



Yerbury
Primary School

**Assistant Headteacher
(SENCo & Mental Health Lead)**

Recruitment Pack



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Yerbury Primary School



About the School

Yerbury is a two-form entry primary school in Islington with 460 pupils from 3-11years old. We have a lovely, old Victorian building set amongst 3 playgrounds, and the school is nestled between Tufnell Park and Whittington Park in a residential area.

We have a high proportion of children from professional backgrounds, with 39 home languages and 15 different ethnic groups represented. We have a very engaged Parents Teacher Association, who organise wonderful community events and fundraise for the school. The PTA fund our fabulous Music and Dance provision for which we have specialist teachers for both. There is a very strong sense of school community.

There is a culture of collaboration and mutual support and respect which extends to everyone connected to the school. The school has an excellent, passionate and committed staff team, who have an enthusiasm and commitment to fostering the long-term development of every child, ensuring children develop strong learning behaviours. We obviously have high expectations for our children academically, with the content of our curriculum reflecting that, however we also ensure the whole development of our children is at the centre our wider and 'Hidden Curriculum'.

The most important aspect of the school, by far, is the children. They are caring, kind, and 'Work Hard, Play Well, Learn Lots and Have Fun!' Behaviour is excellent and we are an inclusive school, with a strong PHSE curriculum and offer.

Yerbury is a long-standing and founding member of The Future Zone, an education collaborative of 22 primary and secondary schools in Islington. It provides many high-quality CPD and networking opportunities for staff at all levels, and creative inter-school projects for children.

Yerbury Primary School



Letter from the Headteacher

Dear Prospective Assistant Headteacher,

Yerbury has a unique feel, is highly over-subscribed and has a strong sense of community. Most of our children live very nearby, walk to school and play in the local parks after home-time. Parents and staff alike are committed to providing the children with a broad and balanced curriculum, catering for their social and emotional needs, as well as creative and academic development.

We are continually seeking to improve, further developing our research-informed practices, and ensuring that all children are being offered the best possible provision. We trust our staff, who rise to our high expectations, and there is professional respect between us all. We have positive and nurturing relationships with our children, which filters through to our behaviour approach which is built upon restorative justice. Inclusion sits at the heart of everything we do, and we are committed to continue to develop our approach to ensure all children achieve and feel a strong sense of belonging. I am looking for a leader who shares this commitment.

Yerbury is in the heart of Islington, an extremely diverse borough with high levels of economic polarisation. Our school community is made up of children from many different backgrounds and cultures.

This enriches the school and the children's experiences. We value our community, and work closely with families and the wider community to support and enhance the learning and experience of our children.

The appointed Assistant Headteacher will also work closely with the leadership team, be in a position to draw on their areas of particular expertise, and develop professionally as a school leader, gaining breadth of experience and skills. At Yerbury we strongly value professional development and ensure staff are well-supported and developed, with a strong focus of maintaining an environment which sustains good mental health.

It is very important to us that you see the school before you apply, and I strongly encourage you to visit. The ethos of the school is built upon an enthusiasm for and commitment to the broad and balanced, long-term development of each child, and it would be useful for you to get a feel of what this looks like in practice. Please read the accompanying job description and specification, and if you fulfil the criteria, I would be delighted to receive an application and hear from you.

Kind regards,

Cassie Moss

Headteacher

Yerbury Primary School



Assistant Headteacher – (SENCo & Mental Health Lead)

Salary:	Range: L4-10
Required for:	September 2026
Contract:	Full-time, non-classed-based, permanent

Yerbury School is seeking an inspiring Assistant Headteacher to join our experienced and passionate Leadership Team. Yerbury is a 2FE, oversubscribed, friendly and successful school. Our ethos is rooted in a deep enthusiasm for, and commitment to, the broad and balanced long-term development of every child. We are dedicated to delivering an innovative and creative curriculum while securing the best outcomes for all. Inclusion sits at the heart of everything we do. We hold high expectations for everyone—children and staff alike—and we know that school must be a joyful place where each person can thrive, belong and achieve their best.

