



Royal Greenwich
Trust School



Candidate Information Pack

Associate Headteacher

Learning Today, Leading Tomorrow
Responsibility | Grit | Teamwork | Success



“ Providing transformational educational opportunities for all children...”



Associate Headteacher Royal Greenwich Trust School

University Schools Trust

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Welcome



Thank you for your interest in the advertised post at the Royal Greenwich Trust School. We are proud to be a part of the University Schools Trust, a cross-borough multi-academy trust which includes St Paul's Way Trust School and St. Paul's Way Trust Foundation School in the London Borough of Tower Hamlets.

As part of the University Schools Trust, we have strong partnerships with 6 world-leading universities and other key organisations. Together we are working collaboratively to deliver the best outcomes and life chances for our students.

Our staff are our greatest asset and we are working with the UST to develop an exciting people strategy, focused on purposeful practice, bespoke professional development and meaningful staff wellbeing.

The UST provides staff in all its schools with a wide range of accredited courses, training opportunities and networking events to support collaborative practice.

Our website will give you a broader picture of our school including key information and a sense of what our community stands for:

www.rgtrustschool.net

If you are interested in applying for the post and would like to arrange an informal discussion, please contact the HR Team on 020 8312 5480 ext. 2515

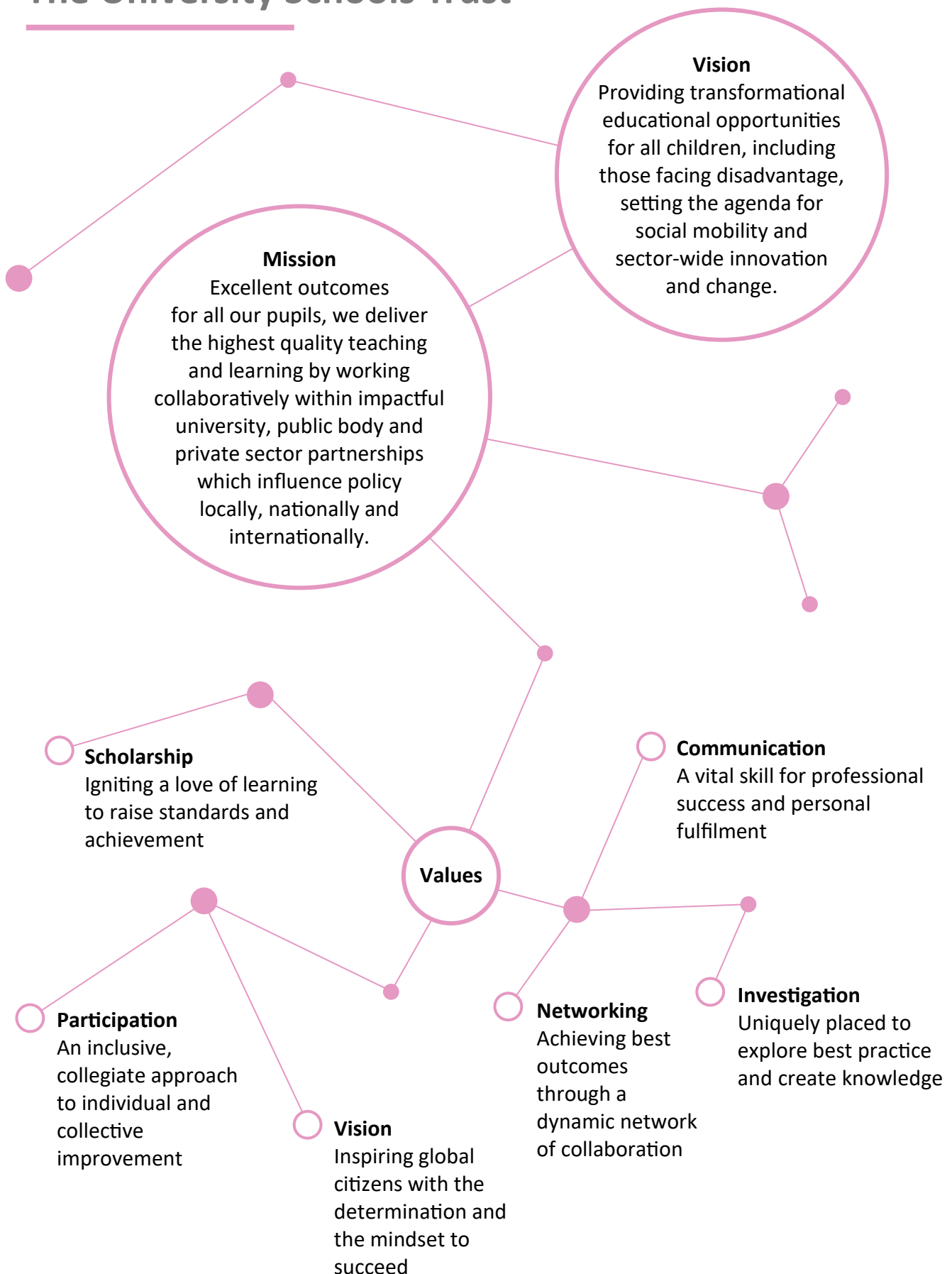
or email Recruitment@rgtrustschool.net.

