



CRESTWOOD
COMMUNITY SCHOOL

Assistant Headteacher (Inclusion - Attendance, Pastoral and Well-being) Recruitment Pack



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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 (Inclusion - Attendance, Pastoral and Well-being)

Start Date: January 2027

Location: Shakespeare Campus (in the first instance)

Salary Scale: Leadership scale: L13-L17 £69,596-£76,772 (Subject to payrise in Dec 26)

Contract: Permanent

Working Pattern: Full Time

Closing Date: Wednesday 7th October at 3 pm

Due to the retirement of the current, highly successful post holder, we are seeking to appoint an enthusiastic, energetic and ambitious person to the post of Assistant Headteacher, Inclusion, 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 the natural choice of secondary school for our community. The Senior Team is very cohesive and together has driven strong developments in the whole school ethos, culture and achievement.

This post will work in conjunction with the Assistant Head of Inclusion (SEN) at the Cherbourg Campus, focusing on the wider Inclusion agenda. The key focus of this role is attendance, student well being and pastoral support. Attendance is improving, but there are stubborn barriers to overcome with some parents and students. The attendance team is determined to improve attendance rates even further this year in all year groups. Crestwood has above National FSM, PP, EHCPs and a significant level of SEN need.

In September 2026, we opened our own alternative unit ARC - the Aspiration and Resilience Centre. Initially, the programme runs for 6 weeks with the intention to reintegrate students back into the main school. The Centre is led by the Inclusion Assistant Headteachers, they oversee the referral process, curriculum and reviews of progress. Day to day Leadership is conducted by the Centre Leader, and she is supported by 2 teaching staff, as well as timetabled therapeutic practitioners. The Resilience Centre is for students who find it difficult to access school for mental health, medical needs or EBSA. These students access the centre from 1 pm - 4 pm each day. The Aspiration Centre, running from 9 am - 1 pm, is for those students who find it difficult to manage their behaviour in a whole class setting. As well as the foundational curriculum, they are given support and reflection to help them transition back into the mainstream classes

The post on offer will encompass teaching up to 4 hours per week (out of 25 hours) within the Internal Alternative Provisions centre. 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 parental, staff and child interactions and support.

We are looking for someone who has a strong knowledge and understanding of well being strategies that improve performance. 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 school strategic improvement plan.

Section 1: Post Advertisement cont.

This role will be focused on:

Providing strategic overview of attendance:

- Working closely with our Education Welfare Officer: Attendance
- Monitoring reduced hours provisions
- Analysing FFT attendance data
- Overseeing attendance/resilience intervention sessions
- Analyse attendance, behaviour, and pastoral data to identify trends and target interventions.
- Work with Year leaders on attendance, providing support at Attendance Support Meetings

Providing Strategic overview of Pastoral and Wellbeing

- Work closely with our Education Welfare Officer: Parent Support
- Monitor and review the pastoral support team
- Analyse the support our Therapeutic Practitioners provide through TALA, ELSA and Draw and Talk
- REview the impact of reduced hour provision to engaging students back into school
- Ensure tutors are actively supporting students and following our tutor programme
- Work with our Matrons to ensure we are supporting our students with specific medical needs

The post will encompass:

- Collaboration with academic leaders to align student wellbeing with educational progress
- Contribute to the school improvement plan and self-evaluation processes
- Responsibility for in year admissions
- Lead whole-school systems for student support, personal development, and mental health interventions
- Oversee the effective operation of student well being through oversight of pastoral support and therapeutic practitioners
- Oversight of the ARC alternative provision for Resilience
- Line Management of the Parenting and Welfare Officers
- Line management of the two school Matrons
- Involvement in the regular Parent Forum meetings
- Establish and embed high, consistent standards of behaviour for learning across the campus.
- Lead on strategic responses to low-level disruption, suspensions, and restorative practices.
- Coach and train teaching staff on effective behaviour management strategies.
- Line Management of a Year Group
- Operational support of a campus
- Responding to the training needs of your staff identified through performance management

Crestwood has been on a journey of success with record breaking exam results in 2026. We are not complacent, always striving to improve even further. We have high aspirations for all in our #crestwood family.

