



ORCHARD PARK HIGH SCHOOL

RECRUITMENT PACK



Proud to be part of the

GREENSHAW
LEARNING TRUST

Orchard Park High School,
Orchard Way,
Shirley,
Croydon,
CR0 7NJ

Telephone: 020 8776 0220

Email: info@orchardparkhigh.net



Dear candidate

Thank you for taking an interest in working at Orchard Park High School as an **Assistant Headteacher (Inclusion)**.

Orchard Park is one of the most successful schools in the area, performing above the national average for progress 8. We pride ourselves on routines, systems and excellence. We are a calm, happy and high achieving school, providing the very best education to our diverse and ambitious community.

The successful applicant must be high performing, passionate about education and the improvement of life changes for our children, and committed to continuing to develop the foundations we have already built here at Orchard Park High School. Our school will be disruption free every minute, of every lesson, of every day. Our amazing team of teachers and support staff themselves demonstrate and encourage a lifelong love of learning, both within and beyond our curriculum. Our SLT are highly visible and committed to excellence.

Orchard Park High School is an 11 to 16 mixed school. The school is situated in Shirley on the border of Croydon and Bromley. The school is ambitious for its students, and provides a happy, caring, and inclusive environment in which all children can thrive.

The school has excellent behaviour in and out of lessons. Disruption-free classrooms mean that teachers can develop their pedagogy with students who are ready to learn and work hard. Senior Leaders take workload seriously so teachers are able to devote their time to teaching and providing rich experience to our young people. All new staff who begin at Orchard Park are given a thorough induction, ensuring that they know how we do things and why.

Our weekly CPD programme is research informed. You will also benefit from fantastic CPD opportunities with our Trust, designed for teachers and leaders at all stages of their career, and as a senior leader within GLT, contribute to the reviews of other schools and share best practice across the network.

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.

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

We strive to be an inclusive and diverse employer and we encourage applications from underrepresented demographics. We recognise the need to achieve a good work-life balance and encourage discussions regarding flexible working across our schools and Shared Service teams. We aim to create the conditions under which our colleagues are able to thrive and to deliver exceptional work for the young people and communities which we serve. To get a feel of

life at Greenshaw Learning Trust, please download our 'Why you should work for GLT' recruitment brochure on our jobs portal.

Orchard Park High School 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 website provides a clear picture of our aspirations and our vision: however, for further information or to request a school tour, please contact our **School HR Manager, Beverley Pierre: hrmanager@orchardparkhigh.net**. We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.



Yours sincerely

Carly Moran, Headteacher

THE BENEFITS OF WORKING AT ORCHARD PARK HIGH SCHOOL

ABOUT OUR SCHOOL

- The behaviour at our school is excellent: our students are keen to learn and polite. They are used to concentrating, reading for extended periods of time, engaging in independent practice and producing developed pieces of work
- Outside of the classroom, students also behave well: transitions are orderly and calm and the playgrounds and social spaces are warm and welcoming
- The behaviour system is centralised
- We are very proud of our Personal Development provision

Sensible approach to marking and feedback

- We do not expect teachers to regularly mark books with lengthy comments: instead, we use whole class feedback processes which are much more efficient
- We are keen on live feedback in class which is much more efficient than lengthy written marking

Supportive, visible SLT

- Our SLT are highly visible and supportive: their main role is to ensure that teachers are able to teach as effectively as possible and that pupils are well supported

Our CPD offer is exceptional

- The majority of our CPD is department specific
- All staff receive instructional coaching once a fortnight to develop their teaching
- All our teaching methods are research informed
- We provide excellent training programmes for teachers, main scale teachers, lead practitioners and SLT

TERMS AND CONDITIONS

CONTRACT

Permanent

SALARY

Salary calculated in line with Outer London Leadership pay scale, points LS13-17

HOURS OF WORK

Full time

PLACE OF WORK

Orchard Park High School, Orchard Way, Shirley, Croydon, CR0 7NJ.

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.

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: | Headteacher/Deputy Headteacher |
| Responsible for: | Middle Leaders, teachers, support staff |

ROLE OVERVIEW

As an Assistant Headteacher, you will be an important part of the Senior Leadership Team. You will be expected to lead the school, setting exceptionally high standards for staff and students, and ensure they are met. You will be expected to contribute widely to all areas of the school. You will need to be positive, optimistic and committed with a strong belief that all pupils are capable of excellent conduct and outcomes, and have a track record of success.

The role will develop your capacity and knowledge, utilising your skills and understanding of our context whilst providing you with support and guidance to be the very best leader.