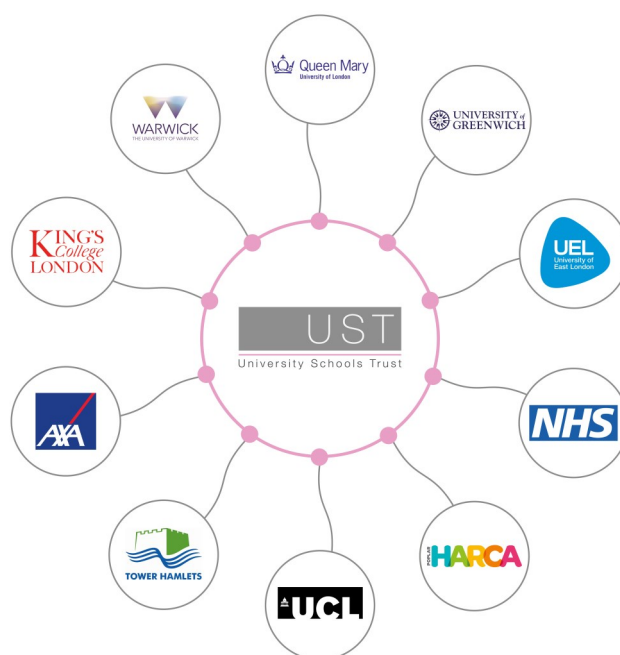
Caroline Toye

Headteacher

Learning Today, Leading Tomorrow

The University Schools Trust





The University Schools Trust (UST) and our schools provide excellent education, derived from exceptional teaching and learning, for thousands of pupils each year.

UST is a unique partnership of six world-leading universities and five sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are academically challenged and we use our resources efficiently. The inspirational staff at UST are our greatest resource, and they are encouraged to innovate, share and continually raise our standards.

The UST School of Education, our innovative centre of excellence for school improvement, supports all our teaching and learning. Our university links enable us to co-commission and participate in research to stretch our knowledge of what works and why, and our culture of open collaborative partnership encourages staff to share and learn with other education professionals.

By developing a culture of growth and excellence, the School of Education adds value to our greatest resource – our staff.

For more information about our School of Education please see:

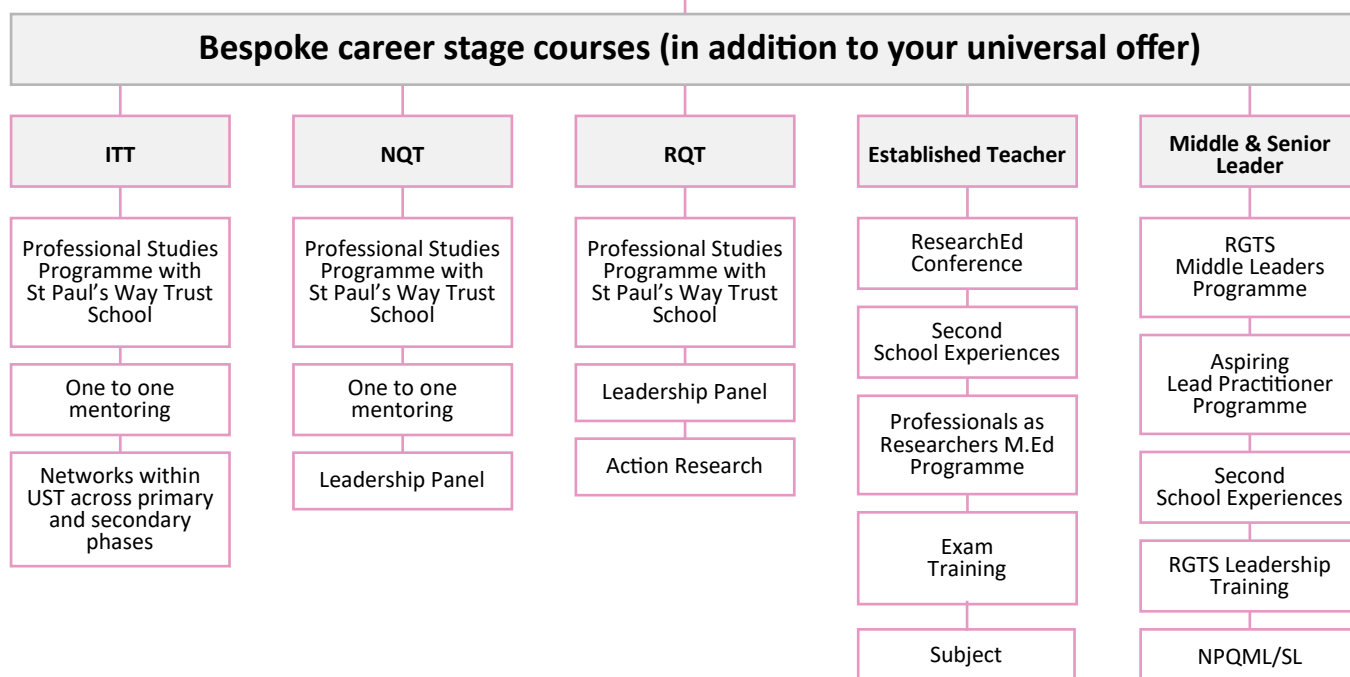
www.ust.london/444/school-of-education

Continual Professional Learning

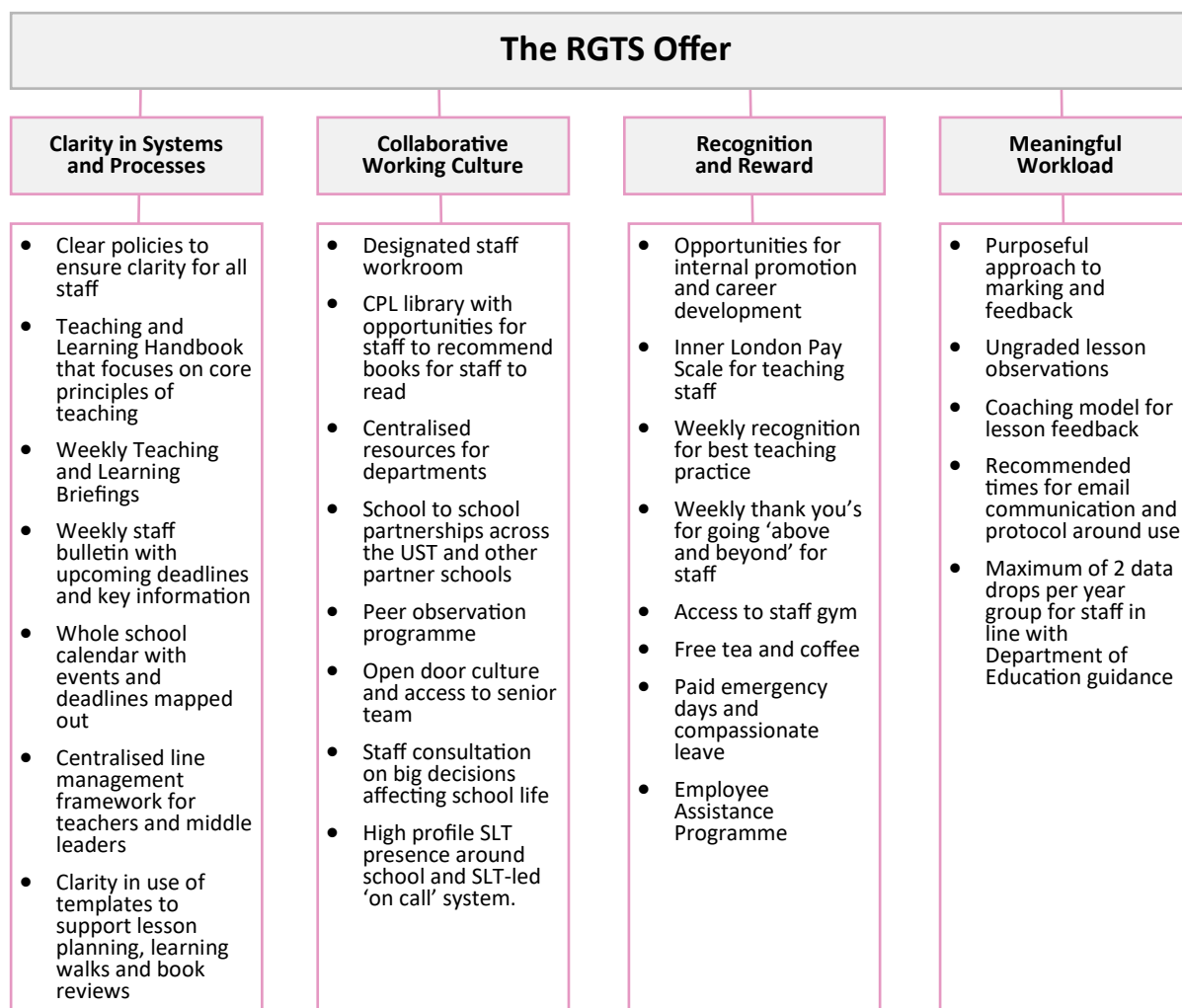
At RGTS we are committed to ensuring that all staff across the school are given opportunities to develop their practice in order to excel as professionals. This is achieved through a programme of internal and external training with an extensive network of training providers across London, our staff have access to the highest quality of training available.

