

Candidate Pack



Assistant Headteacher – Teaching and Learning

Start date: September 2025 or sooner

Salary: L6-L11 (£57,693-£65,188)

Location: Bramley, Nr Guildford, Surrey

Welcome to Grafham Grange School

It is a very exciting time to join Grafham Grange School as we embark on a period of positive change with the full support of London South East Academies Trust. Together, we are committed to building on Grafham Grange's strengths to ensure that every young person here feels valued and supported – and can achieve their full potential.

We are looking for an ambitious and dedicated Assistant Headteacher to lead Teaching and Learning within the school, raising standards by implementing and monitoring a diverse curriculum allowing our pupils to discover their talents, achieve meaningful qualifications, and develop the skills they need for a successful future.

This is a non-teaching position requiring a talented middle or senior leader with a passion for high quality teaching along with the ability inspire and engage staff and pupils.

Applications are welcomed from both primary and secondary trained candidates from either a specialist or mainstream (primary or secondary) education background. As secondary aged pupils will be working at both a Primary and Secondary level the successful candidate must also bring with them a willingness to swiftly grasp curriculum knowledge of the key stages they are less familiar with.

Conversations and school visits are very much encouraged.

Change is happening, if you are inspired by our exciting journey come and join us!

Louise Needham

Grafham Grange School Principal

Senior Leader at London South East Academies Trust



About Grafham Grange School

Grafham Grange School is a special school set in 42 acres of beautiful Surrey countryside in Grafham offering education for up to 70 pupils, referred from local authorities across the South of England.

All pupils have Education, Health and Care Plans (EHCPs) with SEMH (Social, Emotional and Mental Health) as their primary identified need, though the majority of pupils have additional special educational needs such as speech, language and communication difficulties; ADHD; opposition defiance and attachment disorders.

The school is currently part of the Orchard Hill College and Academy Trust (OHCAT) being supported by London South East Academies Trust. This partnership allows sharing of good practice, information and resources to support for pupils and their families.

Staff at Grafham Grange work as a team to address the educational, social and therapeutic needs of the pupils in a cohesive and multi-disciplinary manner to ensure that high quality care and guidance is given to support all pupils.

At the very heart of Grafham Grange School is the desire to deliver an education to pupils equal to that received by their mainstream peers along with the very best professional support to allow them to overcome their individual barriers to learning and to find the skills and talents that evidently lie within them. A bespoke approach is taken for each pupil ensuring that they are able to grow as self-confident individuals and able to confidently take their next steps in their lives after their time with us.



Grafham Grange School – On a Journey to Excellence!

Following the success of Bramley Oak Academy, London South East Academies Trust are now welcoming Grafham Grange School into the Trust later this year.

Grafham Grange School is a vital educational setting for secondary aged students with SEMH in Surrey with huge potential to become a leading hub in the area. With a strong and experienced Senior Leader from the Trust in place, the school will now embark on a journey of rapid improvement taking a relentless approach to providing the best possible education meeting the emotional and academic needs of the students.

This is a bold and powerful step forward for London South East Academies Trust, an inspirational and established Trust with a proven background in taking on struggling schools and transforming them into wonderful places to learn and work.

Grafham Grange School is set to become a thriving and creative learning environment prioritising student well-being, ensuring academic achievement, developing essential life skills, and giving every student the opportunity to succeed and excel.

A new talented team is required to work alongside the Principal, Louise Needham, who brings with her firsthand experience of being part of the hugely successful senior leadership team at Bramley Oak Academy developing and implementing effective strategies raising teaching and learning practice and standards. Louise excels at building trusted and supportive relationships with staff and pupils. She actively promotes collaborative working encouraging new and innovative ideas to achieve the best results creating learning environments where all students can engage, learn and flourish.

The successful team will share a vision of excellence as well as having the drive, passion and commitment to propel Grafham Grange School forward elevating the whole community and establishing an educational setting where everyone feels valued and empowered.

Along with specialisms and enthusiasm, this new strong and robust team will share resources and best practice, embedding a culture of high expectations holding the interest of the pupils at the heart of all they do.

It is important to point out that roles will fall under OHC&AT initially and then transition over to London South East Academies Trust.

London South East Academies Trust value all those who work for them supporting and guiding every step of the way. The Trust offers excellent training and CPD opportunities for ongoing development and career progression as well as a commitment to staff well being.

Visits and conversations are very much encouraged.

This is an inspiring time for everyone involved.

All positions are opportunities to be part of something extraordinary!

For full information and to arrange your visit/conversation please contact our **Recruitment Partner, Charlotte Cuthbert** at **Cuthbert Colvill** on **charlotte@cuthbertcolvill.co.uk**

About the London South East Academies Trust

London South East Academies Trust is committed to raising attainment, encouraging aspiration and supporting social mobility for every single child and young person in our schools, throughout their educational journey and beyond.

Our Trust currently comprises of thirteen mainstream, special and alternative provision academies, together with an outreach service and a music hub.

