

# Assistant Headteacher

**Tweendykes** We are Humber Education Trust.  
School & Sixth Form



## We are Humber Education Trust.



Our vision is to develop a high performing Multi Academy Trust that delivers the very best educational experience for all children and young people.

We grow, develop, support and improve our schools across the Trust, with a clear focus on raising standards, encouraging innovation and strengthening the ethos of the Trust to ensure that we have a positive impact on all of the children and young people within the Trust.

As a partnership, our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. As a trust, we drive these aims further and faster for the benefit of our pupils and our communities.

We are delighted to be recognised as one of the top performing Multi-Academy Trusts in the country\*.

Humber Education Trust is supported by a strong Trust Board who provide effective support and the challenge required to ensure that we build on our track record of excellence to provide strategic partnerships to improve quality, share best practice and operate effectively and efficiently. We believe passionately that every penny that comes into a school should be spent on the development and provision of a first-class standard of education for all.

Humber Education Trust is a growing trust of 17 schools (13 primary schools and 4 special schools).

We have a strong moral purpose and a determination to provide the best education possible for the children in our care.

- We always put the needs of children first
- We celebrate what joins us and also what makes our schools unique
- We embrace links with other education providers as we seek the best outcomes for children
- We have high aspirations for everyone in the school community
- We personalise the support offered to pupils, staff members and schools alike
- We believe in system leadership
- We are passionate educators of everyone in the school community
- We welcome challenge as this promotes positive change
- We are determined to achieve the best outcomes for every individual
- We are relentless in our pursuit of excellence

Thank you for showing an interest in working within our Trust. I wish you well with your application.

\*(based on KS2 outcomes and Trusts with more than 10 schools)



**Rachel Wilkes OBE**  
*Chief Executive Officer*



## We are Humber Education Trust.

### Tweendykes School & Sixth Form

We strongly believe that every child should go to school excited about the day ahead and experience a sense of achievement when they go home. We strive to provide a curriculum that both motivates our pupils and encourages them to continue learning each and every day.

Our pupils are encouraged to develop the knowledge, skills, attitudes, confidence and self-esteem necessary to overcome their barriers to learning and meet the challenge of adult life. This is achieved through our 'Love for Learning' curriculum that is both balanced and relevant to the needs of each individual pupil.

We are based in a fantastic building co-located with Winifred Holtby Academy. We have outstanding facilities to meet the needs of all our pupils, these range from a hydrotherapy pool, sensory rooms and creative outdoor spaces as well as sharing Winifred Holtby's teaching facilities, such as science labs and design technology classrooms.

We are fortunate to have a fully qualified nurse and nursing assistant on site. They support all children in school who have medical needs. Regular clinics are run at our school by specialists so that pupils have only the minimum disruption to their normal day.



<b>Salary Range:</b>	Leadership Scale L6-10 (£58,569 - £64,690)
<b>Hours of work:</b>	Full-time
<b>Contract:</b>	Permanent
<b>Start date:</b>	1 September 2026

Are you a committed, ambitious leader/TLR holder with a proven track record of sustained school improvement?

If you are innovative, creative, forward thinking, and have a passion for working with staff and communities to ensure children get the education they deserve, this is your opportunity to make a real difference in Key Stage 4 and 5.

The right candidate will have:

- A belief that all children are capable of great things and that learning should be fun
- A relentless focus on improving the quality of teaching and improving outcomes for children
- A track record of and commitment to personalisation and working with pupils with a range of complex and additional needs
- An unwavering commitment to inclusion and securing provision which meets the needs of the most vulnerable pupils
- High expectations of everyone within the school community
- Been involved in developing robust and accurate systems of self-evaluation which have led to improved outcomes
- Implemented rigorous procedures for the management of performance
- Offered support and challenge to staff which have led to improved teaching and outcomes for pupils
- Been involved in developing a curriculum which inspires children to learn and engages them in all aspects of school life
- Developed positive relationships with parents, carers and the wider community
- A firm commitment to school improvement through a collaborative approach, including working with other schools in Humber Education Trust.



