



George Green's School

Aspiration • Equality • Excellence

Assistant Headteacher

Information to Candidates **2025** | **26**

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Job Ad

Assistant Headteacher

Leadership Scale

Points 17-21 (£86,566 - £94,491)

Required for September 2026

We are seeking an exceptional, inspirational and hard-working individual to join our well-established and highly effective senior leadership team. With this addition to the existing team, the opportunity exists for an in-depth review and possible rotation of responsibilities. As a result, applications from across the full spectrum of relevant previous experience and future aspiration will be welcome.

Whilst we encourage applications from candidates from all backgrounds to apply for posts with us, applications from candidates from ethnic minority backgrounds will be particularly welcome, as this group is currently under-represented on our SLT.

Our school is a values-driven organisation. Our overriding ambition is to be an exceptional school, characterised by high expectations, inclusion and anti-racism. We want every young person at our school to live a happy, safe and economically secure life. We expect every one of our students to be a change-maker, with an uncompromising commitment to social justice.

Our mission as a school is to help our students to become the best possible people they can be. We are a UNICEF Rights Respecting School Gold award winner, which means that the rights of the child are at the heart of everything we do. We already have very high levels of academic success, with excellent exam outcomes in Key Stage 4 and 5, but we remain restless for further improvement.

We are a traditional school with a traditional approach to curriculum and behaviour. Most importantly, we are a happy school, where children from a wide mixture of backgrounds thrive and flourish on a daily basis. We want our students to be the best people they can be, so only the best is good enough for them.

We are seeking an Assistant Headteacher who will be able to demonstrate the following:

- A complete and unwavering understanding of and commitment to the George Green's School values and the power of education as a tool for social transformation.
- Outstandingly strong teaching skills, with high levels of expertise in pedagogy, learning and teaching.
- An understanding of and absolute commitment to furthering the personal growth of all members of the school community, students as well as staff.
- A wealth of experience of direct relevance to the post.

Aside from an opportunity to transform lives, a career at George Green's School has many other benefits, including:

- A first-class CPL programme, including fortnightly extended CPL sessions and opportunities to take part in NPQ programmes at a senior level.
- A large post-16 cohort, offering a wide range of both A Level and Vocational courses.
- Embedded strategies for supporting the work-life balance of staff.
- Excellent amenities on site, including a gym, secure cycle storage and free parking.
- A fantastic and convenient London location.



Job Ad

If you believe that you are the exceptional candidate we are seeking for our exceptional school, we would love to hear from you.

Tours with the Principal : 23rd March 2026, 1.30-2.30pm ; 27th March 2026, 8.30-9.30am

Regrettably tours cannot be conducted at times other than those indicated – however, 10-minute telephone or video calls can be arranged as an alternative. To arrange either a tour or a telephone/video call, please email our HR Team at hr@georgegreens.com

Closing date : Thursday 16th April 2026, 9am.

Candidates invited for interview will be informed by no later than the end of school on Friday 17th April.

Interviews : Thursday 23rd and Friday 24th April 2026

George Green's School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff, external agencies and volunteers to share this commitment. All appointments are subject to an enhanced DBS Check.

The postholder will be required to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection and safeguarding procedures adopted by George Green's School. Any safeguarding and child protection issues must be acted upon immediately by informing the Designated Child Protection Leads.



Letter from our Principal

Dear Candidate,

Thank you for your interest in the role of Assistant Headteacher at George Green's School. This is a truly inspirational place to work. If you are interested in changing lives, this is the school for you.

If appointed, you will be joining a senior leadership team of highly-capable, highly committed and very hard-working individuals. Each Assistant Head leads on a number of key areas. However, roles and responsibilities within the team are largely interchangeable and will be finalised only after this new appointment has been made. Applications will therefore be welcome from across the full spectrum of relevant previous leadership and management experience and future aspiration.

Our only non-negotiable is that the person appointed will be an outstanding teacher practitioner, capable of consistently role-modelling to others what outstanding looks like. We expect all teachers in our school to be passionate about their curriculum, to really understand how to organize it effectively to maximize learning and to understand and embrace great pedagogy.

This determination underpins our absolute commitment to Continuing Professional Learning for all employees – both teaching and support staff – and to the personal development and empowerment of our students.

All of us here at George Green's School are deeply proud of the continuing high levels of achievement our students continue to deliver, both personally and academically. We attribute a significant degree of our success in this area to our commitment to and significant investment in the professional and personal development of every single person who works for the school in any capacity – and in our continuing belief in the importance of valuing and developing every single student.

