



**Assistant Headteacher
Candidate Pack 2026**



Thank you for your interest in the Assistant Headteacher position at Welbourne

This is a pivotal moment to join our Senior Leadership Team. We are currently shifting our school culture toward a deeply relational approach—prioritising co-regulation and connection to drive academic success. As AHT, you will be a key architect of this vision, moving beyond task management to provide the strategic leadership necessary to transform outcomes for our pupils.

We are looking for an ambitious leader who:

- Can translate relational practice into consistent, whole-school impact.
- Understands how to move from "action planning" to strategic change.
- Is a resilient, empathetic communicator who can lead staff through periods of growth.
- Can demonstrate school improvement outcomes through strong relationships.

I am fiercely protective of the ambitions we have for our pupils; you can read this in our recent Ofsted report from January 2026. If you are someone who is looking for a new position - this may not be the role for you. If you are someone who wants the responsibility of the grind towards greatness, please read on.

Visits to the school are strongly encouraged.

I look forward to discussing how you can help shape the next chapter of our school's journey.

Kind regards,

Raakhee Tailor, Headteacher

Post: Assistant Headteacher

Responsible to: Headteacher

Salary Scale: L6 - L10; Inner London

Contract: Permanent; Full-time (Flexible working requests will be considered);

1 day a week teaching responsibility

Required from: September 2026

Welbourne Primary School and Children's Centre is located in Tottenham Hale, with excellent travel links with Tottenham Hale and Bruce Grove stations within walking distance. The school also has some parking spaces.

We have nurseries from the ages of 2 and two forms of entry from Reception to Year 6.

There is a vision to strengthen the work between our Children's Centre and the school, so we have a strong Birth to 11 offer for our families.

Together with our wraparound provision, there is a staff team of over 60. As we move into the new academic year, we are working towards reviewing our nursery offer to include wraparound hours for working families.

We are fortunate to have a sprawling site in the centre of Tottenham and are at the very beginnings of a DfE Rebuilding programme.

We are at the discovery stage of a transformative digital strategy, that future proofs our school's digital infrastructure.

There are various partnerships the school prides itself on, including with [Streetz Ahead](#), Haringey Music Service, [East London Research School](#) and [Haringey's HAF](#) programme. We are strengthening links with [Tottenham Hotspurs Foundation](#), [ArtsBridge](#) and other local partners.

From April 2026, Welbourne is a pilot school for the DfE's Free Breakfast Clubs programme.



We are looking for a leader to join our team to ensure our school's strategic vision is enacted consistently across all classrooms and corridors. This is a crucial, high-impact role focused on the lived reality of our school culture. This role is vital in providing total clarity and a single-point accountability for reinforcing our daily habits and shared norms, bridging between the strategic and operational leadership of the school. The leader will be an exceptional classroom teacher; modeling high competency of the teacher standards.



The Assistant Headteacher will be a guardian of the school's "Daily Habits." They will ensure that the school is a safe, calm, and inclusive environment where every pupil, regardless of background, can thrive.

They will move the school's "shared language" into "observable actions" through coaching, vigilance, and clear systems.

Under the direction of the headteacher, to ensure that the school fulfils its aims for excellence in teaching & learning & enables all pupils to achieve:

- to work alongside the headteacher to continue to develop a culture where individuals feel valued & personal development is encouraged
- to work alongside the headteacher to achieve the aims & objectives set out in the school's development plans & the school's vision
- to have high expectations of themselves & work with the headteacher to ensure that staff & pupils continually seek to improve & have high expectations of themselves & others
- to keep governors informed about the development of key areas & encourage their involvement so that they can effectively evaluate progress against development plans

The assistant headteacher will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

Investing in Your Leadership Journey

- We understand that effective leadership requires more than just a title; it requires time, strategic support, and a commitment to your professional growth.

As an Assistant Headteacher, you will benefit from:

A Modernised Professional Framework

- As a leader, you will be supported by a staff team that feels valued and understands their own progression pathways.
- Empowered Autonomy: You will lead core areas of the School Improvement Plan (SIP) with the autonomy to move from "action planning" to genuine strategic change.

Relational Leadership Culture

- Coaching & Mentorship: Regular 1-to-1 strategic coaching with the Headteacher to invest in your own -self-development.
- External Supervision: all members of the senior leadership team receive 1-to-1 external supervision to provide a safe space to reflect on the weight of leadership.
- Relational Infrastructure: You will be leading a school that has moved away from punitive systems. Our commitment to relational practice means you will spend less time on "firefighting" and more time on high-impact school improvement.