Visits to the school are welcomed, encouraged and can be arranged via the school office on Tel: 01482 826508. Further information about the school can be found on our website [www.tweendykes.co.uk](http://www.tweendykes.co.uk)

All applicants will be expected to teach in their own school as part of the interview process.

#### **HOW TO APPLY:**

Please visit our Eteach career page to complete an application

<https://www.eteach.com/schools/humber-education-trust-52382/>

Candidates are advised to refer to the job description and person specification before making an application.

#### **Closing date for completed applications:**

8am, Monday 18 May 2026

**Interview date:** Wednesday 20 May 2026

You will be interviewed by Trust and school leaders and local governors from the school.

Any offer of employment to this role will be subject to receipt of a satisfactory enhanced disclosure from the Disclosure Barring Service, Children's Barred List check, Section 128 check where applicable, identity checks, medical clearance, proof of relevant qualifications, satisfactory

references and eligibility to work in the UK checks. Shortlisted candidates will be subject to an online search and required to complete a self-declaration of their criminal record.

All members of staff are expected to promote and safeguard the welfare of students in accordance with the Keeping Children Safe in Education, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach.

Professional standards detail responsibilities and expectations of our job roles. The enclosed generic role specification is offered in good faith as a guide to professional practice.

We strive for excellence and encourage our staff to aim high, making positive impacts through their clear focus and professionalism. All role specifications are subject to change to adapt with circumstances. Additional duties may be asked of our staff if necessary.

If you believe you are the right person for our role then we would love to hear from you.



**Yvonne Briggs**  
*Headteacher*

Tweendykes School & Sixth Form

**Responsible to:** Headteacher  
**Leadership Spine:** 6 - 10

## Ethics and Professional Conduct

As senior leaders in the Trust, Assistant Headteachers are expected to demonstrate consistently high standards of principled and professional conduct. They should always uphold and demonstrate The Principles of Public Life (The Nolan Principles).

Assistant Headteachers are responsible for upholding public trust in the teaching profession and should maintain high standards of ethics and behaviour. As a leader in the Trust and the profession, Assistant Headteachers should serve in the best interests of the Trust's pupils, conducting themselves in a manner compatible with their influential position in society. The first line of accountability is to the CEO.

## Status of Post

This is a senior post within the school's staffing structure, which carries with it membership of the Leadership Group. This post holder is accountable to the Headteacher.

## Dignity at Work

To show, at all times, a personal commitment to treating all stakeholders and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Equal Opportunities in Employment Policy adopted by the Trust.

## Principal Accountabilities

To promote and safeguard the welfare of children, young people and/or vulnerable adults.

## Professional Duties

In addition to carrying out the professional duties of a teacher as set out in the School Teachers' Pay and Conditions document in accordance with the:

- National Standards for Qualified Teachers
- National Curriculum
- School's aims, objectives, key priorities, core values and schemes of work
- Policies of Humber Education Trust
- Policies of the Governing Body of the school.

The Assistant Headteacher of the school shall:

Support the Headteacher's overall leadership, development and management of the teaching and learning of all pupils; to have a class teacher responsibility and be able to teach in both key stages, to take a leading role in the monitoring and evaluation of standards across the whole school with focus on a particular key stage/phase and to be a leading professional actively promoting effective teaching and learning practices across the school.

- Assist the Headteacher and Deputy Headteacher in the management of the school;
- Support the Headteacher in ensuring high standards, continuity and progression across the school;
- Undertake any professional duty of the Headteacher which may be delegated by the Headteacher.
- Deputise for the Headteacher and Deputy Headteacher as required in all aspects of school life and to act with them in leading the school towards its defined aims and objectives;

- Take a leading role in developing a curriculum which is rich and vibrant and meets the needs of all our pupils.
- Support the Headteacher with the day to day aspects of administration and organisation of the school.

The post will require you to work in partnership with the Headteacher, Deputy Headteacher, Governors and staff to ensure the continuous improvement of the school. All duties and responsibilities are to be carried out with regard to Every Child Matters and in accordance with the School's Curriculum, Staffing, Health and Safety, Equal Opportunities, Racial Equality Policies and the Extended Schools agenda.

