



# Assistant Headteacher (Progress & Intervention) Recruitment Pack

**CRESTWOOD  
COMMUNITY SCHOOL**



# Contents

**Section 1: Post Advertisement**

**Section 2: About Crestwood Community School**

**Section 3: Person Specification**



**May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.**





## Section 1: Post Advertisement

**Post:** Assistant Headteacher (Progress and Intervention)

**Start Date:** September 2026

**Location:** Cherbourg Campus (in the first instance)

**Salary Scale:** Leadership scale: L13-L17 £69,596-£76,772

**Contract:** Permanent

**Working Pattern:** Full Time

**Closing Date:** Friday 1st May 2026 at 12 pm

We are seeking to appoint an enthusiastic, energetic and ambitious person to the post of Assistant Headteacher, Progress and Intervention, within an externally recognised "outstanding" leadership team. Crestwood Community School is one school with two campuses serving central Eastleigh. We have grown in popularity and are now the natural choice of school for our community. The Senior Team is very cohesive and together has driven the whole school ethos, culture and improvements. We are #Crestwoodfamily.

This post will work very closely within the Raising Standards Team and the Assistant Head at the Shakespeare Campus. The focus is on raising levels of attainment and progress across all groups of students. The role is looking at the triangulation of attendance, progress and behaviour data to identify trends, needs, and create strategies to address these in order to improve standards and progress. The school is a true comprehensive school with a mix of differing needs. Our students need to make more progress than others nationally and have to develop high aspirations for their future.

This post will encompass teaching up to 7 hours per week (out of 25 hours), in your specialist subject. In addition, you will be undertaking no more than 3 On Call lessons per week. This time allocation will allow the post holder time to fulfil the requirements of meeting Achievement Leaders, Staff, students and parents.

**This role will be focused on:**

- Upholding the vision and values of the school
- Having high expectations for all staff and students in the #Crestwoodfamily
- Developing and implementing the Whole School Raising Standards Strategy
- Overseeing attainment and progress in all subjects, ensuring a match that enables the school and students to meet its targets
- Overseeing the collection and analysis of whole school data and holding Achievement Leaders to account for student and staff performance
- Develop the after-school targeted intervention programme for Year 11
- Ensuring the quality of assessment across the school is leading to raised standards

## Section 1: Post Advertisement cont.

### **The post will encompass:**

- Responsibility for whole school data drops, including the interrogation and integrity of the data, and devising raising standard plans as a result of this
- Significant liaison with the Quality of Education Team to improve practice in the classroom
- Overseeing the whole school data analysis and holding Achievement Leaders to account for student performance
- Targeted Intervention for all years by triangulating attendance, progress and behaviour data, focusing on the “winnable gains”
- Conducting half-termly Progress Intervention Panels with Achievement Leaders and Year Leaders
- Devise a clear revision strategy to ensure that Year 11 can maximise their chances in their GCSE exams
- Line managing the whole school's foundational curriculum of Literacy, Numeracy and Oracy
- Oversight of the Revision Hub, tracking attendance and impact on progress
- Line Management of Year 11 Leader (Cherbourg) and be the SLT link for Year 11(Cherbourg)
- Responsibility for Information Evenings for all year groups, including the literacy and numeracy evenings

We are looking for someone who can play an active and strategic role in contributing to the already high standards of development in the area and has clarity and understanding about how to raise standards in the context of Crestwood. The person appointed to this post would be an integral part of the SLT and play a crucial role in maintaining the upward trajectory of school improvement and implementation of the school improvement plan and the school strategic improvement plan.

