



GREENSHAW
LEARNING TRUST



Assistant Headteacher
Recruitment Pack

**ALWAYS
LEARNING**

Contents

- **Candidate Letter**
- **Introduction - Greenshaw Learning Trust (GLT)**
- **GLT Mission Statement**
- **GLT Employee Benefits**
- **Terms and Conditions**
- **Main Responsibilities and Duties**
- **Job Description**
- **Person Specification**
- **The Recruitment Process**

Dear Candidate,

Thank you for your interest in the role of Assistant Head Teacher at Brakenhale School. We are looking to appoint an enthusiastic, motivated and reflective colleague to join our wider team. Our school is driven by our three values: Aim High, Be Kind and Take Responsibility. These values permeate everything that we do and, as a result, they enable us to help fulfil our vision whereby we prepare our students for their individual successes and future careers. Each and every one of us has a role to play in ensuring that our students get the very best.

We are an 11 to 18 school situated on the southern side of Bracknell town centre. Our commitment to high standards and outstanding teaching has led us to become the school of choice for families in Bracknell Forest. Our progress score this summer has been the highest since its inception, but there is still a long way to go, we are committed to moving our P8 to +1.0 to ensure our students have the best possible life chances. In the Sixth Form, three quarters of grades for vocational courses were graded a Distinction or Distinction*. Being an integral part of our local community is something that we value.

At Brakenhale, we work to do the simple things well, over and over again, as this is what 'great schools do'. We have disruption free lessons, so that teachers can focus on teaching. We have worked to simplify systems and structures within our school to help us manage what we do: students line-up every morning so that our children start the day in a calm and orderly manner; we centralise detentions so that teachers are not expected to do these daily; we 'live mark' so that teachers do not take class sets of books home; we have two data drops for each year group which reduces the unnecessary need to collect data.

With the above in mind, a vital element of any school and its continued development is the people who are part of it. Every single member of staff matters. They contribute, individually and within teams, to ensure we drive standards and outcomes. As a result, the enthusiastic, motivated and reflective individual joining us will be eager to be part of this culture. They will whole-heartedly believe in our vision of increasing the life chances for our students.

Brakenhale School joined the Greenshaw Learning Trust (GLT) in 2016. GLT has at its heart, effective collaboration and the sharing of the very best practice, not only throughout the organisation, but across and with other like-minded educational organisations. Our most recent Ofsted visit was in September 2022. The outcome was a pleasing one and the letter begins with: "pupils very positive conduct creates a calm and orderly atmosphere across the school, both in lessons and beyond."

The Greenshaw Learning Trust website www.greenshawlearningtrust.co.uk provides a clear picture of our aspirations and our vision for schools within the Trust. Please do not hesitate to contact us to seek further information. I would also encourage you to visit our website www.brakenhale.co.uk to find out more. Diversity and inclusion are very much at the heart of our school. We 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.

I enclose a recruitment pack and I look forward to receiving your application.

Yours faithfully

Camilla Douglas
Headteacher - Brakenhale School

Greenshaw Learning Trust – ‘Always Learning’

GLT is one of the highest performing multi academy trusts in the country that provides high quality comprehensive and inclusive education. The Trust is committed to meeting the needs of every student and our schools offer a broad curriculum and wide range of special needs provision in a welcoming and challenging environment.

We are extremely proud of our success, but we are not complacent. We believe that we can – as an academy trust, as schools and as individuals – always improve. We are all ‘Always Learning’.

Each school in GLT is led by its own leadership team and a governing body, which have the support of the wider Trust to help them achieve their objectives for their school. Being part of the Trust provides our schools with an effective structure, collaboration, and support. Our culture of trust and openness fosters mutual support and continual improvement.

At GLT it is really important to us that our classrooms are disruption free and the schools are calm and orderly. Our shared behaviour policy assists to make this happen and enables our teachers to have the greatest impact on the educational outcomes of the children in their classes.

School-to-school collaboration is enabled by regular contact between school leaders. Our shared services professionals provide a wide range of effective, rapid and flexible support, advice and guidance to our schools, including curriculum support, school improvement, staff training and development, admissions, attendance, behaviour, safeguarding and SEND, pupil services, estates, finance, HR, IT, catering, clerking, procurement and governance.

From its establishment as a multi academy trust in 2014, the Trust has grown significantly and currently employs around 3,700 people and educates over 23,500 students. Further information about our schools can be found [here](#).

The Greenshaw Learning Trust Mission Statement

We are ambitious for our schools and their students. We believe that there is no ceiling on what can be achieved by anyone, regardless of their circumstances or background.