## Shaping the Future

The Assistant Headteacher shall support the Headteacher, Deputy Headteacher and Governing Body in determining the strategic direction and development of the school, including in taking a leading role in the development of a creative curriculum.

- Leading by example, providing inspiration and motivation and articulating and actualising the vision, aims and core values of the school;
- Working with the Headteacher, Deputy Headteacher and school community to create and implement the strategic plan for the school and ensuring that identified priorities and targets are achieved;
- Assisting the Headteacher and Deputy Headteacher in creating an ethos and providing educational vision and direction which secures effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral cultural, mental and physical development and prepare them for the opportunities and experiences of adult life;
- Helping to ensure that all those involved in the school are committed to its aims, motivated to achieve them and involved in meeting long, medium and short-term objectives and targets, which secure the educational success of the school;
- Ensuring that strategic planning takes account of the diversity, values and experience of the school and community at large.

## Leading Learning and Teaching

The position of the Assistant Headteacher is seen as a key role within the school. There will be an emphasis on working with and leading colleagues towards high quality teaching leading to improved outcomes at the end of EYFS, KS1 and KS2, and in embedding exemplary inclusive practice. This will be achieved through supporting the Headteacher and Deputy Headteacher.

- Carrying out teaching duties, as required, providing a model of excellence for colleagues. This may include taking full responsibility for teaching a class and to provide in class support for colleagues through demonstration lessons.
- Creating and maintaining an environment which promotes and secures good teaching, effective learning, high standards of achievement, good behaviour and discipline;
- Monitoring and evaluating the quality of teaching and standards of learning and achievement of all pupils in order to set and meet challenging, realistic targets for improvement;
- Setting an example of outstanding practice in your own teaching and demonstrating a high level of professionalism and sense of responsibility;
- Having high expectations and using target setting as tools for raising standards of achievement and self-esteem;
- Provide effective leadership and management to a phase within the school as agreed with the Headteacher and Deputy Headteacher
- Working collaboratively with colleagues and other professionals to improve the range of curriculum opportunities available to pupils;

- Leading development of a core subject throughout the school to ensure high quality teaching which support high standards;
- Demonstrating a commitment to positive behaviour management throughout the school.

## Developing Self and Working with Others

The Assistant Headteacher will support the Headteacher and Deputy Headteacher in leading, supporting, challenging and developing the staff by:

- Developing and maintaining a culture of high expectations for self and for others;
- Maximising the contribution of staff to improving the quality of education provided and standards achieved;
- Planning, allocating, supporting and evaluating work undertaken by teams and individuals and ensuring that there is clear delegation of tasks and devolution of responsibilities;
- Supporting the performance management processes of the school;
- Motivating and enabling teachers to develop expertise in their respective roles through high quality continuing professional development;
- Supporting the induction of new colleagues alongside the Headteacher and Deputy Headteacher;
- Supporting all staff to develop understanding and skills to manage difficult situations/children/parents;
- Supporting and advising colleagues as required on teaching methods, sources of reference, use of appropriate materials, etc.;
- Contribute to the development of collaborative approaches to learning within the school and Humber Education Trust – participating and leading meetings and training;
- Monitor the effectiveness of colleagues' teaching and wider professional impact and report the evaluation to the Headteacher;
- Lead, manage and organise meetings as appropriate in support of the school's aims;
- Working in partnership with families to encourage the pupil's progress and self-esteem;

## Managing the Organisation

The Assistant Headteacher shall work with the Headteacher and Deputy Headteacher to:

- Recruit and retain staff of the highest quality;
- Ensure that staff are effectively deployed;
- Identify priorities for expenditure;
- Meet health and safety requirements;
- Manage, monitor and review the range, quality, quantity and use of all available resources in order to improve the quality of education, improve pupils' achievements, ensure efficiency and secure value for money.

## Securing Accountability

The Assistant Headteacher will support the Headteacher and Deputy Headteacher in accounting for the efficiency and effectiveness of the school by:

- Continuing to develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes;
- Providing information about teaching and learning, standards of achievement, efficiency etc., to the governing body;
- Presenting information to a range of audiences including the LA, HET, OfSTED, the local community etc.;
- Supporting the presentation of information to pupils and parents about the curriculum, attainment and progress and the school targets for improvement;

- To work alongside the Headteacher to use a range of data sources to set realistic yet challenging targets for pupils, analysing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways and intervention programmes and identify priorities for the school development plan.