Effective Professional Development

- Local Networks: access to [Haringey Education Partnership's](#) CPD package and networks
- Innovation Tools: Experience leading with tools such as access to Google for Education's development



Are these 'my people'?

Visits to the school are strongly encouraged before an application is submitted.

We have tour dates with the headteacher:

- Wednesday 25 March 1.30pm - 2.30pm
- Wednesday 15 April 4pm - 5pm
- Thursday 16 April 9.15am - 10.15am
- Monday 20 April 2pm - 3pm

You can book a space on a tour by emailing sbm@welbourne.haringey.sch.uk or call the school on 0208 808 0427

If there are access arrangements we can assist with, please let us know.

I want to be here.

Applications can only be accepted on the Haringey application form, which you can download from our [website](#). The supporting statement must be no longer than 2 A4 pages, font size 12 and meet the person specification.

Applications must be emailed to our School Business Manager, Dawne McKenzie at sbm@welbourne.haringey.sch.uk. The closing date is Thursday 23 April 2026, midday.

The school wants to see more of me.

There will be two rounds of shortlisting.

First round: shortlisted candidates will be invited for selection activities on Thursday 30 April 2026.

Second round: successful applicants will be invited for final interviews on Tuesday 5 May 2026.

References will be sought prior to interviews.

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks including social media as part of our Prevent Duty.

Further information about the disclosure can be found at <https://www.gov.uk/government/organisations/disclosure-and-barring-service>.

As a school, we embrace diversity and promote equality of opportunity. We are a Disability Confident Employer and there is a guaranteed interview scheme for candidates with disabilities who meet the essential selection criteria.

1. Core Purpose

To be the guardian of the school's "Daily Habits." You will ensure that the school is a safe, calm, and inclusive environment where every pupil, regardless of background, can thrive. You will move the school's "shared language" into "observable actions" through coaching, vigilance, and clear systems.

Under the direction of the headteacher, to ensure that the school fulfils its aims for excellence in teaching & learning & enables all pupils to achieve

- to work alongside the headteacher to continue to develop a culture where individuals feel valued & personal development is encouraged
- to work alongside the headteacher to achieve the aims & objectives set out in the school's development plans & the school's vision
- to have high expectations of yourself & work with the headteacher to ensure that staff & pupils continually seek to improve & have high expectations of themselves & others
- to keep governors informed about the development of your areas & encourage their involvement so that they can effectively evaluate progress against development plans
- The assistant headteacher will also be expected to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

2. Key Areas of Responsibility

A. The Culture of Vigilance (DSL & EVC)

- Designated Safeguarding Lead (DSL): Lead a routine culture of vigilance where safeguarding is not a policy, but a shared behaviour. Manage cases, lead the DSL team, and ensure staff are trained to match their behaviours to the highest safety standards.
- Educational Visits Coordinator (EVC): Ensure that enrichment is offered equitably. You will oversee the "Culture of Service and Contribution" by ensuring all pupils access high-quality off-site learning safely and consistently.

B. The Lived Reality (Behaviour & Attendance)

- Behaviour Lead: Eliminate inconsistency by embedding the Welbourne "Playbook." You will ensure "calm, orderly environments" and support staff in practising "warm-strict" routines.
- Attendance Lead: Drive a culture of high attendance by building "respectful, positive relationships" with families, resolving concerns quickly before they lead to persistent absence.

C. Inclusive Ambition (Racial Equity & Pupil Premium)

- Racial Equity Lead: Champion the school's values on respect and difference. You will lead on how pupils speak about right and wrong, ensuring a "professional culture" that is anti-racist and inclusive by design.
- Pupil Premium Lead: Ensure the "inclusive ambition" of the curriculum is realised for our most vulnerable learners. You will track the impact of the PP strategy to narrow attainment gaps.

D. Professional Growth (Walkthru Coach & Staff Absences)

- Walkthru Coach: Using the school's coaching framework, you will "grow" staff by providing regular, low-stakes feedback on teaching routines. You will coach colleagues to turn shared accountability into an emotion-less, professional habit.
- Daily Staff Absences: Manage the "Daily Flow." You will oversee staff absences and cover alongside the Deputy Headteacher, ensuring that even when staff are away, the "culture survives" through consistent routines and rapid induction of supply staff.