We are a values-driven school, utterly committed to providing our students with an exceptional education that impacts on both them and the community as a whole. We are proud to proclaim ourselves an anti-racist school and have dedicated ourselves to rooting out from our organisation all forms of overt and covert racism. We are also proud to be a Rights Respecting Gold Award School, looking to 'do the right thing' by our students all the time. This is particularly important because we are in an area of such significant poverty.

63% of our students are disadvantaged and our community, whilst a vibrant and wonderful place, is enormously complicated. Consequently, everything we do at George Green's – from the principles that underpin our curriculum, to its organisation, to our approach to learning and teaching, to our management of the physical environment - is designed to confront the injustices of poverty.



We really work hard to look after our students at George Green's School. Our ambitious vision is one of securing a happy future for every student. We have a range of systems and resources in place to help support our young people, including Place2Be, a full-time counselling service, funded directly out of our own resources, working with students across all our age groups. We also have three full-time members of staff running our safeguarding team and three full-time staff running our attendance team. CAMHS workers also base themselves in school once a week.

We have also developed strong and consistent behaviour systems. As a result, student behaviour in lessons is nearly always excellent. We expect the highest standards at all times, best captured in our very simple school rules: 'Right place, right time, right thing. No excuses.'

Whilst our support for students is a given, our ethos is to be uncompromisingly supportive of our colleagues too. The George Green's ethos is that every member of staff - no matter what their role, teaching or support – has a vital role to play in our students' achieving our ambitions for them. SLT's proudest moments come when colleagues talk about how they have been helped to do their jobs even better or supported when something has not gone to plan. Our continuing aspiration is for George Green's to be a learning organisation, where calculated risks are taken and mistakes treated as an opportunity to receive feedback that drives improvement.

I hope you will feel suitably excited and encouraged to submit an application by the closing date.

Please return your completed application form and letter by email direct to our HR Team at hr@georgegreens.com

If you do not hear from us within two weeks of the closing date, then it will be that your application has been unsuccessful on this occasion. I am sorry that we cannot reply personally to all applications.

We look forward to receiving your application.

Jon Ryder
Principal



Job Description

Assistant Headteacher (Generic)

Reporting to: Principal or other Senior Leader as appropriate

The Role

The primary objective of this role is to assist the Principal and Senior Leadership Team to lead and manage this inclusive comprehensive school.

Key responsibilities

- Assist the Principal to lead and manage the school and to help set the strategic direction of the school and to ensure that the vision for the school becomes and remains a reality.
- Ensure that all students benefit from the highest-quality education and achieve outstanding personal and educational results.
- Secure the school's success by managing the day-to-day operation of the school and working with the Principal in recruiting, developing and supporting all staff.
- Ensure that the objectives of the school are met through the implementation of the policies of the Governing Body.
- Assist the Principal and Governors in managing the financial capacity of the school insuring best value.
- Provide strong innovative leadership that results in a high quality, flexible learning and social environment with equality of access for all.
- Work in partnership and collaborate with all stakeholders to achieve the school aims and objectives.
- Take lead responsibility for one or more key development areas, as directed by the Principal.

Leadership

- Ensure the vision and values for George Green's School are clearly articulated, shared, understood, demonstrated and practiced by all.
- Demonstrate and articulate high expectations and support the Principal in setting challenging targets for the whole school community.
- Adopt a leadership style that influences and motivates staff and students to achieve the school objectives and create a shared culture and positive learning climate.
- Support the Principal in ensuring that inclusive personalised learning is at the heart of strategic planning and resource management.

Strategic Management

- Support the Principal in producing and implementing the School Development Plan to meet the agreed targets and objectives.
- Support the Principal in setting strategic targets for the school.
- Support the Principal in developing and implementing a plan to involve the community in the life of the school enabling the school to be rooted at the heart of the local community.
- Develop links as appropriate with partners including the Isle of Dogs Collaborative, FE and HE establishments, the wider business community, children's services and voluntary organisations and agencies.

Curriculum Management

- Work with the Senior Leadership Team to design and deliver a broad and balanced curriculum with an emphasis on providing an inclusive quality education for all within a framework of equal opportunities.
- Assist the Principal and leadership team in setting challenging targets and rewarding student achievement.
- Implement strategies which ensure high standards of behaviour and attendance
- Work with the Senior Leadership Team to ensure that there is an effective individual assessment, recording and reporting system for student progress across the school.

People Management

- Assist the Principal, SLT and Governors with the recruitment and retention of high calibre staff.
- Contribute to the design and implementation of a robust staff development and training programmes.
- Regularly review own practice, set personal targets and take responsibility for own personal development.
- Manage own workload and that of others (as appropriate) to allow an appropriate work/life balance.
- Maintain a positive school culture that embraces diversity and means for all people to be treated with dignity and respect.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.