All teachers at RGTS have access to regular opportunities for training and development, both as individuals and as part of their wider faculty teams. This includes:

- Weekly teaching and learning briefings where colleagues share best practice
- Masterclasses for specific areas of pedagogical development
- Twilight sessions for extended faculty-based training
- Learning labs that allow teachers to conduct peer to peer observations
- Coaching from a team of external coaches



Staff Benefits and Wellbeing



RGTS is committed to ensuring that staff are supported and that their wellbeing is considered at school. To that end, strategies to support staff are grouped into four broad areas:

- **Clarity in Systems and Processes -** staff are given clear direction and that time can be managed effectively.
- **Collaborative Working Culture -** staff are able to access peer to peer support and work together to minimise personal workload.
- **Recognition and Reward -** staff feel valued for their contributions to the school and that staff are encouraged to go the extra mile.
- **Meaningful Workload -** decisions are mindful of staff workload and efficient working practice.

Job Title:	Associate Headteacher
Location:	The Royal Greenwich Trust School
Responsible to:	Headteacher
Responsible for:	Strategic Leadership of Operations, Staffing, Data & Compliance and Key Stage 5
Full/part time:	Full Time/Permanent
Grade:	L24 - L28 £82,277 - £89,919 per annum

INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach - educating from nursery to university and beyond - to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust, we are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

JOB PURPOSE

The Associate Headteacher, under the direction of the Headteacher as direct line manager, will take a key role in:

- Formulating the vision, aims and objectives of the school, establishing policies, procedures and processes to enable these priorities, aims and objectives to be achieved.
- Creating and maintaining a culture of continuous improvement and success, and a high standard of education for all.

- Leading and managing staff and resources effectively ensuring that value for money and financial efficiencies are considered at all times.
- Monitoring progress towards the achievement of the school's aims and objectives.
- Providing strategic and direct leadership of the curriculum (teaching & learning, assessment and academic progress/outcomes).
- Working collaboratively with colleagues across the school to manage planning and delivery of the Continued Professional Learning framework.
- Representing the school and/or Headteacher at meetings, functions & events and acting as an advocate for its mission and values, forming and developing effective partnerships within and beyond the Trust & other key partners.

The Associate Headteacher will also have a timetabled teaching commitment of approximately 15% (4-5 periods) complying with the teachers' standards and modelling best practice for others. They may also be required to undertake any of the duties delegated from the Headteacher.

To promote opportunities for CPL (Continued Professional Learning) within the Senior Leadership Team, roles and responsibilities will be reviewed and agreed on an annual basis in response to the needs of the school.

SPECIFIC RESPONSIBILITIES

Under the direction of the Headteacher:

- Lead on and maintain oversight of all aspects relating to the day-to-day management and smooth running of the school, maintaining high visibility and a proactive presence within the school community.
- Communicate the school's vision in a compelling manner and support the Headteacher's strategic leadership.
- Lead and direct on the crafting, implementation and review of the SEF, SIP and other whole school documentation.
- Lead by example, focusing on providing transformational educational opportunities and excellent outcomes for all students.
- Lead on particular whole-school strategies and policy areas as agreed with the Headteacher.
- Build positive and purposeful relationships with members of the school community and our external partners.
- Act as line manager for colleagues as agreed with the Headteacher.
- Keep up to date with developments in education.
- Seek training and continuing professional development to meet own needs and enhance personal effectiveness.
- Carry out the professional duties of an Associate Headteacher as set out in the School Teachers' Pay and Conditions Document.
- Work in collaboration with the Deputy Headteachers, Assistant Headteachers, Governors and Trust Executive team to secure sustained improvements across all areas of the school.