We are looking for someone who:

- Is an excellent practitioner with middle/senior-leader experience, bringing a passion and commitment to raising standards and opportunities across the school for every child
- Has a strong track record in school improvement and feels confident in empowering, developing and supporting others
- Demonstrates strategic thinking, sound judgement and the creativity to drive innovation across the school
- Lead with emotional intelligence, empathy and self-awareness, inspiring trust and respect among children, staff and families.
- Build strong, positive relationships with our most vulnerable families, showing deep understanding of mental health and the challenges they may face
- Communicate with clarity, warmth and purpose, adapting their approach to suit a range of audiences
- Bring energy, resilience and a good sense of humour, modelling the values and behaviours we expect across the school
- Be willing to undertake the NPQ for SENCO within three years of appointment

We can offer:

- A warm and caring school with enthusiastic, happy children who love to learn
- A dedicated and experienced leadership team committed to supporting you in your role
- A strong culture of professional learning and development for all staff
- A collaborative, friendly team who work together with positivity and purpose
- Opportunities to innovate, excel and grow as a leader
- A team of talented, committed teachers who strive for the very best for every child

Visits are warmly encouraged – please contact Lorraine O’Keefe, our School Business Manager, on 0207 272 6580 or email: admin@yerbury.islington.sch.uk

Closing date:	Midnight, Sunday 26th April 2026
Shortlisting date:	Monday 27th April 2026
Interview date:	Thursday 7th and/or Friday 8th May 2026

In line with Safer Recruitment practices, please note that references will be taken up immediately after shortlisting before the interview. Candidates should ensure their referees are aware of the need to respond within the timescale set.

In line with KCSIE 2025 and safer recruitment practices, the school will conduct an online search for all shortlisted candidates. The online search is part of our safeguarding checks and will seek publicly available information on candidates’ suitability to work with children. Shortlisted candidates will be provided with further guidance and will be asked to clarify their online presence.

Yerbury Primary School



Yerbury Primary School

Job Description: Assistant Headteacher – Senco & Mental Health Lead

'This job description should be read in conjunction with paragraphs 48 and 51 of the School Teachers Pay and Conditions Document 2025'.

Core Purpose

To work in partnership with the Headteacher and Senior Leadership Team to ensure high-quality, inclusive provision across the school, enabling all pupils to feel they belong, are well supported and achieve highly.

To lead and manage the strategic and operational delivery of SEND provision, ensuring that support is effectively planned, implemented and evaluated to secure strong outcomes for pupils.

To contribute to the wider leadership of the school, supporting the development of a culture of high expectations, inclusive practice and continuous improvement.

Leadership

- To work with the Senior Leadership Team to develop and embed the vision, ethos and culture of the school, with inclusion at its core.
- To demonstrate leadership by example, maintaining high expectations, a solution-focused approach and a strong commitment to equity and excellence for all pupils.
- To support in developing and implementing a coherent, whole-school approach to inclusion, provision and belonging.
- To contribute to school self-evaluation and improvement planning, using a range of qualitative and quantitative evidence, with a particular focus on SEND and vulnerable groups.
- To lead and contribute to staff development, particularly in relation to adaptive teaching, inclusive practice and meeting the needs of pupils with SEND.
- To support staff within areas of responsibility.
- To work collaboratively with external agencies, professionals and partners to enhance provision and outcomes for pupils.

Management

- To support the smooth day-to-day running of the school, working closely with members of the Leadership Team.
- To deputise for members of the Senior Leadership Team as required.
- To promote the wellbeing of all pupils and staff, working in partnership with families and the wider school community.

- To ensure that provision for pupils with SEND is effectively organised, staffed and monitored, with a clear focus on impact.
- To contribute to the strategic and operational deployment of staff delivering SEND provision and interventions.
- To support the development of systems and structures that enable efficient, consistent and high-quality provision across the school.

Teaching and Learning

- To be an excellent classroom practitioner who models high-quality teaching and inclusive practice.
- To support colleagues to adapt teaching effectively to meet the needs of all pupils, including those with SEND.
- To contribute to monitoring and improving the quality of teaching and learning across the school, with a particular focus on inclusion and engagement.
- To provide coaching, modelling and support for staff to improve outcomes for pupils with additional needs.