Achieving student excellence

- Assist the Principal & SLT in ensuring students are actively involved in the school's decision-making process and for their views to have validity.
- Ensure (with others) that effective pastoral policies concerning a broad range of student and staff welfare matters are designed and implemented.
- Work with the Principal & SLT to monitor and evaluate attendance and absence management policies for staff and students.
- Ensure (with others) that policies and processes are in place for assessing students and for setting, monitoring and evaluating attainment goals and that there is an effective reporting system of student progress in curriculum and non-curriculum areas.

Developing and Maintaining Strong Community Links

- Ensure that parents, carers and students are kept well informed and involved in appropriate school matters.
- Build a collaborative learning culture within George Green's School and actively engage with other schools to build effective learning communities.

Financial & Resource Management

- Work with the Principal, Senior Leadership Team and Governors to manage financial and human resources effectively and efficiently
- Ensure (with others) that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all students and provide value for money.

Accountability

- Assist the Principal, the Senior Leadership Team and Governors in monitoring and reviewing the work of the school; quality assurance and performance management
- Work with the Principal and SLT in ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.

This JD is subject to annual review

Safeguarding

“We are a ‘Good’ School”

Ofsted May 2022



“ The School as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the school on its behalf ”.

(Ref: Safeguarding Children and Safer Recruitment in Education 2007).

The postholder will be required to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection and safeguarding procedures adopted by George Green’s School. Any safeguarding and child protection issues must be acted upon immediately by informing the Designated Child Protection Leads.

The postholder will support and promote the school’s values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.



Person Specification

Experience

- Proven experience of successful leadership and management in a relevant school environment, at senior middle leader level or equivalent
- Proven experience of sustained excellent performance as a classroom teacher
- Proven experience of successful leadership of strategies to raise the standard of learning and teaching and an excellent knowledge of current research into effective pedagogy
- Proven experience of leading effective continuing professional learning (CPL)
- Proven experience of ongoing commitment to own CPL

Qualifications

- Educated to at least Level 4 (Degree level or equivalent)
- QTS

Skills and Understanding

- A complete and unwavering understanding of and commitment to the George Green's School values and the challenges and opportunities facing the school.
- An understanding of and absolute commitment to furthering the personal growth of all members of the school community, students as well as staff.
- Outstandingly strong teaching skills, with high levels of expertise in pedagogy, learning and teaching
- Leadership and management skills appropriate to the requirements of the post
- Exceptional organisational, communication and interpersonal skills
- Knowledge and understanding of relevant national and local legislation and guidance
- Understanding of the need for and commitment to the importance of flexible working across the whole staff team

Qualities

- A positive attitude to work and life
- Absolute honesty and integrity
- A calm and clear-thinking approach to problem-solving
- Able to adapt quickly to changing circumstances and take speedy appropriate action when circumstances require it.
- Confident in handling information of an exceptionally confidential nature
- Exceptionally hard-working, resilient and professional but with an appreciation of the need to maintain work-life balance
- Commitment to own continuing professional development and to leading the continuing professional development of others

Organisation of the School Day

The school currently operates a 28-period two-week timetable, with lessons lasting 100 minutes. Most days include 3 lessons, divided by a morning break of 20 minutes and a lunch break of 50 minutes. However, on Wednesdays, school finishes earlier for students than other days, with a short PSHCE session of c30 minutes in place of lesson 3. Students finish for the day on Wednesdays at 2pm. On all other days, school finishes for students at 3.20pm, followed by after-school clubs and access to exam booster classes for Y11 and Y13.

Application Process



All the details you need are available on the school website:

<https://www.georgegreens.com/Vacancies/>

We would prefer applicants to use the online facility to complete applications and return via email to the HR Department at

hr@georgegreens.com

However; you may download, print, and complete the application by hand if you wish. Please be aware that should you choose to do this you will need to allow plenty of time when using the postal service.

Below are details of how to complete the application electronically.

1. Having completed the application form, you should keep a copy for your own reference.
2. You may attach any other documents as additional information i.e. personal statement.
3. Send the application form and any other attachment via email to:
hr@georgegreens.com

About us

George Greens' School was founded 184 years ago by George Green, a local businessman and philanthropist. The site on which the school now stands – and a number of other properties in the area - are owned by the charitable trust, established by George Green. The trust uses the income that derives from its properties to support enrichment opportunities for students attending the school.

