



Application Pack

Executive Headteacher



Dear Applicant

Thank you for looking at our advertisement for the position of executive headteacher for the Lansdowne Turney Federation. I hope you will find this information pack useful. You can learn more about our schools through our websites <https://www.lansdowneturneyfederation.co.uk/> and we can offer tours of both Lansdowne and Turney Schools so you can see first-hand what we do and how our schools work.

Developing the whole child and young person is important to us. Our ethos is to provide a secure, caring and supportive environment in which there is an expectation of high pupil achievement and raised attainment. This is reflected in all we do and throughout our website.

Lansdowne Turney Federation is a Federation of two SEND schools (Lansdowne Stockwell and Turney West Dulwich), which is seeking to appoint an inspirational executive headteacher to lead these schools, driving excellence in education and outcomes for all pupils, including those with complex needs. This is a unique leadership opportunity to build on the excellent foundations already in place.

Lansdowne School

Lansdowne is an exciting SEND school for young people aged 11-19 years. The school is the Local Authority's (LA) designated secondary school for children and young people with an Autistic Spectrum Condition (ASC) and learning difficulties.

All pupils at Lansdowne have an education, health and care plan. All our students follow the National Curriculum across the Key Stage 3 and 4, as well as following PSHCE and life skills courses. In Year 10 they work towards recognised Accreditation and start a college link programme which is currently Roots and Shoots and New Start training.

The school was judged to be Good at the last Ofsted inspection 2021.

They work hard and are resilient when learning is challenging. Staff manage behaviour very well. They are highly skilled at encouraging pupils and refocusing them if they lose concentration. Relationships between staff and pupils are warm and nurturing

Turney School

Turney is vibrant all-through SEN school for children and young people aged 5-19 years. The school is the Local Authority's (LA) designated school for children and young people with Autistic Spectrum Condition (ASC) and complex learning difficulties.

All pupils at Turney have an education, health and care plan. The school caters for pupils with SEND from reception class and continue to the end of KS4/K5. Most pupils have cognition and learning needs and autism. The school uses information from pupils' education, health and care (EHC) plans to tailor its approach around their needs.

The school was judged to be Good at the last Ofsted inspection 2024.

Lessons are adapted sensitively to ensure that pupils can stay engaged in their learning and enjoy school. From the time pupils enter our school in the Early Years we are working to ensure they leave us in Year 13 or 14 as independent, confident young adults. Every pupil is an individual and their learning pathway on entering the school reflects their individual special educational need.

The federation applies a holistic approach to learning and works closely with the speech therapy team, the occupational therapist, our educational psychologist, art therapist, medical professionals as well as other multi-agencies so all children and young people with special educational needs can access the curriculum.

If you have the passion, energy and drive to make a difference, then we very much look forward to hearing from you. Please take a look at our web-site and contact us to visit the school.

Sue Osborn, Chair of Governor

Visits to the schools are warmly encouraged prior to application. Please email our HR Manager at nsmith145.208@lgflmail.org to make an appointment or call

- Location: 0207 737 3713 Lansdowne School, 49 Combermere Road, London SW9 9QD
- Location: 0208 670 7220 Turney School, Turney Road, London SE21 8LX

We offer:

- A clear and shared vision for our school
- Enthusiastic, happy young people who enjoy school.
- A team of friendly, caring and hardworking staff.
- A dynamic and exciting environment with the chance to make a real difference for young people with SEND.
- A community that is keen to nurture and develop the expertise of our staff.
- Training, mentoring and CPD for all leaders.

The successful candidate will:

- have a clear vision and strategy for the development of the school
- have outstanding senior leadership experience in a special school
- have an excellent understanding of the high-quality autism education
- demonstrate a commitment to our vision
- be committed to offering the best opportunities for our pupils and their families
- have the skills to inspire and motivate pupils, families, staff and the broader school community

How to apply

1. Read the job description and person specification carefully.
2. Complete the application form
3. Submit your application online or via email to Nicola Smith, email nsmith145.208@lgflmail.org

Successful candidates will be asked to apply for an Enhanced Disclosure from the Disclosure and Barring Service. Further information about the disclosure can be found here: <https://www.gov.uk/government/organisations/disclosure-and-barring-service> and in the recruitment pack.

Job Description

Lansdowne Turney Federation is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job overview

Role: Executive Headteacher - Lansdowne Turney Federation

Salary range: Group 8 L28 to L34 Inner London (currently £110,327 to £126,247)

Location: Lambeth, London, In person

Employer: Lansdowne Turney Federation Governing Board (Turney School Contract)

Responsible to: The Governing Board

Contract type: Full time, Permanent, In person

Apply by: Wednesday 11 February 2026 before 12:00 noon

Job starts: September 2026

Main Purpose

This job description should be read alongside the range of duties and responsibilities of Headteachers as set out in the annual School Teachers' Pay and Conditions Document.