Responsibility for SEND whole-school

- To lead as the SENCo and undertake duties and responsibilities in line with the SEND Code of Practice.
- To ensure statutory requirements are met, including EHCP processes, annual reviews and the maintenance of accurate and up-to-date records.
- To oversee the identification, assessment and provision for pupils with SEND, ensuring that support is timely, appropriate and effective.
- To monitor and evaluate the impact of provision, using data and other evidence to inform planning and improvement.
- To line manage and support staff delivering SEND provision, including specialist staff and intervention leads (e.g. ELSA, dyslexia specialist, external professionals).
- To lead on SEMH and mental health provision, supporting pupils' wellbeing and access to learning.
- To coordinate and manage relationships with external agencies, ensuring effective multi-agency working.
- To support and guide teachers in meeting the needs of pupils with SEND, including through modelling, coaching and professional dialogue.
- To lead on the development and implementation of inclusive practice across the school, ensuring that SEND provision is embedded within high-quality teaching.
- To maintain and develop effective communication and partnerships with parents and carers.
- To ensure statutory information and policies relating to SEND are up-to-date and compliant.
- To report to the Senior Leadership Team and Governors as required on SEND provision, outcomes and priorities.

Role of the Senior Mental Health Lead (as defined by the DfE)

- Leadership and management that champions efforts to promote and support mental health and wellbeing, and that brings about strategic change to deliver an effective whole school or college approach in settings.
- Identifying need and monitoring impact of interventions to understand and plan appropriate responses to pupils' and students' mental health and wellbeing needs.
- Targeted support and appropriate referrals to ensure children and young people can get timely and appropriate support.

- Staff development to support their own mental wellbeing, and that of pupils and students.
- Enabling the student voice so that the voice of every learner is heard and valued, and influences decisions.
- Working with parents, families and carers so that everyone works as a genuine team around pupils and students, with a consistency of approach and shared aims and strategies.
- Curriculum, teaching and learning to promote resilience and support social and emotional learning.

Professional

- To maintain up-to-date knowledge of SEND, inclusion and wider educational developments.
- To engage in professional development in line with school priorities and leadership expectations.
- To participate in appraisal and contribute to the development of staff.
- To undertake other reasonable duties as directed by the Headteacher.

School Community

- To contribute to the wider life of the school, including events, partnerships and community engagement.
- To promote a culture of inclusion, respect and high expectations across the school community.
- To take part in school fundraising activities and attend after-school PTA or whole-school events.

Cover

- To supervise, and so far as practicable to teach, any pupils whose teacher is absent as and when required

Equality policies

- To help ensure that subject-matter and learning resources reflect Borough and school policies on equal opportunities.

Safeguarding & Health and Safety

- To take responsibility for safeguarding and promoting the welfare of children.
- To act in accordance with school safeguarding and health and safety policies and procedures.
- To work closely with the Deputy Headteacher (DSL) to ensure that pupils with SEND and additional vulnerabilities are effectively supported and safeguarded.

Signed ----- Date -----

Appendix: National Standards for School Leadership

Introduction

The National Standards for School Leadership form part of a wider framework of standards for the whole school workforce and have been drawn up by the Social Partnership, working with the National College for School Leadership.

Given the strong relationship between the quality of school leadership and the outcomes for pupils, the Standards for School Leadership recognise the key role school leaders play in providing professional leadership and management in order to improve outcomes for all pupils.

These standards identify the knowledge and understanding, skills and professional attributes needed by the school's leadership in order to ensure the school builds leadership sustainability that is rooted in promotion of excellence, equity and high expectations for all pupils.

Professional Attributes

In the context of National Standards for School Leadership professional attributes are behaviours arising from professional characteristics or qualities. The professional attributes within these standards are relevant across the framework and all five areas. Effective leaders demonstrate these attributes appropriately in their day-to-day work and across a range of contexts, both within and beyond the school. These leaders show:

- Positive, enthusiastic outlook, embracing risk and innovation
- Commitment and dedication to social justice, equality and excellence
- Engagement in collaborative partnership working, within and beyond the school
- Integrity in relation to their own and the school's practice
- Courage and conviction to achieve the best outcomes
- Respect and empathy towards others
- Resilience, perseverance and optimism in the face of difficulties and challenges
- Decisive, consistent and focused on solutions
- Drive for improvement and challenging underperformance
- Capacity to be flexible, adaptable and creative

Values

Values are clearly important within professional standards and these have been embedded through the Standards for School Leadership rather than appearing as a separate list.

Key Areas of the National Standards for School Leadership

Leading Strategically

Creating and delivering a shared, corporate strategic vision, which motivates and inspires pupils, staff, governors and all members of the school community is critical to school leadership. The vision should be underpinned by shared values, moral purpose and principles of sustainability. It should drive the strategic plan and subsequent actions to secure continuous school improvement and quality outcomes for all pupils.