We ensure that pupils with a wide range of needs are equipped with the skills, support and confidence they need to progress through education and go on to lead fulfilling lives.

The Trust sits within our wider education group, which also includes a multi-campus further and higher education college.

Our holistic, yet personalised approach, enables every child to flourish and achieve their full potential, regardless of background or their learning needs.

As a Trust, we provide outstanding support and leadership development opportunities for staff across our schools.

We encourage the sharing of best practice, together with high-quality, cost-effective support services to ensure success for all.

Our outstanding teams are dedicated to achieving positive outcomes for all pupils and celebrating their success is central to all we do.

We know that education has the power to change lives – and by adding further expertise and diversity to our thriving Trust, we can provide even more opportunities for our schools and for the wider communities we serve.



Our Schools



For an insight of what you can expect being part of an London South East Academies Trust school please click on the link

[www.youtube.com/
watch?v=38rhD1Xjuq0](https://www.youtube.com/watch?v=38rhD1Xjuq0)

Job Description

Role: Assistant Headteacher – Teaching and Learning

Salary: L6-L11 (£57,693-£65,188)

Reporting to: Principal

Role Key Purpose

This role will hold responsibility for leading on Teaching and Learning and Quality of Education across the school including:

- Formulating the aims and objectives of the school;
- 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;

The Senior Leader will:

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct;
- Build positive and respectful relationships across the school community;
- Serve in the best interests of the school's students.

Principal Accountabilities

School Improvement In co-operation with, and under the direction of, the Principal to:

- Support and secure the commitment of others to the vision, ethos, direction and policies of the school;
- Play a leading role in the school development plan and school self-evaluation planning process, and to take sole responsibility for appropriately designated aspects of it;
- Work in partnership with the Principal in managing the school through strategic planning and formulation of policy and delivery of strategy, ensuring management decisions are implemented.
- Attend Senior Leadership Team meetings and report back to staff when necessary; support the evaluation of the effectiveness of the school's policies and procedures;
- Lead by example when implementing and managing change initiatives; promote a culture of inclusion within the school community where all views are valued and considered;
- Ensure that parents are well informed about the school curriculum, its targets, student's progress and attainment and their part in the process of improvement.

Leading Teaching and Learning

Under the direction of the Principal, the Senior Leader will:

- Be an excellent role model, exemplifying a high standard of teaching and promoting high expectations for all members of the school community;
- With the Principal, lead the processes involved in monitoring, evaluating and challenging the quality of teaching and learning taking place throughout the school, including lesson observations;
- To ensure consistency and quality; sharing responsibility for the analysis of key school performance data to ensure improvement in standards is promoted;
- Support the Principal in establishing a learning environment that helps students develop learning behaviours in order to learn more effectively and with increasing independence;
- Support the day to day behaviour management of all students in the school in line with the behaviour management policy;
- Lead the development of the curriculum including planning, recording and reporting, assessment for learning and the development of a creative and appropriate curriculum for all students;
- Develop and review systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards;

Job Description continued

- Ensure through leading by example the active involvement of students and staff in their own learning; raising standards of teaching and learning as well as staff knowledge and understanding;
- Manage the performance of Teaching Assistants and all other supporting staff;
- 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 students' knowledge and understanding of the curriculum;
- Ensure the use of evidence-informed approaches to reading

School Culture and Behaviour

- Create a culture where pupils experience a positive and enriching school life;
- Uphold educational standards to prepare pupils from all backgrounds for their next phase of education, training and employment – and their future lives;
- Create and nurture a culture of staff professionalism, with a commitment to wellbeing;
- 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;
- Ensure the culture of the schools reflects LSEAT's One Trust Culture and works with leaders and colleagues from other Trust schools to support school improvement.

Development and Support

- To support the induction of staff new to the school and those being trained within the school including, at times, undertaking the role of induction coordinator for ECTs and have responsibility for students on teaching practice and those undertaking work experience, as appropriate;
- To participate as required in the selection and appointment of teaching, associate and support staff, including overseeing the work of supply staff/trainees volunteers in the school;
- To be an excellent role model for both staff and students in terms of being reflective and demonstrating a desire to improve and learn;
- To take responsibility and accountability for identified areas of leadership;
- To work with the Principal to deliver an appropriate programme of professional development for all staff including quality coaching and mentoring, in line with the school improvement plan and performance management;
- To lead the annual appraisal process for all identified staff;
- To engage with appropriate training opportunities to promote professional effectiveness in the role;
- To ensure staff have access to appropriate, high standard professional development opportunities;
- To keep up to date with developments in education;
- To seek training and continuing professional development to meet needs.

School Culture and Behaviour

Under the direction of the Principal, the Senior Leader will:

- Create a culture where students experience a positive and enriching school life;
- Uphold educational standards in order to prepare students from all backgrounds for their next phase of education and life;
- Ensure a culture of staff professionalism;
- Encourage high standards of behaviour from students, built on rules and routines that are understood by staff and students and clearly demonstrated by all adults in school;
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy.

