GLOUCESTER ACADEMY

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RECRUITMENT PACK

Proud to be part of the GREENSHAW LEARNING TRUST

Gloucester Academy
Painswick Road,
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GL4 6RN

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GLOUCESTER ACADEMY

Dear candidate,

Thank you for your interest in the role of Assistant Headteacher at Gloucester Academy.

Introduction

This role is an exciting opportunity to join Gloucester Academy and further contribute to the life chances of our young people in the school, and across the Greenshaw Learning Trust. It is a chance to be part of something very special.

Gloucester Academy ensures that students and staff can develop and learn in a disruption free environment with exceptional standards. Our school is dedicated to the achievement of all and as such we provide exceptional training and education not only for our students but also for our staff whom we value equally.

Gloucester Academy has an exceptional track record of improvement with results last year making us the 11th most improved school in the country. The latest Ofsted report for Gloucester Academy relates to a different phase of the school's life. The report was written prior to Greenshaw Learning Trust bringing Gloucester Academy into its rapidly improving set of schools and in fact was the very reason why they took on its leadership.

This role will support career development and equip you for a further promotion within the Academy and within our trust. We are based in central Gloucester which in itself is in a beautiful area of the country and provides access to the Cotswolds whilst maintaining close proximity to Bristol and Cheltenham. The area we serve is diverse, and therefore our catchment and students offer a range of expectations and exciting challenges. At Gloucester Academy we make a real difference to the lives of all we serve.

Work life balance is a high priority at Gloucester Academy. To support this, we offer a highly visible and supportive senior leadership team. We have centralised planning within the school and across the trust with dedicated time in the day for departments to work collaboratively to adapt lessons. centralised detentions, disruption free learning, whole class feedback through a clear feedback policy, lesson's structure based on the Rosenshine principles, visualisers in every classroom, subject experts working together within a collaborative trust, highly bespoke CPD in a short weekly session i.e., Teach Like a Champion foci each session.

We are proud members of the Greenshaw Learning Trust, a 'family' of like-minded schools, that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing our own distinctive character.

The Trust is a vibrant and forward-thinking community of teachers, support staff and learners committed to educating the 'whole child' to improve life chances, whilst securing the best possible outcomes for students. We encourage all young people to work hard and make the most of the opportunities they are given. Our amazing team of teachers and support staff themselves demonstrate and encourage a lifelong love of learning, both within and beyond our curriculum.

As one of the highest performing multi-academy trusts in the country, we currently comprise of thirty schools: seven in South London, five in Berkshire, one in Surrey, fourteen in Gloucestershire and South Gloucestershire, and three in Plymouth. We are continuing to grow and have further schools joining us on a regular basis.

We are ambitious about diversity and inclusion and very much look forward to receiving applications from candidates whose personal qualities and values reflect those in the person-specification and whose experiences also place them in a strong position to deliver the challenges set out in the job description. We encourage applications from candidates regardless of age, disability, gender identity, sexual orientation, pregnancy, marital status, religion, belief, or race.

Gloucester Academy is committed to safeguarding and promoting the welfare of children and young people therefore this appointment will be subject to vetting, including an enhanced DBS disclosure.

The school websites provide a clear picture of our aspirations and our vision; however, please do not hesitate to contact us to seek further information cosment@gloucesteracademy.co.uk. We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.

I look forward to hearing from you.

Yours sincerely

Phillipa Lewis, Headteacher

ABOUT OUR SCHOOL

At Gloucester Academy, we have built our ethos on a strong set of core values which underpin everything that we do. Our aim is to give students at Gloucester Academy a better chance of success than if they attended any other school in the country.

Ambition, excellence and pride run through all aspects of school life.

Ambition

We have a strong desire and determination to achieve success. We believe there are no limits to what can be achieved. We do what it takes for as long as it takes. In other words, we go for it every day!

Excellence

We strive for greatness in everything we set our minds to. We endeavour to do our very best and excel in all aspects of school life.

Pride

We are 'fiercely' proud of ourselves, our school, our community and our Trust. We hold our heads high and feel a sense of togetherness and joy in our school.