ASSISTANT HEADTEACHER MAIN DUTIES AND RESPONSIBILITIES

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 your areas
- Contribute to the development of all areas of the school

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 on whole school strategies and policy areas
- Lead by example, focusing on providing an excellent education for all students
- Ensure lessons across the school are excellently planned and resourced
- Ensure our classrooms are disruption free at all times
- Support subject leaders to achieve excellent results
- Ensure excellent delivery of a challenging, ambitious and enriching curriculum
- Build positive relationships with members of the school community (staff, pupils, parents)
- Keep up to date with developments in education and leadership
- Seek opportunities, experience, training and continuing professional development to meet own needs
- Ask for feedback on your areas and use this to shape your next steps
- To provide an enriching programme of professional development for teaching staff.
- Support our pupils with their behaviour and welfare
- Support year group leaders

Managing staff

- Assist with the selection and recruitment of new staff
- Performance manage middle leaders and support staff, 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
- Be relentlessly positive about what our staff and young people can achieve

Modelling best practice for staff

- 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, promoting innovation and being collaborative
- Provide constructive positive feedback to others

Systems and procedures

- Under the direction of the 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 distribution of leadership throughout the school

Key contacts

- Daily involvement with teaching staff, other support staff and pupils of the school.
- Contact with parents/carers and other stakeholders
- Highly visible around the school

Inclusion

- To be the named SENDCo
- To work with the Headteacher and Senior Leadership Team to ensure that the school meets its statutory duties in relation to SEND
- To ensure that students with special and additional educational needs receive appropriate provision and make good progress in mainstream curriculum lessons and through targeted support
- To ensure that the special educational needs of students are recognised, assessed and communicated to the appropriate members of the school community
- To monitor the progress of objectives and targets for students with SEND
- To coordinate the work of the Deputy SENDCo and our Teaching Assistants working with students with additional needs, with a particular focus on subject specialism and pre-teaching
- To analyse and interpret relevant school, local and national data in relation to SEND to inform practice
- To support and contribute to the strategic development of SEND policy and provision
- To co-ordinate, monitor and evaluate support for students on school action and EHCPs
- To support the coordination Annual Reviews for students with EHCPs
- To ensure that the support in place is necessary, evidence based, rooted in research and promotes independence
- To support the maintenance of an up to date SEN register of students identified as having special and additional educational needs
- To be accountable for the quality of provision for students on the SEN register
- To offer advice, guidance and support to staff with regards to understanding the needs of SEND students and how to work most effectively with students with special needs generically and for individual students
- To monitor the up to date provision maps
- To support and uphold the school behaviour policy for all students
- To liaise with the designated SEN governor and other members of the governing body
- To co-ordinate Access Arrangements
- To liaise with outside agencies as appropriate

- To co-ordinate our School Partnerships Strategy
- To lead on personal Development across the school, co-ordinating our fully resourced PSHE curriculum and Character Education

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 | | |
| Good Honours Degree. | x | |
| Post graduate qualification | | x |
| Qualified Teacher Status. | x | |
| Willingness to undertake further CPD. | x | |
| Relevant postgraduate studies. | x | |
| Evidence of wider professional development | x | |
| Management and experience of curriculum innovation | x | |
| Experience being part of a team that has led to significant school improvement | | x |
| NASENCO Qualification | | x |
| Skills and experience | | |
| Excellent interpersonal and teamwork skills | x | |
| Excellent communicator – sensitive, compassionate and effective | x | |
| Knowledge of strategies to inspire and improve outcomes for students | x | |
| An ability to establish good working relationships with a wide range of people including students, parents, governors and colleagues | x | |
| Outstanding organisational skills to ensure efficient and effective implementation of the role | x | |
| Knowledge of strategies to recognise and reward efforts and achievements and the ability to encourage students to become self-reliant and independent learners | x | |
| Experience of implementing systems and processes to aid learning, teaching and student development | x | |
| Experience of implementing whole school strategies | x | |
| Experience of working with staff to improve their teaching practice | x | |
| Experience of line managing staff | x | |
| Experience of successful leadership of a department | x | |

| Personal attributes | | |
|---|---|--|
| Able to establish good working relationships with a wide range of people - students, colleagues and parents | x | |
| A willingness to become involved in all aspects of school life | x | |
| Committed to the safeguarding of children | x | |
| Ambition and vision | x | |
| Co-operative style of working | x | |
| Ability to work under pressure and remain positive, enthusiastic and resilient | x | |
| Reflective and analytical | x | |
| Unbridled optimism | x | |
| The ability to work independently, willingness to take tough decisions and face the challenges of managing change | x | |
| Potential and capacity to grow professionally | 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 Wednesday 14th January 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.

TOUR OF SCHOOL

If you would like to visit the school, we will be holding tours with the Headteacher on **Thursday 8th January and Monday 12th January 2026 from 8.15 – 9.30 am**. Please email Beverley Pierre at hrmanager@orchardparkhigh.net to book a place.

INTERVIEW PROCESS

Interviews will be held on **Tuesday 20th January 2025**. 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 on Monday 13th April 2026.



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