Knowledge and understanding of:

developments in education at local, national and global levels
models of effective leadership and organisational structures
new technologies and their potential impact
strategic planning processes, tools and techniques
ways of achieving stakeholder and community engagement
leading change, creativity and innovation
ways of achieving social inclusion, diversity and access

Skills:

think strategically, analytically and creatively
build capacity and achieve sustainability
deal with complexity and uncertainty
build a vision and communicate clear purpose and sense of direction
model the vision and values of the school
anticipate, lead & manage change
use research to support and challenge practice
inspire, challenge, motivate & empower others to attain challenging outcomes
work strategically with governing body
celebrate achievement and acknowledge excellence
demonstrate political acumen

Leading Teaching and Learning

With the whole school workforce, school leaders play a central role in raising standards of teaching and learning. School leaders have a responsibility to set high expectations, create the conditions for effective teaching and learning to flourish and to evaluate the effectiveness of learning outcomes. Leaders acknowledge the high status, value and importance of teaching and learning and in creating a learning culture which enables pupils to become effective, enthusiastic and independent, life-long learners.

Knowledge and understanding of;

curriculum design and management
principles of quality learning, teaching and assessment including school review and self evaluation
ways of applying effective practice and research evidence to improve outcomes
use of external support and expertise
behaviour and attendance management
new technologies to support learning and teaching
political impact of external, community or family factors on learning
strategies for improving outcomes and achieving excellence for all
tools for data collection and analysis

Skills

design, develop and deliver the curriculum
demonstrate equality and diversity in teaching and learning
achieve the best possible learning outcomes for all
use developmental models for teaching and learning
engage parents in children's teaching and learning
manage and use performance data
develop whole school culture of best practice in teaching and learning
create flexible and comprehensive learning opportunities for all pupils
capitalise on appropriate sources of external support and expertise
deploy technology to support teaching and learning
develop and use effective assessment and moderation systems
evaluate, review and develop systems and structures

Leading the Organisation

School leaders should ensure that the school, with the people and resources in it, are organised and managed to provide an efficient, effective and safe learning environment. Using self evaluation and problem solving approaches, school leaders should also seek to improve organisational structures and functions so the school remains fit for purpose. School leaders should build successful organisations by working collaboratively with others, building capacity across the whole workforce and ensuring resources are effectively and efficiently deployed.

Knowledge and understanding of:

legal issues relating to leading and managing a school, derived from all relevant statutory and regulatory frameworks
development of and access to school buildings and facilities
strategic financial planning, budget management and principles of best value
organisational development, planning and implementing change
employment market, effective recruitment, deployment and management of staff
technology to enhance organisational effectiveness
strategies to maximise contributions from the whole workforce
accountability frameworks
project management techniques

Skills

manage the school's financial, human and physical resources
seek expertise and advice from within and outside the school
establish structures and systems so operational decisions are based on informed discussion
delegate, collaborate and distribute leadership
manage others within an accountability framework
create an environment which enables people to perform at their best and underpins effective employee relations
develop and sustain a safe, secure and healthy school environment
create a working environment which takes account of workload and work-life balance
manage industrial relations

Leading People

As school leaders work with and through others, building and sustaining effective relationships and communication strategies are important. School leaders seek to improve their own performance through professional development. To enable others to develop and improve by creating a professional learning culture within the school. Through performance management and effective professional development practice, school leaders support all staff to achieve high standards. School leaders take account of issues surrounding work-life balance and recognise and value all staff and teams in the school.

Knowledge and understanding of:

significance of interpersonal relationships, including impact on teacher performance and pupil learning
performance management, continuous professional development and sustained school improvement
building motivation, including the importance of celebrating achievement
building and sustaining a learning community within a diverse workforce
own performance, ways of obtaining feedback and how to improve
support and development systems for individuals and teams

Skills:

create a culture which encourages ideas and contributions from others
develop self awareness, self-management and self confidence and use effectively
listen, reflect and communicate effectively
negotiate and manage conflict, providing appropriate support
give feedback and provide support to improve performance
hold people to account and challenge under performance
develop a culture of learning and continuous professional development
receive and act on feedback to build on strengths and improve personal performance
foster an open, fair and equitable culture
motivate, develop, empower and sustain individuals and teams

Leading in the Community

With schools at the centre of their communities, school leadership has a crucial role to play in working with the community and other services to improve outcomes for, and the well being of, all children. Placing families at the centre of services, schools and leaders should work with others to tackle all the barriers to learning, health and happiness of every child. School leaders share responsibility for the leadership of the wider educational system and should be aware that school improvement, community development and community cohesion are interdependent.