GREENSHAW LEARNING TRUST EMPLOYEE BENEFITS

The GLT recognises that our employees are our most important asset, and we are aware that the quality and commitment of our employees is critical to our success. We offer all our employees the following staff benefits:

- A supportive ethos and concern for the well-being of all colleagues
- Excellent CPD opportunities and career progression
- Employer contributions to Local Government (LGPS) or Teachers Pension Scheme
- Access to Blue Light Card Scheme
- Access to Teacher Art Pass Scheme (teaching staff only)
- Cycle to Work scheme
- Gym membership scheme
- Employee Assistance Programme
- Free eye tests
- Car benefit scheme
- My Health discounts

TERMS AND CONDITIONS

SALARY

Salary calculated in line with Teachers Pay Scale, Leadership Range, L11 – L15

HOURS OF WORK

Hours of work are Monday to Friday, 32.50 hours per week. This is a permanent position, all year round role.

PLACE OF WORK

Gloucester Academy, Painswick Road, Gloucester, GL4 6RN.

PENSION SCHEME

Under the Social Security Act 1986 the post holder has the right to make their own pension arrangements. They may choose to contribute to the Teachers' Pension Scheme or a Personal Pension Scheme.

Details of the Teachers' Pension Scheme are available at: **https://www.teacherspensions.co.uk**

HOLIDAY ENTITLEMENT

Subject to Working Time provisions of the School Teachers Pay and Conditions Document your holidays coincide with periods of school closure.

PROBATION PERIOD

New employees are required to complete a six-month probationary period.

STATUTORY CHECKS

All employment offers are made subject to checks in line with Government guidance (some of which are dependent upon the role/individual). These include: online checks, evidence of identity and right to work in the UK, an enhanced Disclosure and Barring Service check, overseas criminal record check if the successful candidate has worked or resided overseas in the last five years, confirmation of a satisfactory medical report, satisfactory references, evidence of qualifications, DfE teaching/management barred list check.

JOB DESCRIPTION

Post:	Assistant Headteacher
Responsible to:	Deputy Headteacher
Responsible for:	TBC

ROLE OVERVIEW

The Assistant Headteacher role is an exciting addition to the Gloucester Academy team. Currently the Senior Leadership team is composed of two Deputy Headteachers who have strategic overview across the school, four Assistant Headteachers leading on teaching and learning, behaviour, raising standards and personal development, two Associate Assistant Heads leading on early help, and pastoral matters and our SEND coordinator

This leadership position is open to dynamic, inspiring, and outstanding leaders who have a proven track record of delivering excellent attainment and achievement. The role requires strategic thinking and an ability to lead from the front whilst offering challenge and support to all stakeholders. The role is defined by the skills and attributes of the candidate we employ but we are looking for someone initially with a proven record of delivering excellent lessons and the ability to lead and inspire others

MAIN PURPOSE OF THE ROLE

The successful candidate will:

- Demonstrate a passion for education and a desire to improve the life chances of all students;
- Have the ability to build a culture of continuous learning and development;
- Adapt rapidly to the challenge of building on the existing strengths of the school to achieve all round excellence in culture and ethos
- Assess their approach and style and challenge themselves to think differently about how to best align their leadership to the needs of the school;
- Have the ability to empower and motivate staff;
- Maintain and develop the school's ethos of diversity, inclusivity and equality of opportunity;
- Have successful experience as a senior or middle leader with a proven track record of success.

KEY PURPOSE: WITH THE HEADTEACHER AND LEADERSHIP TEAM

- Share responsibility for school policies, decision-making and strategic planning;
- Develop an ethos of extremely high expectations of staff and students
- Take full accountability for key areas of the school's work.
- Manage staff and resources
- Monitor progress towards the achievement of the school's aims and objectives
- Be a highly visible presence around the school and model expectations of staff and students;
- Have a strategic overview of Behaviour culture and ethos.