The school has also, over more recent years, enjoyed very good financial and other support from the many businesses operating out of nearby Canary Wharf – and from the many community organisations with which it has partnered.

At the time the school moved to its current site in 1976, it was very much smaller than it is today and much of the current building did not exist. Over the years, however, with the numbers of prospective Year 7 parents putting George Green's as their first preference regularly outstripping the numbers of places available, the school took the decision to embark on a building programme - which not only increased its overall capacity but also maximised disabled access.

A number of years ago now, George Green's also welcomed into the school a number of students with complex and additional needs, from a local special school, which was closing – ensuring, through judicious use of the additional funding made available at the time, that these students were and remain fully integrated into the daily life of the school.



The school was also in the vanguard of the movement to provide Extended Services to students and the wider local community beyond the normal parameters of the school day – and in seeking to partner with local businesses, community and other groups. The school now works with a very wide range of partners to provide a range of services to both students and the wider community, both within the school day and out of hours.

For several years until very recently, the school also delivered Youth Services for the Isle of Dogs – during which time it consistently outperformed all annual targets within the local authority. Having outsourced it for some years, Tower Hamlets decided to return all aspects of Youth Service provision to centralised management. That notwithstanding, the school remains wholly committed to fostering existing community partnerships - and developing new ones wherever it can.

Our Vision and Values

- To be an exceptional school, characterised by high expectations and a commitment to inclusion and antiracism
- For all our students to be happy, safe and economically secure throughout their lives
- To inspire our students to be change-makers, committed to social justice for all
- To teach our students to be the best people they can be



We will achieve this by:

- Creating a high performing, inclusive and anti-racist culture that embraces the diversity of its community, provides opportunities for all and reflects our Rights Respecting ethos
- Teaching high quality lessons that utilise the pedagogies we know are most effective for our students
- Teaching an ambitious curriculum that emphasises powerful knowledge and secures excellent exam outcomes, so that our students can become active citizens and are economically secure in adulthood
- Organising our curriculum so that it promotes durable and flexible learning, so that powerful knowledge is retained long into adulthood
- Providing exceptional levels of support to all our students and their families whatever their needs, including mental health support
- Supporting our staff through high quality professional learning, as well as broader support around wellbeing and workload, so that they can best serve our students
- We will build our action plan around 5 strands: what we will focus on in 2025/26 so that we can achieve our vision and values

Pastoral

- Promote inclusion and anti-racism through the pastoral system and the pastoral curriculum, including PSHE and Rights Respecting framework
- Maintain high standards of attendance, effort and behaviour for learning through improved pastoral systems and enhanced parental engagement
- Encourage good mental health through effective counselling services, trauma informed practice and improved awareness of SEAL (Social Emotional Aspects of Learning)

Teaching

- Deliver a high quality programme of CPL that promotes awareness of inclusion and anti-racism
- Continue to embed effective pedagogies and develop understanding of new ones that will improve learning
- Improve the teaching of students with SEND so that the transition to The Hub model is effective
- Improve further the use of IT systems and software to support student learning, particularly in the event of a school closure

Curriculum

- Review the curriculum and implement changes so that it better reflects our aim to be an inclusive and anti-racist school
- Implement the changes from the 2025/26 curriculum review so that we are entirely compliant with the National Curriculum
- Further develop systems around the sharing and dissemination of the curriculum to staff, students and parents

Outcomes

- To deliver high quality outcomes that reflect our aim to be an inclusive and anti-racist school, despite the barriers created by Covid-19
- Further develop systems and strategies to ensure that outcomes reflect our high expectations of all students, including the use of Catch Up funding and the national tuition service
- Further develop systems for the quality assurance of teaching, assessment and the curriculum

Resources

- Ensure high levels of preparedness for a school closure, including detailed contingency plans
- Explore opportunities for building development
- Embed systems and procedures that ensure that the management of resources, including human resources, reflect the school's ambition to be inclusive and anti-racist

Our Strategic Goals

1. Curriculum and assessment, particularly in KS3

To improve curriculum and assessment so that students' learning and attainment is maximised, with a particular focus

2. Challenge and independence in lessons

To provide students with more challenging independent learning opportunities so that they have to think harder and as a result learn better

3. Student commitment to learning

To improve students' commitment to learning so that levels of engagement are at the highest possible level

4. Stakeholder engagement

To involve all stakeholders so that they are more engaged and have increased opportunities to contribute to the success of the school

5. Management of resources

To manage resources effectively so that they have the best possible impact on students' school experience

Our Curriculum Values

At George Green's School we believe that an effective curriculum:

