



Advert

Role	Assistant Headteacher – Quality of Education
School	Vermont School
Hours	Full time
Salary	L5-L9
Closing date	21 st September 2026
Interview date	29 th September 2026
Start date	January 2027

An exciting opportunity has arisen for an experienced and ambitious teacher to join the Senior Leadership Team at Vermont School as Assistant Headteacher – Quality of Education.

This is a particularly exciting time to join our school. Vermont is currently part of the Aspire Trust and, following the recent academy order, we are now preparing to join the Special Schools Trust. We are excited about this next chapter for Vermont and the opportunities it will bring for our children, families and staff.

Our transition to the Special Schools Trust will enable us to build on Vermont's existing strengths while benefiting from greater collaboration, shared expertise and specialist knowledge. We look forward to working alongside schools that share our ambition for children with additional needs and to learning from, and contributing to, a strong specialist community.

Throughout this next chapter, we remain proud of Vermont's distinctive identity and the values and relationships that sit at the heart of our school. Our commitment to our children, families and community remains central to everything we do.

This transition also comes at a time of wider development for Vermont. Over the coming 18–24 months, we are looking forward to moving into an extensively refurbished school, enabling us to further develop our provision and support more children. For the right candidate, this represents a genuine opportunity to join our leadership team at an important point in Vermont's journey and to play a significant role in shaping what comes next.

About the role:

We are seeking a passionate, experienced and reflective teacher who is ready to take the next step in their leadership journey and lead Quality of Education across Vermont.

Working closely with the Head of School and Senior Leadership Team, you will have a key role in driving school improvement and ensuring that our curriculum, teaching, learning and assessment are consistently ambitious and responsive to the needs of our pupils.

You will lead and develop teaching and learning across the school, support colleagues through coaching and professional development, strengthen assessment practice and use evidence effectively to identify priorities and secure improvement.

This is a hands-on leadership role. We are looking for someone who will be visible across the school, understands excellent classroom practice and can inspire, support and challenge others to continually improve.

Most importantly, you will share our belief that children with SEMH needs deserve an excellent education, high expectations and the very best opportunities to succeed.

Job/person summary:

- To lead and secure high-quality education and assessment across the school.
- To support the Head of School and SLT in driving school improvement and improving outcomes for all pupils, particularly vulnerable groups.
- To develop staff expertise through coaching, mentoring and professional development.

We can offer you:

- a collaborative working environment;
- opportunities to work with multi agencies and access to –
 - occupational health therapists
 - speech and language therapists
 - educational psychologists
- trauma informed working practices;
- the opportunity to work with wonderful young people and their families and make a significant difference to their lives
- a supportive senior leadership team who collectively and individually offer a wealth of experience;
- a comprehensive CPD programme;
- an individual induction programme supported by a buddy scheme;
- eligibility to join the Teachers' Pension Scheme or Local Government Pension Scheme for support staff;
- SEN allowance payable for teaching staff
- exciting move to extensively refurbished new school in the coming 18-24 months which will enable us to work with more children
- access to an Employee Assistance Scheme (EAP) for yourself and your family –
 - 24-hour helpline
 - phone and face to face counselling sessions
 - financial guidance
 - legal assistance
 - support & coaching for managers
 - signposting for general help
- a positive, creative and supportive environment

Application procedure

Should you wish to apply for this vacancy, please view the linked documents on our website, [Vacancies | Vermont School](#)

Please return the completed Application form to Mrs Lindsey Rayner, recruitment@vermontschool.co.uk

Where applicable, potential candidates may benefit from a tour of the school. Please note, any candidates requesting a tour will be asked for their current place of work which will allow the school to verify, where possible, the name and place of work given. Potential candidates will be asked to bring their current school ID and/or photographic ID as proof when they visit the school for a tour.

Successful candidates will be subject to online searches.

Applications will be reviewed as they are received. An early application is advised with interviews possibly being arranged in advance of the closing date. Vermont School reserves the right to make an appointment before the closing date.

Safeguarding

Vermont School Is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and fulfilling our statutory obligations as detailed in the DFE statutory guidance, 'Keeping Children Safe in Education'.

We are committed to recruiting candidates who share this commitment and therefore we apply robust recruitment and selection procedures to ensure that the people selected are suitable and that all candidates are subject to the appropriate pre-employment checks.

