required by the head of academy to carry out appropriate duties within the context of the job, skills and grade.

Person Specification

Measurements: A = Application, I = Interview, R = Reference, T = Task

Qualifications and Training

First degree or equivalent	A	Essential
DfE recognised qualified teacher status or Qualified Teacher Learning and Skills status	A	Essential
Evidence of CPD relevant to a strategic leadership post	A	Desirable

Experience

Significant recent and relevant experience as a substantive assistant headteacher or middle leader	A	Essential
Experience of line management with demonstrable positive impact; successful development of colleagues	A, I	Essential
Effective and systematic behaviour management – experience of using de-escalation techniques in a school setting; experience of maintaining clear boundaries and using sanctions, praise and rewards	A, I	Essential
Experience of analysing and interpreting assessment data to ensure effective pupil progress, raise standards and achieve outstanding pupil outcomes	A, I, T	Essential
Experience of effectively working with others including other schools/teaching schools	A, I	Essential
Evidence of managing, planning and organising major curriculum areas and driving innovations in teaching and learning	A, I	Essential
Experience of supporting all aspects of inclusion to successfully meet the needs of pupils with complex special educational, social and emotional needs	A, I	Essential
Successful and proven track record of leading a whole school area with a demonstrable impact on school improvement	A, I	Desirable
Experience of deploying quality assurance programmes and evidence of successful outcomes	A, I	Desirable

Knowledge

Excellent knowledge and awareness of the SEN code of practice	A, I	Essential
A clear understanding of what constitutes a broad and balanced curriculum that meets statutory requirements and which is sufficiently well-differentiated and resourced to meet the needs of all	A, I, R	Essential
A solid understanding of a range of teaching and learning strategies and a good understanding of current pedagogical thinking	A, I	Essential
An understanding of disadvantage and working in challenging environments	A, T, I	Essential
An understanding of a range of special needs, especially SEMH, ASD, ADHD and SpLD	A, T, I	Desirable
Knowledge of what constitutes outstanding teaching and learning (including Teacher Standards) and a range of strategies (including coaching and mentoring systems) to support the development of teaching and learning	A, T, I	Essential
Knowledge of whole school quality assurance, progress, curriculum and accountability	A, I	Desirable

Skills and Abilities

Strong analytical, strategic, interpersonal and thinking skills	A, T, I	Essential
Ability to teach KS2 across subject, age and ability range	A, T, I	Essential
Excellent interpersonal and communication skills, and the ability to form strong relationships with all stakeholder groups (pupils, parents and carers, colleagues, external agencies, wider community etc.)	A, T, I, R	Essential
Ability to reflect and self-evaluate	A, I, R	Essential
An understanding of expeditionary learning	A, I	Desirable
A track record of being an excellent classroom teacher with the ability to model best teaching and learning practice across the academy	A, I, R	Desirable

Personal Aptitude

Personal and professional resilience in the face of challenging situations	A, I, R	Essential
Self-motivated, productive, diligent, and thorough	A, I, R	Essential
Commitment to an open, collaborative style of management	I	Essential
Concern for the development of colleagues and members of the wider school community	I	Essential
Commitment to your personal and professional development and that of all staff	A, I	Essential
Convinced of the transformative nature of excellent education	A,T, I	Essential
Empathy with the needs of children	A,T, I	Essential
Commitment to the safeguarding of vulnerable young people	I	Essential
A personal commitment to promoting inclusion, diversity, and access	A, I	Essential
A commitment to the vision, values, aims and objectives of Olive Academies	A, I	Essential



Transform young lives with Olive Academies Trust

Thank you for your interest in working with Olive Academies.
We look forward to receiving your application.

[Find out more and apply.](#)

   oliveacademies.co.uk