We are committed to providing a supportive and inclusive learning environment, giving every young person the opportunity to fulfil their potential now, and in the future.

We seek to realise the power of individuals and organisations working together in collaboration whilst retaining their individuality, and we recognise that we can always improve.

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

Line Managed by:	Headteacher
Line Management:	Dependent upon requirements
Contract:	Permanent
Salary:	Salary calculated in line with Leadership pay scale, points 12-15, £66,665-£71,665 (starting salary and pay points will be aligned with relevant regional NJC spine on appointment, dependent on the location of the postholder)
Hours of Work:	32.5 hours , 5 days a week
Place of Work:	Brakenhale School, Rectory Ln, Bracknell, RG12 7BA
Medical Examination:	The appointment is subject to a satisfactory medical report
Superannuation:	<p>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 Local Government Pension Scheme (LGPS) or a Personal Pension Scheme. Details of the Local Government Pension Scheme are available at: https://www.lgpsmember.org</p> <p>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.</p> <p>GLT will recognise continuous local government service for redundancy purposes in line with the Redundancy Payments (Continuity of Employment in Local Government, etc) (Modification) Order 1999.</p>
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
Disclosure & Barring Service Check:	This appointment is subject to the receipt of a satisfactory enhanced Disclosure and Barring Service check
Right to Work Check:	This appointment is subject to verification of the right to work in the UK. Where the successful candidate has worked or been resident overseas in the last five years, such checks and confirmations may be required in accordance with the statutory guidance

Job Description

Main purpose of the role:

To support, hold accountable, develop and lead a team of teachers to ensure high standards of teaching and learning, the raising of standards and the wellbeing of staff and students.

The Assistant Headteacher will:

- demonstrate a passion for education and a desire to improve the life chances of all our students
- have the ability to build a culture of continuous learning and development throughout the school community
- adapt rapidly to the challenge of building on the existing strengths of the school to achieve all round
- display excellence in teaching and learning
- 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 their staff to trust in their vision
- maintain and develop the school's ethos of diversity, inclusivity and equality of opportunity
- have experience as a leader with a proven track record of success
- work collaboratively with SLT and members of GLT to deliver excellence

Key Responsibilities and Duties

- To assist the Deputy Head Teachers and other Assistant Headteachers in the development of teaching and learning by contributing to the staff development, induction, NQT and ITT programmes within the department
- To support staff to make progress on the school's teaching and learning programmes
- To work with the SLT on the development of consistently good pedagogy across the department
- To support and coach staff in developing and extending their pedagogic repertoire
- To contribute significantly to the development of schemes of work within the department
- To model best practice in ensuring that lessons are appropriately scaffolded to ensure all students can make rapid progress
- To assist in the strategic planning for students with special educational needs within the department
- To model best practice in the effective use of student performance data and student and staff target setting so that this impacts on classroom practice and contributes to raising achievement

Curriculum and Assessment

- Contribute to a rigorous and inspirational, knowledge-rich curriculum
- Engage with an evidence and research-based approach to curriculum development that puts the school at the forefront of education.
- To contribute to the curriculum to ensure that it meets the needs of all students including SEND and EAL students

- To set, monitor and evaluate the subject pupil attainment targets in KS3, KS4 and Post 16 public examinations to make a measurable contribution to school targets
- To ensure that GCSE and exam courses are planned in line with exam specifications
- To create a subject development plan which contributes positively to the achievement of the school development plan and which actively involves all subject teachers in its design and execution
- To provide regular feedback for subject colleagues in a way which recognises good practice and supports their progress against performance management objectives resulting in a tangible impact on student learning
- To undertake a continuous and systematic review of the standards of leadership, teaching and learning in the subject area, consistent with the procedures in the school self-review policy.
- To ensure all staff understand, and are actively implementing, the key aspects of the school's behaviour and inclusion policies
- To act as a role model in leading subject staff through their own high-quality teaching, continuous professional development and professional presence in the department
- To contribute to the development of whole school strategic planning and policies
- Be accountable for student progress in your classes, ensuring that every student achieves better results in line with, or better than, national expectations
- Track student progress and make intelligent use of data to identify underperformance, plan appropriate support and achieve excellent outcomes for our students
- Monitor student progress through formative and summative assessment and ensure assessment records are kept at a departmental level
- Participate in a range of intervention strategies that are in place to respond to underachievement and to promote best possible outcomes for all students

Professional Development

- Participate fully in the school's professional learning programme, weekly professional learning programme and INSET days
- Attend specific training and keep up to date with subject specific developments
- Support and mentor colleagues as appropriate
- Lead, develop and line manage the department staff, through the provision of CPD, inset training days, supervising NQTs, ITT students and support staff, etc
- Identify needs and participate in training opportunities in school and within the local authority
- Participate fully in the school's induction, CPD and appraisal process

