Assistant Headteacher – Teaching and Learning

LANGLEY SCHOOL

Primary special school • Ages 4–11 • Full-time, permanent

Salary: Leadership Pay Range – L7 - L11
Start date: ASAP or Summer Term 2027
Closing date: 30th November 2026

Are you an exceptional SEND teacher who wants to make a difference beyond your own classroom?

At Langley School, we believe that every pupil deserves ambitious, meaningful learning that recognises their individuality, develops independence and enables them to achieve their full potential.

We are looking for an outstanding practitioner to join our Senior Leadership Team as Assistant Headteacher for Teaching and Learning. This is an opportunity for someone who loves teaching, understands how children with SEND learn and is motivated by helping other professionals become even better at what they do.

We have made significant progress in developing our curriculum, strengthening practice and establishing high expectations. We are now seeking someone who can translate our curriculum ambitions into consistently excellent classroom practice.

What will you do?

- Coach, model and work alongside teachers to develop evidence-informed classroom practice.
- Strengthen teachers' confidence as leaders of classroom teams, empowering them to develop HLTAs and teaching assistants.
- Connect curriculum, pedagogy, assessment and EHCP outcomes to meaningful pupil progress.
- Lead practical, sustainable improvements in teaching and evaluate their impact.
- Develop professional learning, mentoring and external educational partnerships.
- Recognise effective practice and contribute to a supportive, reflective professional culture.

This is a deliberately classroom-focused leadership role: one protected teaching day per week and four protected leadership days. Leadership time is not ordinarily used for routine or ad hoc cover; only urgent emergencies may require exceptional deployment.

Who are we looking for?

Above all, an exceptional SEND practitioner: curious, reflective, ambitious for pupils and skilled at developing colleagues. You will understand that excellent special-school teaching is not about everyone doing the same thing, but about informed, responsive decisions for individual pupils. You will combine credibility in the classroom with strategic thinking, constructive challenge and the ability to turn ideas into action.

There is no minimum number of years' teaching experience. We welcome applications from talented practitioners at different stages of their leadership journey however we are seeking someone with leadership experience.

Why Langley?

Langley is a primary special school for children aged 4–11. Our Roots, Branches and Leaves pathways support individual learning journeys. Relationships, communication, independence and individual achievement sit at the heart of our work. You will join a committed team with high expectations, a collaborative ethos and a genuine commitment to professional growth.

If you are an excellent SEND Leader who believes developing other teachers is one of the most powerful ways to improve children's lives, we would love to hear from you. Visits to the school are warmly encouraged.

Langley is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is subject to:

- An enhanced DBS check with children's barred list information
- Online checks in line with KCSiE Part 3
- Verification of ID (birth certificate & additional documentation), qualifications and employment history
- Satisfactory references, including one from your current or most recent employer
- Verification of right to work in the UK

Shortlisted candidates will be asked to complete a self-declaration of criminal record form prior to interview.

This post is covered by Part 7 of the Immigration Act (2016).

Therefore, the ability to speak fluent and spoken English is an essential requirement for this role.

Rehabilitation of Offenders

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Which means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Further information about filtering offences can be found in the DBS filtering guide.

How to Apply

For an application pack, please visit Welcome to Langley School or contact Caroline Dempsey at recruitment@langley.bham.sch.uk

Visits to the school are encouraged.

Closing Date: 30th November 2026

Interviews: WB 7th December 2026

We welcome applications from all sections of the community. We value diversity and are committed to equality of opportunity in employment.

The school may review applications upon receipt and may call applicants for interview prior to the advert closing date.

Therefore, you are encouraged to make an early application for this role, and we reserve the right to close the vacancy earlier than the advertised closing date.

Assistant Headteacher – Teaching and Learning

Langley School | November 2026

Job description

Reporting to: Headteacher

Leadership status: Member of the Senior Leadership Team

Contract and start date: ASAP or Summer term 2027

Salary: Leadership Pay Range 7 - 11

Working pattern: One protected teaching day and four protected leadership days per week (full-time equivalent).

Protection of leadership time: The four leadership days are not to be used for routine or ad hoc cover. Exceptionally, the Headteacher may direct urgent emergency deployment, taking account of disruption to agreed leadership priorities.

Purpose of the role

To lead the development of exceptional SEND classroom practice across Langley School, ensuring that curriculum ambitions translate into ambitious, responsive teaching and meaningful pupil outcomes. The postholder will initially prioritise coaching and developing teachers, empowering them to lead and develop their wider classroom teams. Working closely with the Headteacher and Deputy Headteacher for Curriculum and Learning, the postholder will translate identified priorities into sustainable improvements, while formal accountability and performance management remain with designated senior leaders.