## Strengthening Community

The Assistant Headteacher will support the Headteacher and Deputy Headteacher to:

- Build a school culture and curriculum that takes account of the richness and diversity of the school's communities;
- Continually promote and reinforce the importance of being an inclusive school;
- Create and maintain effective partnerships with parents to support and improve pupils' achievement and wellbeing;
- Welcome in to the school parents and members of the community to enhance and enrich the school and its value to the wider community;
- Promote positive strategies for challenging racial and other prejudice and dealing with racial harassment;
- Co-operate and work with relevant agencies to protect children;
- Ensure equal opportunity and racial equality principles are intrinsic to the work of the school and staff;
- Liaise with other agencies involved with the welfare and needs of the child;

**Key tasks will be negotiated on an annual basis as part of the Performance Management process and will be incorporated into the School Improvement Plan. These targets will be reviewed termly.**

**This job description may be amended at any time after discussion with you.**

### GENERAL:

1. The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.
2. The above duties may involve having access to information of a confidential nature, which may be covered by the Data Protection Act. Confidentiality must be maintained at all times.
3. The postholder must be flexible to ensure the operational needs of the school are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various workplaces in the school.
4. To promote the school's Equal Opportunity Employment Policy.

5. The Health and Safety at Work etc. Act (1974) and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care of the Health, Safety and Welfare of him/herself and other employees in accordance with legislation and the school's Safety Policy and Programme. Specific details are outlined in the Departmental Safety Policy.
6. Where the postholder is disabled, every effort will be made to supply all the necessary employment aids, equipment or adaptations to enable him/her to perform the full duties of the job. If, however, a certain task proves to be unachievable then job redesign will be given full consideration.

	Not applicable	Low	Moderate	High	Very High	Intense
<b>PHYSICAL DEMANDS:</b> Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).		✓				
<b>WORKING CONDITIONS:</b> Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		✓				
<b>EMOTIONAL DEMANDS:</b> Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			✓			

Signed \_\_\_\_\_ Date \_\_\_\_\_

Postholder

Signed \_\_\_\_\_ Date \_\_\_\_\_

Headteacher

PERSON SPECIFICATION				
The information listed as essential is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. <i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References, T = Test/Assessment, P = Presentation</i>		Essential	Desirable	How identified
1.	<b>Qualifications:</b>			
	Qualified to degree level	✓		AF / CQ
	Holds QTS	✓		AF / CQ
	Evidence of personal commitment to continuous professional development		✓	AF/I / CQ
	Leadership course attendance within last two years		✓	AF
2.	<b>Relevant Experience:</b>			
	Successful experience as a TLR holder or as a member of the senior leadership team	✓		AF/I
	Successful leadership of a core subject or a significant area of teaching and learning	✓		AF/I/R
	Excellent classroom practitioner with successful teaching across phases	✓		AF/I/R
	Successful experience of leading, motivating, supporting, challenging and developing staff to secure improvement and raise standards	✓		AF/I/R
	Experience of school self-evaluation through involvement in school improvement planning, including its implementation, monitoring and evaluation		✓	AF/I
	Experience of working in more than one school		✓	AF
	Monitoring / coaching experience with teacher trainees / ECTs		✓	AF/I
	Experience of innovative curriculum development and leadership		✓	AF/I
	Understanding of schools in areas of high social deprivation		✓	AF/I
	Experience of carrying out performance reviews		✓	AF/I
3.	<b>Skills (including thinking challenge/mental demands):</b>			
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓		AF/I/R
	Ability to plan lessons effectively for all pupils in a class setting clear learning intentions and differentiating tasks	✓		AF/I/R
	Ability to demonstrate best practice to colleagues	✓		AF/I/R
	Proven ability to involve and build partnerships with all stakeholders and develop their understanding of values, beliefs and shared responsibilities, holding people to account where necessary	✓		AF/I
	Motivation to work with children and young people	✓		AF/I
	Understanding of the role of Assistant Headteacher and the ability to lead by example	✓		AF/I
	Evidenced experience of raising standards within key whole school priorities	✓		AF/I/R
	Ability to use data and pupil tracking information to identify areas for school improvement	✓		AF/I
	Excellent ICT skills	✓		AF/I
	Ability to enthuse and motivate others – in school and in HET	✓		AF/I/R