1. Produces high levels of academic excellence and transcends exam success
2. Emphasises the role of knowledge in developing the critical thinking skills that are necessary for a successful adulthood and empowers students to be good decision-makers
3. Prioritises the important cultural, scientific and social knowledge that will enable students to understand the changing world around them and their place in it
4. Prepares students for life as culturally, democratically and economically engaged citizens
5. Is engaging and fosters a love of learning and a thirst for knowledge
6. Recognises the importance of all learning, formal and informal
7. Is organised in a way that encourages durable and flexible learning
8. Provides opportunities for students to develop high levels of literacy, including oracy, and numeracy
9. Includes regular opportunities to use formative assessment to check understanding and adapt teaching
10. Encourages students to be physically and mentally healthy
11. Provides choice, so students are encouraged to take ownership over their learning and develop specialisms in areas where they have a particular strength or interest
12. Uses time effectively, so that lessons are purposeful and meaningful
13. Reinforces our PACCAR principles (Principled, Adventurous, Creative, Collaborative, Analytical, Resilient)

Continuing Professional Learning (CPL)

Our commitment to ensuring all staff members receive the best possible training is a high priority for the school. Extended CPL takes place every other Wednesday in a scheduled session between 2.15pm and 4.30pm.

Students finish earlier than usual on this day. Whilst the school continues to make selective use of high-quality external courses, it provides much of the CPL available to staff in-house.



Organisation of the day

The school currently operates a 30-period two-week timetable, with 28 lessons lasting 100 minutes and 2 PSHCE lessons, delivered by tutors, lasting 30 minutes. The school has 50 minutes for lunch, a morning break of 20 minutes and registration sessions at the start and at the very end of the day.

The day currently starts for students at 8.45am and finishes at 3.15pm, followed by after-school clubs and Period 4 for Year 11 and Year 13 where applicable. The George Green's Community Bookings runs sports activities from 4.30pm to 10pm every evening.

Equal Opportunities

Policy Statement

This policy should be read in the context of George Green's School's policy statement on equality and diversity.

George Green's School wishes to make it clear that having a criminal record will not necessarily bar anyone from employment. This decision will depend on the nature of the post, and the circumstances and background of the offence(s).

Recruitment of ex-offenders

George Green's School is committed to the fair treatment of its staff and potential staff. As an organisation using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions in the School, George Green's School complies fully with the DBS Code of Practice and undertakes to treat all applicants for posts fairly.

George Green's School undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.

George Green's School has a statutory duty to request a Disclosure for all positions in the School. All posts in George Green's School are exempt from the Rehabilitation of Offenders Act 1974 and the School is entitled to ask questions about a candidate's entire criminal record, including 'spent' convictions and cautions, reprimands, warnings and bind-overs.

All applicants called for interview are encouraged to provide their criminal record at an early stage in the process. This information should be sent under separate, confidential, cover to the Principal, who guarantees that this information is only seen by those who need to see it as part of the recruitment process.

GDPR Information

Application forms of successful candidates will be kept for the duration of employment. In the case of resignation/retirement application forms and supporting documents will be kept for seven years from the date of termination and then securely destroyed. The supporting and supplementary forms (e.g. bank details, starter form, pensions details) will be sent to London Borough of Tower Hamlets Payroll for processing. Pre-employment health check information will be shared with the Local Authority's occupational health service. Unsuccessful application forms will be kept for a period of six months and then securely destroyed.

Privacy Notice for Job Applicants

In line with Keeping Children Safe in Education statutory guidelines, the School may use online searches, including social media searches, as part of due diligence checks on candidates in the course of recruitment.



George Green's School undertakes that all staff involved in recruitment and selection will be trained appropriately. They will also be made aware of relevant legislation pertaining to the employment of ex-offenders.

At interview, or in a separate discussion, opportunities will be pursued to ensure that all necessary evidence is collected upon which selection decisions can be fairly based. This will include the relevance and circumstances of offences.

Failure to reveal information which is directly relevant to the post will lead to a subsequent withdrawal of any offer of employment.

George Green's School makes every subject of a DBS aware of the existence of the DBS Code of Practice and will make a copy available on request. George Green's School will undertake to discuss any matter revealed in a Disclosure with the person seeking the post before any decision is made to withdraw a conditional offer of employment on the basis of the Disclosure.



We are a UNICEF Gold Rights Respecting School

“ We are a values-driven school, utterly committed to providing our students with an exceptional education that impacts on both them and the community as a whole.

We are proud to be a Rights Respecting Gold Award School. ”



George Green's School

Aspiration • Equality • Excellence

George Green's School

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