The role of the executive headteacher is to:

- Provide effective strategic leadership and management to a group of schools in the federation
- Drive federation-wide improvement priorities
- Ensure that the schools in the federation are delivering high-quality provision and securing the best outcomes for pupils
- Promote a culture of unity and collaboration among the schools in the federation
- Formulating the aims and objectives of the schools in the federation
- Establishing policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives

Duties and Responsibilities

Strategic leadership

- Embed our shared vision across the federation, ensuring that it is understood by staff and parents
- Develop and review the federation's strategic plan, ensuring that key objectives are used to develop school improvement plans
- Review and monitor progress of school improvement plans and self-evaluation forms, providing necessary challenge in order to achieve a sustained focus on the strategic objectives
- Build positive and respectful relationships with parents, careers and other stakeholders and the wider community
- Providing oversight for performance, standards, and vision across the federation

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Inspire and motivate pupils, families, staff and the broader school community

Managing the organisation

- Line manages senior leaders, providing effective support and challenge to help them secure best outcomes for pupils
- Carry out performance management in line with the federation's procedures
- Responsible for managing the federation's budget and resources
- Responsible for developing and implementing federation-wide policies
- Allocate financial resources appropriately, efficiently and effectively
- Develop and retain high-quality staff through effective professional development and performance management
- Establish clear and open lines of communication with all stakeholders
- Monitor staff wellbeing and workload and implement strategies to promote a healthy working environment
- Ensure the federation effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Work successfully with other schools and federation
- Maintain effective relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Organisational management and school improvement

- Establish and sustain the school's ethos and strategic direction together with the governing board and through consultation with the school community
- Establish and oversee systems, processes and policies so the school can operate effectively
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
- Manage staff with due attention to workload
- Ensure rigorous approaches to identifying, managing and mitigating risk
- Allocate financial resources appropriately, efficiently and effectively

Additional and special educational needs (SEN) and disabilities

- Promote a culture and practices that enables all pupils to access the curriculum
- Have ambitious expectations for all pupils with SEN and disabilities
- Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
- Make sure the school fulfils statutory duties regarding the [SEND code of practice](#).

Governance, accountability and working in partnership

- Understand and welcome the role of effective governance, including accepting responsibility
- Ensure that staff understand their professional responsibilities and are held to account
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
- Work successfully with other schools and organisations
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

Teaching and learning

- Develop and implement a broad and balanced curriculum that meets the relevant statutory requirements
- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Have ambitious expectations for all pupils, including those with special educational needs (SEN) and disabilities, and promote an inclusive culture that enables all pupils to access the curriculum
- Establish curriculum leadership, including developing subject leaders with relevant expertise and access to professional networks and communities
- Promote a culture that encourages collaboration, where best practice is shared in order to secure the best outcomes for pupils
- Ensure valid, reliable and proportionate approaches are used to assess pupils' knowledge and understanding of the curriculum

Teaching, curriculum and assessment

- Establish and sustain high-quality teaching across all subjects and phases, based on evidence
- Ensure teaching is underpinned by subject expertise
- Effectively use formative assessment to inform strategy and decisions
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum

Other areas of responsibility

School culture and behaviour

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Ensure a culture of staff professionalism
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school

- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

Professional development

- Ensure staff have access to appropriate, high standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet needs

Other duties and responsibilities

- Contribute to policies and practices which promote equality of opportunity and tackle prejudice and discrimination, support staff well-being and help ensure the school provides access to opportunities for growth, achievement and success for the whole school community.

Person Specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Qualified teacher status. • Educated to at least degree level. • Educational Psychology Qualification • National Professional Qualification for Headship (NPQH) or commitment to achieve
Experience	<ul style="list-style-type: none"> • Recent, proven, strong, successful leadership and management experience in a special educational needs school • Proven senior leadership experience in SEND education. • Substantial and proven teaching experience • Strong knowledge of SEND legislation, the Code of Practice, and safeguarding requirements • Involvement in school self-evaluation and development planning • Excellent leadership, communication, and organisational skills, with a commitment to inclusion and staff development. <p>Successful Experience of:</p> <ul style="list-style-type: none"> • Teaching in primary or secondary age range. • Raising standards that have impacted positively on student attainment, teaching and learning, notably for students with SEND, including autism, disadvantaged students, and those who have significant communication difficulties. • Evaluating and using data to plan and improvement student performance for students with SEND, notably those with autism. • Curriculum development and delivery. • Leadership of a significant area or phase, including responsibility for raising standards across the whole school and contributing to self-evaluation and development. • Empowering all staff and students to excel. • Knowledge and understanding of learning for students with an autistic spectrum condition. • Working with a multi-professional team. • Working with parents/carers and the wider community. • Implementing, managing and evaluating change in a collaborative way. • Building and nurturing a strong, positive team culture. • Coaching and mentoring.
Skills and knowledge	<ul style="list-style-type: none"> • Data analysis skills, and the ability to use data to set targets and identify weaknesses • Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve • Understanding of curriculum development • Understanding of school finances and financial management • Effective communication and interpersonal skills

	<ul style="list-style-type: none"> • Ability to communicate a vision and inspire others • Ability to build effective working relationships • Lead and manage people to work towards common goals. • Communicate effectively to a wide range of different audiences. • Foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level. • Inspire, challenge and motivate others, working towards the school vision. • Expect and facilitate all students to reach their full potential regardless of their initial starting points. • Manage behaviour and have a commitment to a high level of pastoral care
<p>Personal qualities</p>	<ul style="list-style-type: none"> • Commitment to uphold the 7 principles of public life (the Nolan principles) at all times • Uphold public federation in school leadership and maintain high standards of ethics, behaviour and professional conduct • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the federation • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position <p>Personal Attributes:</p> <ul style="list-style-type: none"> • Reflective, resilient, creative and enthusiastic. • Confidence and excellent inter-personal skills. • Loyalty and confidentiality. • Commitment to continuing professional development for self and others. • A commitment to building and maintaining good relationships with the wider school community. • Excellent communication skills • Excellent IT skills. • The ability to work under pressure.