LEADERSHIP

Under the direction of the Headteacher and as part of the Leadership Team:

- Support the Headteacher and Leadership Team in the day-to-day management of the school
- Communicate the school's vision compellingly and support the Headteacher's strategic leadership
- Lead by example, focusing on providing excellent education for all students
- Lead on particular whole-school strategies and policy areas
- Build positive relationships with members of the school community
- Keep up to date with developments in education
- Seek training and continuing professional development to meet own needs

MANAGING STAFF

Under the direction of the Deputy Headteacher and as part of the Leadership Team:

- Assist with the selection and recruitment of new staff
- Performance manage middle leaders, including carrying out appraisals, providing professional development opportunities, and holding staff to account to their performance
- Create an ethos within which their direct reports are motivated and supported to develop their skills and knowledge
- Commit to their own professional development, proactively identifying development opportunities
- Modelling best practice for teachers
- Demonstrate excellent performance against parts one and two of the teacher's standards and the Greenshaw Principles of Teaching
- Contribute to the development of our MAT by sharing effective practice, working in partnership with other schools and promoting innovation

SYSTEMS AND PROCESSES

Under the direction of the Deputy Headteacher and as part of the Leadership Team:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding pupils and extremely high expectations of exemplary behaviour
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and expecting excellent practice
- Work with the governing board as appropriate
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school

TEACHING

- To undertake a designated programme of teaching across all key stages
- To teach consistently high-quality lessons
- To plan and deliver schemes of work and lessons that meet the requirements of KS3 and 4
- To be a role model for students, inspiring them to be actively interested in your subject.
- To maintain appropriate records and to provide relevant accurate and up-to-date information for Bromcom, registers
- To complete the relevant documentation to assist in the tracking of students
- To set expectations for staff and students in relation to standards of achievement and the quality of learning & teaching
- To prioritise and manage time effectively, ensuring continued professional development in line with the role
- To follow the school policies and procedures
- To ensure the effective/efficient deployment of classroom support
- To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
- To update professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology.

ASSESSMENT, FEEDBACK AND TRACKING

- To lead, monitor and evaluate the assessment and feedback to students in line with whole school and department policy
- To follow department monitoring and tracking systems relating to students attainment, progress and achievement
- To mark, grade and give written/verbal and diagnostic feedback as required
- To undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- To complete the relevant documentation to assist in the tracking of students
- To follow department policy regarding department tracking of student progress and use information to inform learning and teaching
- To follow setting and co-ordinating assessment arrangements in history at all Key Stages, and in all areas as required by school policies, including standardising those assessments.

MODELLING BEST PRACTICE FOR TEACHERS

- Demonstrate excellent performance against parts one and two of the teacher's standards and the Greenshaw Principles of Teaching
- Contribute to the development of our MAT by sharing effective practice, working in partnership with other schools and promoting innovation

STAFF DEVELOPMENT

- To continue personal development in the relevant areas including subject knowledge and teaching methods
- To engage actively in the Performance Management process
- To participate in whole school CPD programmes
- To take part in the staff development programme by participating in arrangements for further training and professional development.

STUDENT SUPPORT AND PROGRESS

- To promote the general progress and well-being of individual students and the Tutor Group as a whole.
- To liaise with the relevant pastoral leaders to ensure the implementation of the Student Support system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required
- To contribute to the preparation of Action Plans and other reports as required
- To alert the appropriate staff to problems experienced by students
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To apply the Behaviour Policy so that effective learning can take place
- To meet with students over whom there are concerns and contact home where necessary in conjunction with year head or department head as appropriate

COMMUNICATIONS, MARKETING AND LIAISON

- To communicate effectively with the parents of students as appropriate
- Where appropriate, to communicate and cooperate with persons or bodies outside the school.
- To follow agreed policies for communications in the school
- To take part in marketing and liaison activities such as Open Evenings, Academic Review Days, liaison events with partner schools, etc.

PERSONAL RESPONSIBILITIES

- To play a full part in the life of the school community and to encourage staff and students to follow this example
- To actively promote school policies and procedures
- To be responsible for own continued professional development
- To comply with the school's Health & Safety policy and undertake risk assessments as appropriate.
- To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment
- To undertake duties before the school day, at break and after the school day on a rota basis
- To attend meetings scheduled in the school calendar punctually

- To set cover work during any leave of absence
- To adhere to the School's Safeguarding Policy.
- Other Job Requirements
- All staff will be part of the school's appraisal scheme. You will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching.

