



Appointment of
Senior Leader -
Belonging, Inclusion &
Behaviour
(Maternity)

January 2027

Welcome from the Head



Carrington School is a forward-thinking, inclusive and innovative school with a clear vision: to provide an exceptional education that enables every young person to thrive academically, creatively and personally. We are a school that believes in possibility, in ambition and in creating opportunities that transform lives.

Over recent years, Carrington has undergone significant and exciting change. Through reflection, determination and a relentless commitment to improvement, we have developed a strong culture of learning with embedded systems and structures that support the success and wellbeing of every student. Alongside our outstanding facilities and evolving curriculum, we continue to shape a school community where aspiration is nurtured, individuality is celebrated and excellence is expected.

At Carrington, we recognise that education extends far beyond examination outcomes. Our role is not only to educate, but to inspire. We want students to discover their talents, develop confidence in their abilities and embrace opportunities in sport, the arts, leadership and enrichment. We believe that widening experiences and encouraging creativity are essential in helping young people grow into respectful, resilient and determined individuals who are prepared for the future.

Our vision is built around three core values:

Aspire – encouraging every student to aim high, embrace challenge and believe in their potential.

Innovate – fostering curiosity, creativity and confidence to think differently and explore new ideas.

Respect – developing thoughtful, compassionate young people who value themselves, others and the world around them.

Our motto, Ad Astra – Reach for the Stars – reflects the high expectations and ambitions we hold for every member of our community. We want Carrington students to feel proud of who they are, proud of what they achieve and proud to belong to our school.

This is an exciting opportunity to join a passionate and dedicated staff team in a school that is ambitious for its future and for the young people it serves.





Who We Are

- We are a 11-16 comprehensive school
- We are a 7 form entry, 210 PAN
- We are central to Redhill and have great access from the train station, easily accessible to the coast and London
- We are in SESSET along with The Ashcombe School and Therfield School
- Our last Ofsted Inspection was rated 'Good' in May 2023
- Our students make good progress and we continue to work hard to ensure their outcomes continue to improve

"Pupils are proud of their school. They know that the staff work very hard to support them"

(Ofsted 2023)

The Role

Post Title:	Head of School – Years 7 to 10 (Assistant Headteacher)
Line Manager:	Headteacher
Line Management of:	SRP Lead and Team, Behaviour Hub Team, WEC Staff, Inclusion Leads and designated support staff
Salary:	Leadership scale as Assistant Headteacher L15 - L19
Term:	One Year

The Head of School, Belonging, Inclusion and Behaviour holds strategic and operational responsibility for how students belong within the school community, particularly those whose needs require enhanced, specialist or alternative provision.

This role ensures that every student feels known, safe and supported, and that systems, structures and provision enable young people to engage positively with learning, behaviour expectations and school life.

The postholder will lead on inclusion, behaviour and alternative provision, ensure robust oversight of statutory processes, and work closely with families, staff and external agencies to secure the best possible outcomes for students, the school and the Trust.

Our Values: **Aspire** · **Innovate** · **Respect**

At the heart of this role is a commitment to our shared values.

Aspire – holding the highest expectations for all students and staff, believing in potential, and enabling success.