Job Description continued

Additional and Special Educational Needs and Disabilities (SEND)

Under the direction of the Principal, the Senior Leader will:

- Promote a culture and practices that enables all students to access the curriculum;
- Have ambitious expectations for all students 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.

Organisational Management

Under the direction of the Principal, the Senior Leader will:

- Ensure staff and students' safety and welfare through effective approaches to safeguarding, as part of duty of care;
- Manage staff well with due attention to workload;
- Ensure rigorous approaches to identifying, managing and mitigating risk;
- Allocate financial resources appropriately, efficiently and effectively;
- identify problems and barriers to school effectiveness, and develop strategies for school improvement that are realistic, timely and suited to the school's context;
- Make sure these school improvement strategies are effectively implemented;
- Be a proactive and effective member of the Senior Leadership Team and help manage the school effectively in the absence of the Principal;
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school;
- Work with the Principal in establishing priorities for expenditure and monitoring the effectiveness of spending and usage of resources;
- Lead regular reviews of school systems to ensure statutory requirements are being met and improved on where appropriate;
- Promote and deliver effective communication with all staff and stakeholders of the school;
- Working with the Principal, undertake key activities related to professional, personnel and HR issues;
- Ensure a consistent approach to standards of behaviour, attendance and punctuality is implemented across the school;
- Working with the Principal, ensure the day-to-day effective organisation and running of the school, including the deployment of staff as appropriate to make the most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities.

Governance, Accountability and Working in Partnerships

Under the direction of the Principal, the Senior Leader will:

- 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 both within the Trust and externally;
- Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all students.

Other Areas of Responsibility

- The scope of this profile reflects the needs of the school at the present time; it is not intended to be a fully inclusive or exhaustive list;
- The post holder may therefore be expected to work flexibly and perform other duties other than those given in the job description;
- The particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or the level of responsibility entailed;
- The profile will be subject to continuous review as the needs and requirements of the school change over time.

Person Specification

ATTRIBUTES	Essential	Desirable
• Qualifications		
• Qualified Teacher Status or QTLS	Yes	
• Has gained or working towards an Honours Degree	Yes	
• Evidence of recent and relevant further professional development	Yes	
• Higher Degree or NPQH or commitment to achieve NPQH or equivalent within two years		Yes
KNOWLEDGE AND EXPERIENCE		
• Understanding of current trends and policies in education	Yes	
• School Development and Improvement planning within a primary, secondary or special school	Yes	
• Curriculum development experience	Yes	
• Senior Leadership Team experience in a primary, secondary or special school		Yes
• Successful teaching experience in at least two schools or a significant variety of roles in the same school	Yes	
• Leading teams effectively	Yes	
• Proven track record in implementing strategies and interventions to rapidly raise achievement and standards	Yes	
• Effectively tackling under performance in staff and students	Yes	
• Developing and implementing school wide systems such as School Self Evaluation and Appraisal	Yes	
• Effective working with variety of stakeholders such as students, parents and the wider community	Yes	
• School Development and Improvement planning within a primary, secondary or special school		Yes
SKILLS AND COMPETENCIES		
• Outstanding classroom teacher and role model for others	Yes	
• Able to inspire, challenge and motivate others	Yes	
• Strategic planning and thinking	Yes	
• Anticipate problems, develop creative solutions	Yes	
• Set and achieve ambitious, challenging goals and targets for self and others	Yes	
• Listen to and reflect on feedback from others	Yes	
• Excellent presentation skills	Yes	
• High level of oral, written and ICT skills	Yes	
• Able to build and maintain positive relationships with individuals and groups	Yes	
• Ability to manage change, conflict and empower others	Yes	
• Prioritise, plan and organise self and others	Yes	
• Good reasoning powers and ability to make balanced judgements in a variety of situations	Yes	
• Use of Data including ability to analyse and form action plans		Yes
• Ability to represent school at a local, regional and national level		Yes
• Collaboration with others within and beyond the schools		Yes
OTHER QUALITIES		
• Ambitious for the school and self	Yes	
• Relentless optimism	Yes	
• Genuine concern for the welfare of staff and students	Yes	
• Able to work under pressure and manage own stress	Yes	
• Willing to accept the demands and challenges of the post and respond in a flexible manner	Yes	
• A strong sense of loyalty, integrity, enthusiasm and dynamism	Yes	
• A strong sense of professionalism, commitment to upholding standards and setting an appropriate example	Yes	
• An understanding of, and commitment to, the School's Equality and Diversity policies	Yes	
• An understanding of, and commitment to, School's Health and Safety Policies	Yes	
• The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment	Yes	



For more information

For full details of this opportunity or to arrange a visit, please contact:

Charlotte Cuthbert

Email: charlotte@cuthbertcolvill.co.uk

Tel: 07967 111228

Closing Date: Noon, Monday 10th March 2025

Shortlisting Date: Wednesday, 12th March 2025

Interviews: Week commencing 17th March 2025

Grafham Grange School reserve the right to close this role upon receipt of suitable applications