This post offers an exciting career opportunity in an experienced and established Senior Team. The post would suit either an experienced Middle Leader or an existing Senior Leader who will continue to foster the supportive and collaborative environment we are renowned for. We will ensure that the successful candidate has:

- Comprehensive transition to the role
- Continuous professional learning, development and improvement
- The opportunity to work within the SLT to ensure rapid and sustained progress across the school
- Coaching from the long serving and experienced Head Teacher, to gain a better understanding for further promotion

## Crestwood Senior Leadership Team

**Executive Headteacher**

**Krista Dawkins:**

Strategic Planning, Quality of Education, Finance and Site

**Head of School**

**Tim Nash:**

Strategic Planning, Quality of Education, Designated Safeguarding Lead, HR, Accountability Lead, QA

**Deputy Headteacher  
Raising Standards**

**Steve Topazio:**

Quality of Education, Curriculum Strategy,  
Disadvantaged students strategy, Assessment and  
Reporting, Exams and  
Information Management Systems, Raising  
Standards Team Line Management

**Deputy Headteacher  
Culture and Ethos**

**Josh Buckingham:**

Quality of Education, Behaviour Management  
Strategy, Pastoral Support, Inclusion Strategy,  
Culture and Ethos Team Line Management

**Raising Standards Team**

**Culture and Ethos Team**

**Assistant Headteacher - Quality of Education**

**Ben Vass:**

Teaching and Learning Strategy, ECTs,  
Assistant DSL

**Assistant Headteacher - Inclusion**

**Keren Groom:**

SEND, RP SEMH, RP Dyslexia, Aspiration AP

**Assistant Headteacher - Quality of Education**

**Kimberley Nicholas:**

Teaching and Learning Strategy, ECTs, SCITT

**Assistant Headteacher - Inclusion**

**Yvonne Scott:**

Attendance Strategy, In-Year Admissions,  
Resilience AP and Pastoral Team

**Assistant Headteacher - Student progress and  
intervention**

**VACANCY**

Whole School Raising Standards Strategy,  
Intervention, Targeted Intervention all years

**Assistant Headteacher - Personal Development**

**Andrew Whittick 0.8:**

Careers, Personal Development Learning,  
Transition arrangements KS3 and 4  
Children in Care and the Budget

**Assistant Headteacher - Student progress and  
intervention**

**Jennie Wright:**

Whole School Raising Standards Strategy,  
Intervention, Targeted Intervention all years,  
Assistant DSL

**Assistant Headteacher - Behaviour and Culture**

**Jonathan Russell 0.8:**

Behaviour strategy, reporting and analysis,  
Rewards, Staff discipline and capability,  
Performance Management, UPR accountability and  
tracking,

# SLT responsibilities

## **Leadership and Management:**

- Be a strategic and supportive member of the Senior Leadership Team (SLT) playing a key role in the future development of the school
- Contribute to creating an environment within the school where students and staff develop and maintain positive attitudes towards each other, the environment and community
- Lead the implementation of a monitoring, evaluation and review cycle in your area(s) of responsibility
- Effectively line manage any designated Achievement Leaders, Year Leaders and support staff
- Ensure the professional effectiveness of teaching and support staff through providing robust performance and continuous professional development opportunities
- Maintain clear expectations, high standards of professionalism and collaboration to meet the school's strategic priorities
- Assist in the appointment of staff and their deployment to make the most effective use of their skills, expertise and experience to raise standards of achievement across the school
- Ensure that all staff have a clear understanding of their roles and responsibilities
- Use appropriate resources for effective, efficient and safe teaching and learning across the school; accommodation; agreed budgets; staff; time; courses; development opportunities and ICT resources

## **Raising Standards:**

- Lead the implementation of the school's Raising Standards strategy, ensuring that students have access to good quality teaching that enables them to make good and better progress
- Lead the implementation of effective systems that monitor and secure excellent attainment and progress
- To take a lead in the analysis of assessment information to support action planning including test and examination data to identify targeted interventions for individuals and groups of students
- Present a range of data to a range of stakeholders that accurately reports the attainment and progress of students
- Ensure effectively planned intervention secures improvement in students' attainment and progress
- Ensure that parents are actively involved in their child's education and opportunities are provided for them to contribute to the school
- Ensure a safe working and learning environment through application of appropriate risk assessments and adherence to current Health & Safety regulations