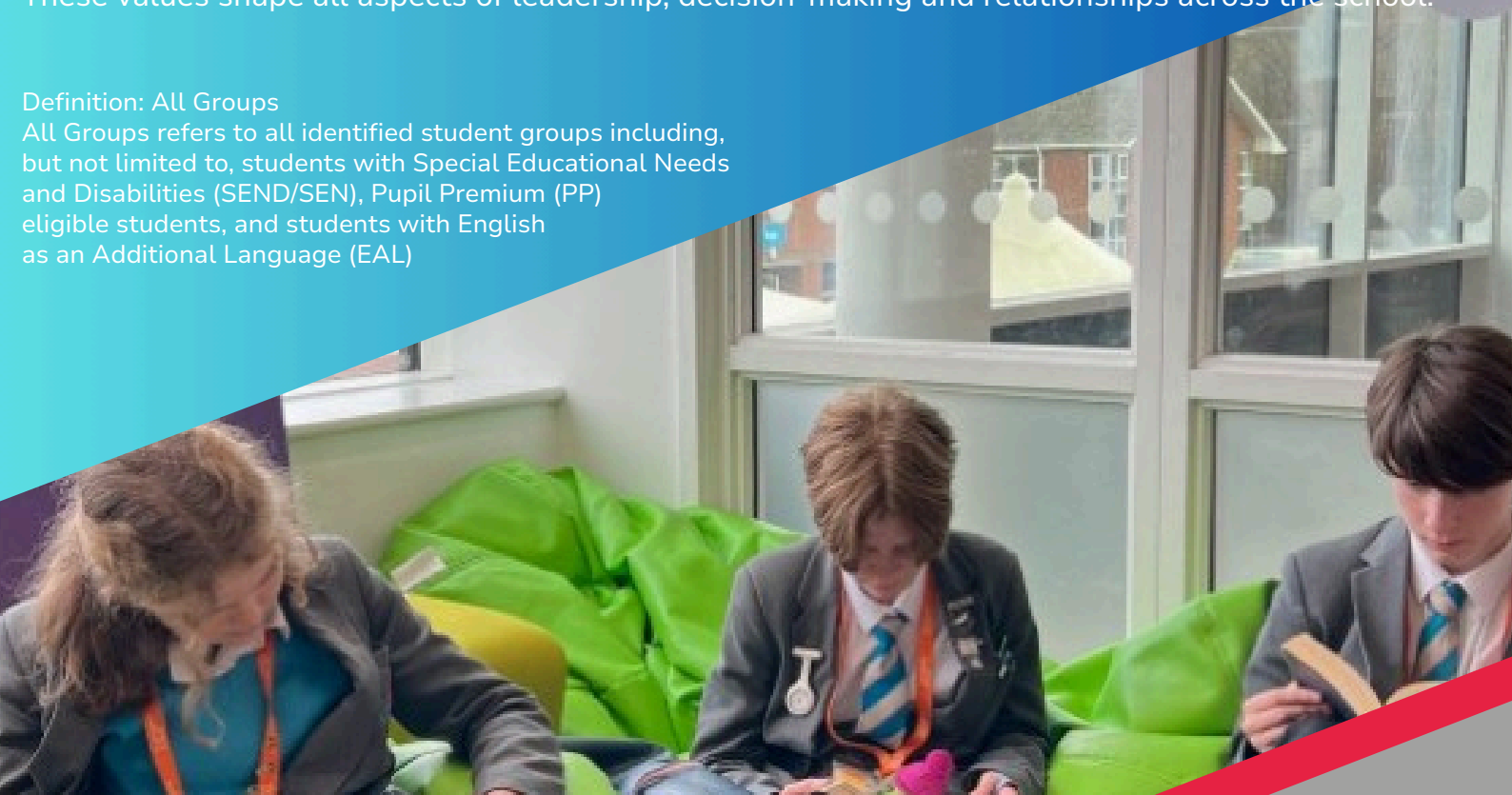
Innovate – using creativity, reflection and evidence-informed practice to continually improve learning, wellbeing and leadership.

Respect – building a culture of trust, inclusion and kindness, where everyone feels valued, safe and supported.

These values shape all aspects of leadership, decision-making and relationships across the school.

Definition: All Groups

All Groups refers to all identified student groups including, but not limited to, students with Special Educational Needs and Disabilities (SEND/SEN), Pupil Premium (PP) eligible students, and students with English as an Additional Language (EAL)