Knowledge and understanding of:

multi-agency work (including the team around the child), benefits and risks of multi-agency working
extended service provision, commissioning and contracting
the diversity of professional cultures and ways of working
diversity and community cohesion issues
collaboration and partnership working (including school, home, community and business partnerships)
strengths, capabilities and objectives of other schools, services and agencies
wider curriculum beyond the school and opportunities it provides

Skills:

establish and engage in partnerships, including working with multi-agency teams
collaborate and work within and across the community
engage the community in systematic evaluation of the school's work and act on outcomes
take a leadership role within and across the community
consult, engage and communicate with staff, pupils, parents and carers to enhance children's learning
engage in cross phase working and transition issues
engage in school-to-school collaboration and contribute to leadership in the wider education system
contribute to achievement of community cohesion
broker and commission services



Person Specification – AHT (SENCO)

Qualifications and Experience		
1	Qualified Teacher Status and evidence of appropriate subsequent in-service training	Essential
2	At least 2 years of successful middle or senior leadership experience within a primary school	Essential
3	Recent experience of working in at least one inner-city/multicultural school in UK	Essential
4	Knowledge and experience of more than one key stage, and having been a class teacher in either Y2, Y6 or Rec.	Desirable
5	Recent record of consistently outstanding classroom practice in a UK school	Essential
6	Hold the SENCO Award or be willing to start and complete it when appointed	Essential
7	Experience of effectively managing and developing a staff team/ group over time	Essential
Strategic Leadership		
8	Proven experience of effectively and sensitively leading and managing change at middle/ senior-leadership level	Essential
9	Experience of strategic planning, review, evaluation of impact and reporting back	Essential
10	Ability to critically evaluate and identify priorities for school improvement	Essential
11	Ability to analyse comparative data and information, including benchmarking, to help improve standards	Essential
12	Strong understanding of mental health and leadership approaches that support staff well-being	Essential
Leading Teaching and Learning		
13	An outstanding teacher, with high expectations for all pupils, who is able to influence and improve the quality of teaching and learning throughout the school	Essential
14	Evidence of a commitment to excellence and maximising academic and social & emotional achievement for all pupils	Essential

15	Excellent understanding of how children learn and implication for effective provision to meet the needs of all	Essential
16	Experience of assessing, monitoring and evaluating the quality of teaching and learning and the delivery of the curriculum	Essential
17	Knowledge and understanding of effective assessment and the ability to use it to enhance progress in children's learning	Essential
18	Good knowledge of current developments in education generally, and more specifically within areas of responsibility and linked to teaching and learning	Essential
19	Ability to demonstrate previous use and integration of a range of current technologies to enhance provision and learning	Essential
Organisational Leadership		
20	Is well-organised, with the ability to develop, implement and maintain systems and procedures	Essential
21	Ability to prioritise effectively and manage own workload, working well independently and also as part of a team	Essential
Leading People		
22	Ability to follow all school policies and always act as a role model, especially in areas such as behaviour, health & safety, safeguarding	Essential
23	Possesses strong interpersonal skills, including the social and emotional qualities required, to bring people with them whilst also achieving the desired outcomes (various stakeholders)	Essential
24	Able to work as a member of a team, and develop and maintain productive relationships with all members of the school community	Essential
25	Is approachable and can demonstrate excellent communication skills, both orally and in writing, with children, parents, staff, governors as needed	Essential
26	Is a reflective and self-aware practitioner and manager/ leader, who is able to ask for help when needed	Essential
27	Able to develop others through delivery of effective CPD and support	Essential
28	Commitment to professional development of self and others	Essential
Leading in the Community		
29	Proven ability to actively and positively engage with parents and other stakeholders	Essential
30	Respect the views of parents and have a commitment to the involvement of parents in the learning process	Essential
31	Experience of building and maintaining purposeful links with other agencies	Desirable
32	Commitment to the active promotion of equality and diversity across the school	Essential

33 Evidence of an understanding of and commitment to safe-guarding and promoting the welfare of children

Essential

Yerbury Primary School



School Address:

Yerbury Primary School
Foxham Road
Islington
London
N19 4RR

Website:

www.yerbury.islington.sch.uk

Nearby stations:

Upper Holloway (Overground)
Archway (Northern line)
Tufnell Park (Northern line)

Buses:

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