PERSON SPECIFICATION				
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4.	<b>Knowledge:</b>			
	A knowledge and commitment to safeguarding and the promoting the welfare of children and young people	✓		AF/I
	Clear vision of what makes a successful school	✓		AF/I
	Knowledge and understanding of positive behaviour strategies and dealing with specific behavioural issues	✓		AF/I/R
	Knowledge and understanding of current educational issues across the primary school age range and its impact on school and their wider communities	✓		AF/I
	Knowledge of health and safety	✓		AF/I
	Knows how to set high expectations and to monitor progress in order to raise standards of teaching and learning	✓		AF /I
	Understands the importance of implementing the inclusion agenda continuously and consistently to meet the needs of all pupils	✓		AF/I
	Understanding of assessment at all relevant Key Stages including the Foundation Stage		✓	AF / I
	Knowledge and experience in recruiting, organising, developing and motivating staff		✓	AF / I
	Knowledge of the OfSTED framework	✓		AF / I
5.	<b>Interpersonal/Communication Skills:</b>			
	<b>Verbal Skills</b>			
	Ability to establish professional, effective working relationships with a range of partners, colleagues and children.	✓		I/R
	Ability to communicate effectively, both orally and in writing, to a wide range of people within the school community and with external agencies	✓		AF/I
	Be a strong team player, able to lead and inspire teams	✓		I/R
	Able to organise, prioritise and delegate	✓		AF/I/R
	Ability to manage time scales effectively whilst maintaining an intensive workload	✓		AF/I/R
	<b>Written Skills</b>			
	Excellent written communication skills	✓		AF
6.	<b>Other:</b>			
	Desire to work at our school in particular	✓		I
	Commitment to providing excellent service to the school and governing body	✓		AF/I
	Relish a new challenge and lead by example	✓		AF/I/R

PERSON SPECIFICATION				
The information listed as essential is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. <i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References, T = Test/Assessment, P = Presentation</i>		Essential	Desirable	How identified
<b>The requirements listed below are not considered during the job evaluation process but are essential requirements for the role that will be assessed during the recruitment process.</b>				
7.	<b>Additional Requirements:</b>			
	Commitment and determination	✓		I
	Belief in the need for change	✓		I
	Ambitious for promotion	✓		I
	Willing to play a leading role in all areas of the school	✓		I
8.	<b>Disclosure of Criminal Record:</b>			
	The successful candidate's appointment will be subject to the MAT obtaining a satisfactory Enhanced DBS	✓		DBS
	If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	✓		AF (after shortlisting)

## Notes:

This job description may be amended at any time in consultation with the postholder

## We value our employees



The following **benefits** are available to employees within our academies:

### Financial

- Competitive Salary
- Teacher's Pension & Local Government Pension Scheme
- Occupational Sick Pay
- Generous Leave of Absence Policy

### Family Friendly

- Maternity, paternity and adoption leave
- Parental and dependent care leave
- Flexible working

### Employee Benefits - Permanent Contracted Employees & Fixed Term

- Staff Wellbeing EAP - 24/7 support
- Confidential GP, nurse and counselling service
- Physiotherapy
- SAS Gym and 12 week weight management programme
- Preparing parents programme
- Financial wellbeing support
- Discounts on high street brands and stores via online discount platforms
- Discounted Gym Membership
- Discounted hotels via Hilton, Hampton by Hilton and Marriott Hotels

### Professional Development

- Continuous Professional Development for all staff including mentoring and professional coaching
- Access to further qualifications, leadership courses, apprenticeships
- Supportive, diverse staff team, committed to collaboration and improvement, who will work with you to achieve your goals and make a difference to children and young people

*The opportunity to make a real difference to the lives of our students*