Job Description: Assistant Headteacher – Quality of Education

Purpose

- To lead and secure high-quality education across the school, including teaching, learning, curriculum and assessment.
- To support the Head of School and SLT in driving school improvement and raising pupil outcomes.
- To develop staff expertise through coaching, mentoring and professional development.

Core responsibilities (all AHTs)

Quality Assurance and School Improvement

- Contribute to self-evaluation and school improvement planning.
- Monitor standards through observations, learning walks and work scrutiny.
- Use evidence to inform actions and drive improvement.
- Support preparation for inspection and external review.

Leadership and Management

- Work as part of SLT to lead day-to-day school operations.
- Line manage staff as directed by the Head of School.
- Promote high expectations and professional standards.
- Engage with parents, governors and external agencies as required.
- Support and uphold safer recruitment practices, ensuring all processes reflect statutory safeguarding requirements.

Staff Support, Coaching and Development

- Provide coaching and feedback through learning walks, book looks and planning reviews.
- Lead mentoring and induction for ECTs, new teachers and trainee teachers, ensuring statutory requirements are met.
- Support teachers to improve practice, including adaptive teaching and meeting pupil needs.
- Identify underperformance and implement targeted support and intervention.
- Work with teams to improve consistency in teaching, learning and planning.
- Model effective teaching strategies and support collaborative practice.
- Ensure effective deployment and impact of teaching assistants.

Area of Responsibility: Quality of Education

Teaching, Learning and Curriculum

- Lead a curriculum area.
- Lead and monitor the quality of teaching and learning across the school.
- Ensure a clear, ambitious and well-sequenced curriculum (intent, implementation, impact).
- Deliver CPD to improve pedagogy and subject knowledge.
- Lead quality assurance and contribute to inspection readiness.
- Promote and develop enrichment opportunities, including educational visits and trips, to enhance and extend the curriculum.

Achievement

- Lead whole-school assessment systems and practice.
- Ensure effective use of assessment to inform teaching and track progress.
- Monitor pupil outcomes and ensure timely intervention.
- Provide staff training on assessment and feedback.
- Management of Statutory Assessments.
- Exam Statutory Access Arrangements.
- Statutory reporting and submission of data and teacher assessment.
- Work collaboratively with the other AHT and Assistant SENCo to ensure EHCP targets are effectively implemented, monitored and reviewed to support pupil progress.
- Year 6 Writing Moderation process.

NB.

- All teachers at Vermont work within the parameters outlined in the School Teachers' Pay and Conditions Document.
- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
- This job description allocates duties and responsibilities but does not direct the amount of time to be spent in carrying them out and no part of it may be so construed
- This job description is not necessarily a comprehensive definition of the post
- This job description will be reviewed at least once a year, and it may be subject to modification or amendment at any time after consultation with the holder of the post
- To carry out any other duties that are commensurate with the role as requested by the Headteacher.

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Headteacher/line manager's signature	
Date	
Postholder's signature	
Date	

Person Specification

Qualifications and training	Essential	Desirable
- Relevant good degree - Qualified Teacher Status	✓	
- Recent and relevant professional development in preparation for leadership - Further professional qualification		✓
Experience/employment record	Essential	Desirable
- Teaching experience in the primary sector - A proven track record of successful and recent class teaching in a primary school - Strategic responsibilities in school leadership and management - Leading and management of school staff - Experience of working with pupils that have SEMH needs - Clear insight into best practice in teaching and learning, to maximise student outcomes - Excellent KS1 and KS2 subject knowledge - Clear understanding of how effective strategies for managing behaviour within the classroom and beyond impact on wider student performance - An understanding of issues related to inclusivity and social mobility within education - Ability to assess pupils' needs and barriers to learning - Familiarity with meeting the needs of children as laid out within their EHCPs	✓	
- Use of assessment and attainment data and information - Experience working in a school set in an area of deprivation		✓
Personal qualities, skills and attributes	Essential	Desirable
- High expectations of all children - Excellent communication skills - Ability to communicate vision and inspire others - A positive role model who creates a good first impression - Ability to motivate, inspire and challenge pupils - Confident ICT user - Ability to plan, prioritise and organise self and others - Commitment to raising standards - Calm, adaptable, dependable, resilient and reliable - Collaborative and a good team player - Commitment to further own professional development - A commitment to promoting and safeguarding the welfare of young people - Has 'presence' around the school - Able to follow direction and accept challenge and feedback in a positive and productive way - An understanding that getting better never stops - Ability to be flexible and cope with interruptions in workload	✓	