3. Professional Competencies and Behaviours

The key leadership behaviours required for success at this level are:

Leadership Competency

Self-awareness

Social awareness

Self-management

Relationship management
catalyst,

Core Behaviours (The Emotional Intelligence Model)

Emotional self-awareness, Accurate self-assessment,
Self-confidence

Empathy, Organisational awareness, Service awareness

Emotional self-control, Transparency, Adaptability,
Achievement orientation, Initiative, Optimism

Developing others, Inspirational leadership, Change

Influence, Conflict management, Teamwork & collaboration

Ref: The Emotional Intelligence Model developed by Daniel Goleman/HayGroup

The postholder may be required to undertake any other reasonable and relevant duties in accordance with the changing needs of the school.

Assistant Headteacher

This specification outlines the essential and desirable qualities, experience, knowledge, and skills required for the Assistant Headteacher—the "Implementation Lead" for the school's daily lived reality and culture.

A. Qualifications and Experience		
Criteria	Essential (E)/ Desirable (D)	Evidence
Qualified Teacher Status (QTS) and evidence of sustained, successful classroom practice.	E	Application; Interview
Significant and successful experience of leadership at a middle or senior level with a focus on daily school operation and culture (The Micro).	E	Application; Interview
Proven experience in successfully leading on statutory duties such as Designated Safeguarding Lead (DSL) or Deputy DSL.	D	Application; Interview
Proven track record in driving improvements in pupil Behaviour and Attendance through the implementation of clear, consistent routines.	E	Application; Interview
Experience leading on whole-school initiatives relating to Inclusion, Racial Equity, and/or Pupil Premium to narrow attainment gaps.	E	Application; Interview
Master's-level qualification or NPQ/NPQSL (or working towards).	D	Application

B. Professional Knowledge and Understanding

Criteria	Essential (E)/ Desirable (D)	Evidence
Expert knowledge of safeguarding legislation and practice (to serve as the DSL) and the ability to lead a routine culture of vigilance.	D	Application; Interview
In-depth understanding of how to embed a consistent school "Playbook" to eliminate cultural static, ensure calm, orderly environments, and promote "warm-strict" routines.	E	Application; Interview
Strong understanding of effective coaching frameworks (e.g., Walkthrus) to provide regular, low-stakes feedback to staff for "observable" growth.	E	Application; Interview
Deep knowledge of strategies to build respectful, positive relationships with families to drive a culture of high attendance (96%+)	E	Application; Interview
Up-to-date knowledge of best practice in curriculum accessibility and tracking the impact of Pupil Premium strategy.	E	Application; Interview

C. Skills and Abilities

Criteria	Essential (E)/ Desirable (D)	Evidence
Instructional and Coaching Skill: The ability to use the one-day teaching commitment to model high expectations and coach colleagues effectively.	E	Interview
Operational and Organisational Acumen: The ability to manage the "Daily Flow" (e.g., staff absences and cover) and ensure consistency in routines across the school.	E	Interview
Communication and Conflict Management: The ability to be "Empathetic but Firm" and hold others to account without ambiguity, maintaining the "Professional Culture."	E	References; Interview
The ability to oversee off-site learning and ensure Educational Visits are planned and delivered safely and equitably (EVC).	D	Application; Interview
Skill in leading on whole-school issues of respect and difference, ensuring a culture that is inclusive by design .	E	Interview; Task

D. Personal Qualities: The Cultural Architect

The Assistant Headteacher is a "Cultural Architect" who models the values they expect and is committed to consistency and detail. This person must possess the highest level of emotional intelligence to hold the "Lived Reality" of the school.

Criteria	Essential (E)/ Desirable (D)	Evidence
Modelling: A commitment to acting as a "Lead Practitioner" in all duties, maintaining a high-performance culture by example.	E	Interview; References
Consistency: A commitment to detail and the "Shared Language" of the school, ensuring every member of staff and pupil adheres to the playbook.	E	Application; Interview
Emotional Intelligence: Embodies all four domains of the Emotional Intelligence Model (Self-awareness, Social awareness, Self-management, and Relationship management) to build relationships and manage conflict effectively.	E	References; Interview
Initiative and Drive: The energy and proactive approach required to be a "Ground Operator," constantly moving the school's shared language into observable actions.	D	References; Interview
Resilience and Optimism: The capacity to manage the pressure of the DSL role and daily operational challenges with a calm, orderly, and optimistic demeanour.	E	References; Interview



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Chair of Governors: Andrew Dowell