## **Professional Development:**

- Keep up to date with current research in school improvement
- Lead professional development activities, as appropriate, to update and develop the skills of colleagues
- Participate in performance management in accordance with school policy

## **Teaching Duties:**

- Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of learning
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned students
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision
- Work with others on curriculum and/or student development to secure coordinated outcomes
- Supervise and so far as practicable, teach any students where the person timetabled to take the class is not available to do so

**Safeguarding:**

Fulfil personal responsibilities, and support the Headteacher in securing compliance by those working in the academy, for safeguarding as set out in the Children's Act, Statutory Guidance and by the Local Children's Safeguarding Board. These include:

- Operating a culture of listening to children and taking account of their wishes and feelings, both in individual decisions and development of services;
- Operating clear whistleblowing procedures
- Sharing information, with other professionals
- Take responsibility as the designated professional lead for Safeguarding
- Operating safe recruitment practices
- Ensuring appropriate supervision and support for staff, including undertaking induction, safeguarding training and review practice
- Operating and monitoring clear policies for dealing with allegations against people who work with children

Crestwood has been on a journey of success. We have grown our school in both the quality of practice and being the natural choice of education for the young people of Eastleigh. We are a truly comprehensive school which has 36% Pupil Premium and 19% SEN. We have two SEN Resource provisions in SEMH and Dyslexia.

For the successful candidate, a commitment to raising standards in a comprehensive school and a passion for developing young adults as good citizens is essential: this entails a commitment to all learners, to excellence for all, and a belief that a good school will make a significant difference to learners' life chances, levels of attainment and the wellbeing of the community as a whole.

We will be holding pre-booked tours for prospective candidates, where they can see the school and meet with Krista Dawkins, Headteacher and other Senior Leaders. These can be booked by emailing [justine.sayers@crestwood.hants.sch.uk](mailto:justine.sayers@crestwood.hants.sch.uk). Any questions or queries can be emailed to [krista.dawkins@crestwood.hants.sch.uk](mailto:krista.dawkins@crestwood.hants.sch.uk)

Your application should comprise the Hampshire Teacher Application form (which can be found on our website), a supporting statement in which you should outline your experience to date, the reasons for your interest in the post, your suitability for it and what you will bring to this role and its development.

Applications, with the names and addresses of two referees, should be returned to [krista.dawkins@crestwood.hants.sch.uk](mailto:krista.dawkins@crestwood.hants.sch.uk).

**Crestwood Community School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.**

## Section 2: About Crestwood Community School

We are one school over two campuses, serving the children of central Eastleigh, which is a vibrant town, with large amounts of development in both business and residential areas. There has been an expansion in the primary sector with several local schools undergoing expansion to their buildings to accommodate the growth in student numbers. Crestwood merged with the former Quilley School in 2016 to provide one secondary school for Eastleigh, something new and exciting, offering high quality education for the children of Eastleigh. In 2022 we became oversubscribed in every year group and are operating a waiting list across both campuses. The two campuses are situated at Shakespeare Road and Cherbourg Road and both offer the same high quality education to all year groups with little movement of students. We have two specialised Resource Provisions, dyslexia and SEMH.

As the long serving Executive Headteacher of this wonderful school, I have a clear vision and an absolute determination, alongside my team, to continue to improve even further the provision of education across Eastleigh. The school has a very mixed intake and as a result areas such as pupil progress, behaviour and attendance remain a challenge.

The composition of the school as of March 2026 was:

| Students              | Current | National           | Hampshire          |
|-----------------------|---------|--------------------|--------------------|
| School number on roll | 1474    | Well above average | Well above average |
| School %FMS(6)        | 36%     | Above average      | Well above average |
| School %SEND support  | 19%     | Close to average   | Close to average   |
| School %EHC plan      | 8.2%    | Well above average | Well above average |
| School %EAL           | 14.5%   | Close to average   | Well above average |
| School number LAC     | 18      | Well above average | Well above average |

We agree with the recent Ofsted areas for Improvement and have established school-wide staff working parties to address these.