Benefits

- > **Above average PPA** allocation
- > Strong Induction Programme
- > Great CPD and training opportunities
- > Teaching staff **finish early on Fridays**
- > Two-week October half term
- > ECTs paid from June throughout summer for a September start
- > Opportunities to **accompany visits locally, nationally and internationally**, such as skiing in Italy, hiking in Morocco and community project work in Uganda
- > Modern, spacious and well-equipped staff room and teaching spaces
- > On-site parking
- > Confidential membership of Smart Clinic, our employee support service that covers legal, health, financial and lifestyle support for all staff
- > Annual pay progression within your pay grade
- > Laptops for all teaching staff and tablets for all teaching assistants
- > Start the day with free morning porridge!
- > Complimentary refreshments when attending evening events such as Parent-Teacher meetings and Open Evening
- > £1000 finders fee for staff who recruit other appropriate staff for us
- > London Fringe Allowance
- > **Annual flu vaccinations**
- > Paid lunch duties available

“Our people really are what sets us apart, with a warm and positive culture that challenges and supports us to be our best every day.”

“Our holistic approach is evident in our innovative Excellence Programme designed to provide cultural capital, a beautiful Ecology Area that stretches alongside the Earlswood brook where we run our Forest School, and extensive enrichment opportunities.”

Role Description

Key Responsibilities

1. Belonging, Inclusion and Student Support

- Provide strategic leadership for student belonging, ensuring inclusive practice and clear pathways of support.
- Take responsibility for students whose needs cannot be met through ordinarily available provision.
- Ensure provision is responsive, dignified and focused on reintegration, progress and success.
- Promote a strong sense of identity, purpose and connection for students within all inclusion pathways.

2. Specialist Resource Provision (SRP) and WEC Oversight

- Oversee the day-to-day running of the Specialist Resource Provision (SRP), ensuring high-quality provision and strong outcomes.
- Lead and support the WEC (Woodfield Education Centre), ensuring consistency, structure and aspiration.
- Monitor curriculum, staffing, attendance and progress within specialist provisions.
- Ensure clear communication and coherence between provision pathways and mainstream lessons.

3. EHCPs, Funding and Statutory Responsibilities

- Oversee the practical implementation of EHCPs, ensuring provision matches plans and specified outcomes.
- Work closely with SEND staff, local authorities and finance teams to manage EHCP funding and associated resources.
- Ensure accurate documentation, compliance and accountability.
- Support staff to understand statutory responsibilities and inclusive best practice.

4. Behaviour: “The Carrington Way”

- Lead on behaviour across the school in line with “The Carrington Way”, ensuring clarity, consistency and fairness.
- Set high standards and clear expectations for behaviour that support learning and belonging.
- Oversee the Behaviour Hub and behaviour support team, ensuring effective intervention and timely support for staff and students.
- Support teachers through coaching, modelling and problem-solving to ensure behaviour systems are implemented confidently and consistently.

5. Partnership with Families

- Work closely with families to build trust, understanding and shared commitment to student success.
- Ensure families are well informed, supported and engaged around behaviour, inclusion and provision.
- Lead challenging conversations with professionalism, empathy and consistency.
- Promote aligned expectations between home and school wherever possible.



Role Description Cont.

6. Alternative Provision, EBSNA and Reintegration

- Hold oversight of EBSNA (Emotionally Based School Non-Attendance) pathways, ensuring early intervention and supportive reintegration.
- Coordinate the use of external Alternative Provision, ensuring quality, safeguarding and progress.
- Monitor placements carefully and plan successful reintegration wherever appropriate.
- Track outcomes and destinations for students accessing alternative pathways.

7. Transition, Admissions and Safeguarding

- Oversee key transition points, ensuring appropriate planning and support for vulnerable students.
- Work closely with admissions to ensure inclusive, informed and fair processes.
- Maintain oversight of safeguarding systems and work closely with safeguarding leads to ensure student safety and wellbeing.
- Ensure that inclusion, behaviour and provision decisions are always underpinned by safeguarding principles.

8. Developing and Growing Staff and Students

- Lead and develop teams working in inclusion, behaviour and alternative provision.
- Build staff confidence and capacity in supporting students with complex needs.
- Promote professional learning linked to inclusion, trauma-informed practice and behaviour leadership.
- Create a culture where staff development, coaching and professional learning are prioritised.
- Model high-quality leadership, professionalism and reflective practice.
- Support the development of students as leaders, mentors and role models across the school.
- Contribute to succession planning and capacity building within each school and across the Trust.