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.

Tours can be booked by emailing j.sayers@crestwood.hants.sch.uk. Any questions or queries can be emailed to k.dawkins@crestwood.hants.sch.uk

To Apply:

Please complete a Hampshire Teacher Application form (which can be found on our website), include 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 k.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.

Crestwood Senior 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

Assistant Headteacher - Quality of Education
Ben Vass

Teaching and Learning Strategy, ECTs,
Assistant DSL

Assistant Headteacher - Quality of Education
Kimberley Nicholas

Teaching and Learning Strategy, ECTs, SCITT

**Assistant Headteacher - Student progress and
intervention**

Sarah Swan

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

**Assistant Headteacher - Student progress and
intervention**

Jennie Wright

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

Culture and Ethos Team

Assistant Headteacher - Inclusion
Keren Groom

SEND, RP SEMH, RP Dyslexia, Aspiration AP

Assistant Headteacher - Inclusion
Vacant Post

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

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 - Behaviour and Culture
Jonathan Russell 0.8

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



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.

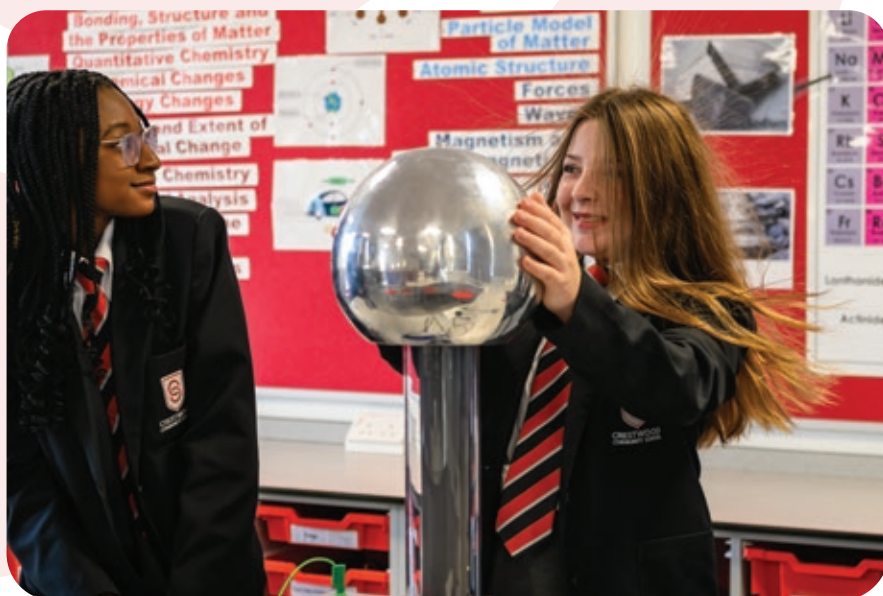
The Ofsted report states that “Leaders and governors are driven by a strong sense of moral purpose. They are ambitious for pupils’ futures and drive to provide the best opportunities for them. Staff share these aspirations and are loyal and committed”.

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 (Inclusion)

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

Responsible to: Deputy Headteacher - Culture and Ethos

Responsible for: Inclusion - attendance, pastoral support and well-being

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

Qualifications

Essential

- Graduate with QTS

Desirable

- Masters
- Qualifications related to leadership (NPQ)

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
- Understanding of attendance strategies and up to date knowledge of EBSA
- Understanding of data and the analysis arising from this, including actions to be taken
- Understanding of the suspensions and exclusions guidance
- Understanding of statutory requirements PSHE and RSE

Desirable

- Development of effective Behaviour Management Strategies
- Recent understanding of foundational curriculum
- Leading CPD



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
- Experience of leading teams of Teachers and/ or support staff.
- Experience in curriculum development and how learning is sequenced

Desirable

- Experience of EHCP formulation and Annual Reviews
- Experience of using the performance management procedure
- Experience of leading across subject teams,
- Experience of leading a whole school strategy

Knowledge and skills

Essential

- Proven ability to build positive relationships with students and staff
- Ability to be an effective team member, not hierarchical
- Ability to give and receive effective feedback
- Good understanding of how to develop intervention strategies including 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