The Ofsted report states that "Leaders and governors are driven by a strong sense of moral purpose. They are ambitious for pupils' futures and drive to provide the best opportunities for them. Staff share these aspirations and are loyal and committed".

We care deeply about our school, the staff, the students and the community we serve, we are a school with a heart. We as a school are clear about our improvement agenda and we work cohesively as a school-wide team. As this was our fifth consecutive "good" grading it demonstrates that at Crestwood we are continually providing a consistent quality in all we do, against a backdrop of tougher standards and criteria to be judged against.

Staff are predominantly one campus based but may be expected to teach across both sites, whilst playing an active part in their innovative and high-performing teams. Across both campuses we have been successful in establishing a strong culture and ethos, typified by the #Crestwoodfamily.

Our Ofsted report from February 2024 stated that at Crestwood “there is a welcoming, friendly atmosphere”. They also said that “teachers and support staff, including those in the early stages of their career, are proud to work at the school. They particularly value school leader’s careful consideration of their workload and well-being so that they can focus their efforts fully on pupils’ education.” In addition Ofsted report that “many pupils, staff and parents describe the school as a ‘big family’.

We have enhanced our campuses significantly over the past few years. We have refurbished nearly all areas across the school. We have had a new crescent area and roof at Shakespeare which has enhanced the building significantly. The Cherbourg Campus is situated between the town’s two post-16 providers. The site is well maintained with specialist facilities in excellent condition throughout, including 5 new Science rooms and refurbished Sports Hall. In totality we are a school continually on the up and have a can-do-more attitude.



## Section 3: Person Specification

**Job title:** Assistant Headteacher Progress and Intervention

**Salary Scale:** Leadership scale: L13-L17 £69,596-£76,772

**Responsible to:** Deputy Headteacher - Raising Standards

**Responsible for:** Student Progress and Intervention

**Special Conditions:** An enhanced Disclosure and Barring Service (DBS) check is required for this post

### Qualifications

#### Essential

- Graduate with QTS

#### Desirable

- Masters
- Further qualifications related to leadership

### Professional Development

#### Essential

- A strategic understanding of school improvement
- Working with complex needs students in and out of the classroom
- Varied teaching experience in secondary school
- Experience of leading teams of Teachers and/ or support staff
- Understanding of data and the analysis arising from this, including actions to be taken
- Experience in curriculum development and how learning is sequenced

#### Desirable

- Experience leading different teams of teachers.
- Recent understanding of learning theory and memory
- Leading CPD on Teaching and Learning

## Experience

### Essential

- Proven effective classroom teaching skills
- Coaching of staff to improve pedagogy and practice
- Expert in de-escalation and restorative approaches
- Working and presenting to Governors, to build strong relationships and create trust in the direction of travel
- Working with parents to build collaborative working

### Desirable

- Use of SiSRA
- Experience of using the performance management procedure
- Experience of leading across subject teams, whole school strategy
- Experience of leading a whole school strategy

## Knowledge and skills

### Essential

- Proven ability to build positive relationships with students, staff and parents
- Ability to be an effective team member, not hierarchical
- Ability to give and receive effective feedback
- Good understanding of how to develop intervention strategies inc alternative placements to support progress
- Clear understanding of strategies to develop the learning process for all students
- A clear strategy of Ordinarily Available Provision and High Quality Inclusive Teaching

## Personal attributes

### Essential

- Good organisational skills, ability to meet deadlines ahead of time
- Reflective and analytical practitioner, always striving for more
- Capacity for hard work with enthusiasm, humour and energy for achieving the best for all students and staff
- Ability to inspire and put no ceiling on potential
- Tenacity, resilience and the ability to stay calm under pressure
- Ability to provide rigorous and energetic learning experiences that motivate learners
- High expectations and high standards of academic attainment, achievement and ethos
- Good health, stamina, resilience
- Attention to detail
- Capacity to hold difficult conversations and resolve disagreements