Key responsibilities

1. Teaching, learning and curriculum implementation

- Work with pathway and subject leaders to strengthen the consistent implementation of the curriculum across Roots, Branches and Leaves, including EYFS.
- Develop adaptive teaching, communication-rich practice, appropriate scaffolding and ambitious expectations without imposing a one-size-fits-all model.
- Support effective use of assessment, EHCP outcomes and evidence of learning to identify progress, transfer and generalisation of skills.
- Contribute to developmental evaluation through classroom visits, professional dialogue and evidence of impact; formal accountability, appraisal and capability procedures remain with the Headteacher and designated senior leaders.
- Maintain a protected teaching commitment equivalent to one day per week, modelling effective SEND practice and contributing directly to pupils' learning.

2. Staff development and coaching

- Lead coherent, evidence-informed professional development, initially prioritising teachers' pedagogical expertise and their confidence as leaders of classroom teams.
- Establish coaching, modelling, rehearsal and feedback approaches that build staff confidence and improve pupil outcomes.

- Develop teachers' capacity to coach, guide and empower HLTAs and teaching assistants, extending effective practice across whole classroom teams.
- Work alongside curriculum and pathway leaders to identify development needs, celebrate effective practice and support improvements without assuming formal performance-management responsibility.
- Evaluate whether professional development changes everyday classroom practice and improves pupils' experiences and learning.

3. Professional development and external partnerships

- Explore, establish and lead appropriate partnerships with universities, initial teacher training providers, teaching school hubs, specialist organisations and other educational settings.
- Coordinate strategic arrangements for placements, mentoring, training and partnership quality, delegating day-to-day mentoring appropriately to trained colleagues.
- Develop mentoring and professional learning opportunities for trainees, early career teachers and established staff, with appropriate safeguarding induction and specialist support.
- Evaluate partnership opportunities for their contribution to staff expertise, recruitment, wider SEND practice and improved pupil outcomes; no single provider or programme is assumed.

4. Strategic leadership and school improvement

- Work with the Headteacher and Deputy Headteacher for Curriculum and Learning to develop, implement and evaluate a focused Teaching and Learning Action Plan aligned with the School Development Plan.
- Report proportionately on implementation, changes in classroom practice and impact on pupils; identify successes, barriers and next steps for senior leaders and governors.
- Collaborate with the wider SLT, pathway leads, SEN leadership and therapists to ensure joined-up approaches.
- Use resources, staffing and leadership time efficiently and take responsibility for delegated budgets or projects where agreed.
- Contribute to wider school leadership while protecting designated leadership time; routine ad hoc staffing cover is not part of the role.

5. Safeguarding, inclusion and professional conduct

- Promote safeguarding and child protection in line with statutory guidance, school policies and professional duties.
- Champion positive relationships, communication, regulation, pupil dignity and safe, least-restrictive practice.
- Promote equality, accessibility and respectful relationships with families, colleagues and external partners.
- Maintain confidentiality, accurate records and high standards of professional conduct.

The duties above are illustrative rather than exhaustive and may be reviewed in consultation with the postholder. The postholder will undertake the professional responsibilities appropriate to an assistant headteacher under the applicable School Teachers' Pay and Conditions Document and school policies.

Person specification

We welcome applications from exceptional practitioners at different stages of their leadership journey. No minimum length of teaching service is required; however we are seeking someone with leadership experience. Candidates will be assessed on demonstrated expertise, impact and leadership potential.

Assessment methods: A = application; I = interview; T = task/presentation; R = references. Essential criteria should be demonstrable through a fair, accessible selection process.

Qualifications and professional standing

- Qualified Teacher Status (QTS). *[Essential; A]*
- Evidence of purposeful professional development and application of learning to improve practice. [Essential; A/I]
- Relevant leadership qualification (e.g. NPQ) or postgraduate SEND study. *[Desirable; A]*

Experience

- Successful teaching experience with demonstrable impact on pupil learning and development. *[Essential; A/I/R]*
- Experience teaching pupils with SEND and adapting practice to diverse communication, cognition and regulation needs. *[Essential; A/I]*
- Experience improving the practice of colleagues through coaching, mentoring or professional development. *[Essential; A/I/T]*
- Evidence of leading an improvement initiative, within a team or wider setting, and reflecting on its impact. [Essential; A/I]
- Experience of mentoring trainees, initial teacher education or external education partnerships. [Desirable; A/I]

Knowledge and understanding

- Strong understanding of ambitious, inclusive curriculum implementation and adaptive teaching in a specialist setting. *[Essential; A/I/T]*
- Understanding of EHCPs, assessment, progression and the importance of applying and generalising skills. *[Essential; A/I]*
- Understanding of safeguarding responsibilities, equality duties and positive behaviour support. *[Essential; A/I]*
- Understanding of evidence-informed professional development and implementation. *[Essential; I/T]*

Skills and attributes

- Ability to build trust, challenge professionally and give precise, developmental feedback. *[Essential; I/R]*
- Ability to analyse qualitative and quantitative evidence without reducing complex pupil progress to simplistic measures. *[Essential; I/T]*
- Clear communication and organisation, including coordination with external partners. *[Essential; A/I]*
- Ability to prioritise and fulfil a protected one-day teaching commitment alongside strategic leadership responsibilities. [Essential; I]
- Commitment to high expectations, pupil dignity, teamwork and the school's values. *[Essential; A/I/R]*