9. Whole-School Leadership Responsibility

- Each Head of School will hold a whole-school leadership responsibility, agreed with the Headteacher, aligned to school improvement priorities and Trust strategic objectives.
- This responsibility will:
 - Develop over time in response to need, expertise and impact.
 - Require strategic planning, implementation and evaluation.
 - Have a clear focus on improving outcomes and opportunities for All Groups, including SEN, PP and EAL.
- Progress and impact within this area will be reported to the Senior Leadership Team and form a key part of performance management.



Role Description Cont.

10. Safeguarding and Professional Responsibilities

Actively uphold and promote safeguarding and child protection practices.

Ensure the wellbeing and safety of All Groups is central to all decision-making.

Fulfil professional responsibilities in line with the Teachers' Standards and STPCD.

Undertake other duties appropriate to the seniority of the role as directed by the Headteacher.

Person Specification

Qualifications and Experience

Essential

- Qualified Teacher Status (QTS).
- Significant and successful experience teaching in a secondary school.
- Proven leadership experience at middle or senior level.
- Experience of leading improvement in student outcomes, learning or wellbeing.
- Experience of working effectively with All Groups, including SEND/SEN, Pupil Premium and EAL students.
- Experience of working with families and external agencies.

Desirable

- Experience as a Head of Year, Faculty Leader, Director, Assistant or Deputy Head.
- Experience of leading whole-school or cross-school initiatives.
- Experience of line managing staff and developing leadership capacity in others.

Knowledge and Understanding

- Strong understanding of secondary education pedagogy, curriculum and assessment.
- Secure knowledge of how students learn and the barriers that can prevent progress.
- Clear understanding of inclusive practice and equity for All Groups.
- Understanding of effective intervention strategies and impact evaluation.
- Secure understanding of behaviour for learning and commitment to The Carrington Way.
- Strong awareness of safeguarding responsibilities and student wellbeing.
- Understanding of accountability systems, including inspection and Trust expectations.

Skills and Abilities

- Ability to provide strategic leadership while maintaining strong operational oversight.
- Ability to analyse data and information accurately to inform decision-making.
- Highly developed interpersonal and communication skills.
- Ability to build trusting relationships with students, staff, families and partners.
- Ability to lead, motivate and inspire others through clear vision and high expectations.
- Skilled in coaching, mentoring and developing staff.

Person Specification Cont

- Ability to manage change, challenge underperformance and sustain improvement.
- Strong organisational skills, with the ability to prioritise effectively in a complex environment.
- Ability to report clearly and confidently to senior leaders, governors and Trust colleagues.

Leadership Attributes and Personal Qualities

- Demonstrates a clear and authentic commitment to the school values of
- Aspire · Innovate · Respect.
- Relentless belief in the potential of every student and every member of staff.
- High standards of integrity, professionalism and discretion.
- Resilient, reflective and solution-focused.
- Calm and consistent in approach, particularly under pressure.
- Visible leader who models expectations, practice and values.
- Collaborative and outward-looking, committed to shared responsibility and consistency.
- Willingness to innovate, take informed risks and continuously refine practice.
- Strong moral purpose and commitment to inclusive education.

Safeguarding and Professional Responsibilities

- Demonstrates a strong commitment to safeguarding and promoting the welfare of children and young people.
- Commitment to equality, diversity and inclusion.
- Willingness to fulfil professional responsibilities in line with the Teachers' Standards and STPCD.
- Commitment to ongoing professional learning and leadership development.

This role is for a values-driven senior leader with the vision, credibility and determination to ensure every student belongs, thrives and achieves within a high-expectation school community.



Closing date for applications is
Monday 12 October 2026
at 10:00am
however, we reserve the right to
appoint before the closing date.

Interview date Wednesday
14/Thursday 15 October 2026

For an informal discussion about the
role please contact the HR manager,
Karen Ehren
kehren@carringtonschool.org



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information about our
school



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