SAFEGUARDING

- Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding Policy within the school.
- Comply with the school's Safeguarding Policy to ensure the welfare of children and young persons.
- Greenshaw Learning Trust is committed to safeguarding and promoting the welfare of children and young people therefore this appointment will be subject to vetting, including an enhanced DBS disclosure.

Greenshaw Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff and volunteers to share this commitment.

The duties and responsibilities in this job description are not restrictive and you may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

PERSON SPECIFICATION

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples, within their application.

	Essential	Desirable
Qualifications and training		
Hold a recognised degree (or equivalent) with a good classification in a relevant subject teaching qualification (QTS)	x	
Commitment to own self development	x	
Developing and implementing strategies for raising achievement and achieving excellence for students, staff and self.	x	
School development planning and evaluation.	x	
Data analysis and target setting.	x	
Using evidence-based information about effective learning and assessment for learning.	x	
Identifying and implementing effective strategies for improving and sustaining excellent behaviour, culture and ethos	x	
Higher qualification in education and/or management.		x
Experience in senior leadership.		x
Curriculum and pastoral experience at senior management level.		x
Successful leadership		x
Change management		x
Being part of a team that has led a school from one Ofsted category to another (e.g. Good to Outstanding)		x
Skills and experience		
Provide strategic and creative leadership to maintain and develop a school vision with quality learning for all at its centre.	x	
Work in partnership with the Leadership Team to take the school forward.	x	
Lead by example and aim to inspire, motivate, influence and empower staff and students through personal.	x	
Commitment, maintain and develop our ethos of diversity, inclusivity and equality of opportunity.	x	

Set priorities and agree and achieve ambitious goals and targets.	x	
Work collaboratively with others, delegating appropriately.	x	
Create an environment in which staff accept their responsibility for students' learning outcomes.	x	
Seek and act on feedback from others, including colleagues and governors. Build and maintain effective relationships and communicate appropriately with governors, staff, students and parents.	x	
Demonstrate emotional resilience, stamina, empathy and flexibility when dealing with challenges.	x	
Whole school teaching and learning, and curriculum development.	x	
Curriculum developments and design in all key stages.	x	
Current educational issues, including national policies, priorities and legislation.	x	
Effective strategies for maintaining and developing high standards of attainment, behaviour and attendance.	x	
Principles and practice of educational inclusion, diversity and access.	x	
Developing choice and flexibility to meet the learning needs of every student.	x	
work in partnership with an academy trust or other outside providers of support and advice		x
Additional Requirements:		
Excellent subject knowledge and a genuine passion for teaching your subject.	x	
Detailed knowledge of current curriculum and pedagogical developments in the teaching of your subject and the wider curriculum.	x	
Understanding of Exam Board specifications.	x	
Awareness of wider educational contemporary issues		x

THE RECRUITMENT PROCESS

APPLICATION

To apply for a vacancy, please register for an online account and complete the online application form on the GLT website. In the application form you should demonstrate how you meet the requirements set out in the person specification. Include specific examples which support your application. You will have the opportunity to upload additional documents in support of your application if required.

Please ensure you enter your correct email address when registering for your online account. This is the email address we will use to contact you about your application.

Applications must be received no later than 11:59pm on Monday 22nd June 2026. Applications received after this date will not be considered. We reserve the right to interview candidates as applications are received and close the advert prior to the closing date should an appointment be made.

INTERVIEW PROCESS

Interviews will be held on a date yet to be confirmed. Shortlisted applicants will be invited by email to attend an interview. References may be taken up after shortlisting. Please indicate on your application form if you are happy for us to do so. As part of your interview, you may be asked to undertake a practical test related to the knowledge and abilities in the person specification.

TAKING UP POST

The successful applicant will take up the post January 4th 2027 or later

GREENSHAW
LEARNING TRUST

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