Teaching and Learning:

- Teach consistently high-quality lessons and participate in collaborative planning and development, including the sharing of resources and best practice within the department
- Reflect on the effectiveness of your teaching and adapt accordingly
- Engage in quality assurance processes and systems

- Ensure provision for students you teach with individual needs, and develop differentiated learning and teaching methods and resources
- Keep up to date with developments in pedagogy, research and teaching practice relevant to the department's subject area
- Teach a timetable as allocated
- Monitor the work of the department through rigorous and regular lesson observations, book checks and provide constructive feedback
- Monitor provision for students with individual needs, and develop differentiated learning and teaching methods and resources
- Keep up to date with developments in pedagogy, research and teaching practice relevant to the department's subject area

Other Responsibilities:

- Actively promote the safety and welfare of our students
- Ensure compliance with the school's data protection rules and procedures
- Liaise with colleagues and external contacts at all levels of seniority with confidence, tact and diplomacy
- To undertake, as required, the duties of a form tutor, taking responsibility for the support, guidance and welfare of a group of students
- To undertake weekly duties as directed, including the supervision of pupils at the beginning of school, during break times and at the end of the school day
- To follow school policies and procedures as laid down in the staff handbook and guidelines as provided by line managers and the school's senior management team
- To attend meetings, parents' evenings and other functions, as required by the Headteacher, within directed time
- To uphold agreed standards of dress, behaviour and discipline around the school and when supervising pupils outside the school
- To carry out tasks as reasonably required by the Headteacher

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.

Criteria	Essential	Desirable
Training, Qualifications and Experience: On their application form, candidates will demonstrate that they have the following training, qualifications, and school experience:		
	Qualified teacher status Relevant Degree Evidence of / Commitment to continuing professional development Post graduate qualification Building and leading teams, and positively influencing and developing others Management and experience of curriculum planning and innovation Experience of leading and managing strategies within the School Work collaboratively with others, delegating appropriately Set priorities and agree and achieve ambitious goals and targets An outstanding classroom practitioner Able to identify strengths and weaknesses in students and act appropriately Creative leadership to maintain and develop a school vision with quality learning for all at its core Good IT skills	Evidence of wider professional development Work in partnership with an academy trust or other outside providers of support and advice Successful experience in position of responsibility Experience of implementing systems and processes to aid teaching, learning and student development
Personal and Professional Qualities and Attributes: In their statement of suitability and during the selection process, candidates will demonstrate the ability to:		

	<p>Excellent interpersonal and teamwork skills</p> <p>Enthusiasm for the role</p> <p>Understanding of own strengths and areas for development</p> <p>Ability to motivate large numbers of students and staff</p> <p>Able to lead and manage a team through change</p> <p>Readiness to identify and respond to new challenges</p> <p>Excellent communicator – sensitive, compassionate and effective</p> <p>Able to establish good working relationships with a wide range of people - students, colleagues and parents</p> <p>Knowledge of strategies to inspire and improve outcomes for students</p> <p>Outstanding organisational skills to ensure efficient and effective implementation of the role</p> <p>Knowledge of strategies to recognise and reward efforts and achievements and the ability to encourage students to become self-reliant and independent learners</p> <p>A willingness to become involved in all aspects of school life</p>	
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The Recruitment Process

1. Application

Visit our website to view our current vacancies [here](#)

To apply for a staff vacancy, please register for an online account and complete the online application form. The recruitment process is managed via your online account and you will receive regular notifications regarding the progress of your application.

You have the opportunity to upload an attachment to support your application if desired. In the application form you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples which support your application.

Applications must be received no later than 11.59pm on *Monday 3rd March 2025*. Applications received after this date will not be considered.

2. Shortlisting

Shortlisted applicants will receive an email inviting them to select their preferred interview time. Please ensure you enter your correct email address on your application form and provide a contact telephone number. References may be taken up after shortlisting. Please ensure you indicate clearly on your application form if you are happy for us to do so.

3. Interview Process

Interviews will be held as soon as possible. Applicants may also be asked to undertake a practical test related to the knowledge and abilities in the Person Specification.

4. Feedback

Unsuccessful shortlisted applicants will have the opportunity for professional feedback during the week following the interviews.

5. Taking up post

The successful applicant will take up the post *1st September 2025*.

6. Additional information

For further information, please contact hr@brakenhale.co.uk.

7. Safeguarding

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 successful applicant will be subject to an Enhanced DBS and barred list check.