Strategic Leadership Areas

Operations:

This is a fundamental aspect of the Associate Headteacher role and plays a crucial part in preparing post holders for future Headship. Within this area of your portfolio you will be required to;

- Be responsible for the smooth running of the school on a day-to-day basis, communicating effectively with other members of staff and taking responsibility for the dissemination of relevant information.
- Lead, manage and develop the annual calendar of core events.
- Be responsible for the overall leadership and management of all school events.
- Chair the termly calendar review meetings ensuring actions are agreed and implemented with relevant staff as required.
- Work in collaboration with the Head of School Administration on the accurate and timely production of the school diary, termly calendar and in relation to other operational matters.
- Manage the setting of annual term dates with reference to number of teaching days, direct time calculations and our term dates and those of other relevant schools.
- Coordinate whole school arrangements at the start and end of each term.
- Organise teaching and duty cover for absent staff on a daily basis ensuring that this is supported by effective planning.
- Oversee the school's communications to parents with the support of the Head of School Administration.
- Convene the weekly staff briefing meeting and ensure that points of action are taken and distributed in a timely manner.
- Ensure that key messages communicated internally and externally are timely, inclusive and reflective of the School's values.
- Design, run and troubleshoot internal and external online events, keeping abreast of the latest developments in virtual event technology.
- Work with the Deputy Headteacher - Curriculum to explore opportunities to expand the school's extra-curricular provision in line with the School's strategic plan.
- Oversee and approve offsite trips and visits and work with the Partnerships & Enrichment Coordinator to ensure the paperwork is completed, including risk assessments/ insurance/ communications with parents & carers.
- Coordinate visits by governors and other external partners and ensure there is a clear framework in place for any quality assurance work undertaken.
- Liaise with the Trust Operations Manager for estates, facilities and IT on all matters to ensure the safe and smooth running of the site.
- Be the senior school representative on the Health & Safety committee.

Staffing:

To take a lead on whole school staffing and employee relationships and wellbeing, as agreed with the Headteacher and within the following areas;

- Recruitment, retention and deployment of staff ensuring that the process successfully provides the best staff available in all positions required.
- Lead the CPL Strategy for support staff, maximising opportunities to develop and grow the workforce.
- Oversee the successful implementation of the appraisal process for teaching and support staff.
- Work with the human resources team on all areas of employee relations ensuring that all practices are applied in line with Trust policy.
- Lead the school wellbeing programme by ensuring that all staff feel valued by the school for their contributions and achievements within the learning community and beyond.
- Ensure that RGTS policy and practice reflects a commitment to equal opportunities and inclusion.

Data & Compliance:

- Take a lead role in the development and implementation of data systems across the school.
- Be responsible for ensuring the crafting, implementation, monitoring and review of all relevant policies in line with the UST strategy.

Work with the Trust Data Controller and school Data Analyst to;

- Raise the profile of data across the school using visual displays, the website and communication with students and parents/carers.
- Work collaboratively with the Headteacher, Deputy Headteachers and Trust colleagues on crafting whole school, faculty, cohort and related targets.
- Analyse & interpret external accountability measures & datasets, including pre & post-16 academic data, attendance data, contextual data, including IDSR/DfE/ESFA/Ofsted to support our internal monitoring procedures.
- Lead on or oversee other data and systems-based work including MIS systems, duty rotas, census returns, FSM, post-16 funding returns and cover arrangements.
- Lead on CPD for all stakeholders in the school including SLT, middle leaders, class teachers and curriculum support staff in the effective analysis of data.
- Provide expert support to middle and senior leaders, teachers and curriculum support staff in interpreting and using a range of academic and inclusion related datasets in order to raise levels of progress & engagement and monitor the impact of interventions.
- Lead on the reporting process to parents, including the presentation of data relating to assessment & progress, attendance & punctuality, behaviour for learning & rewards and formal reports.
- Provide the most appropriate and up to date data for parents' consultation evenings and other events.

Through direct line management of the school Exams Officer;

- Oversee the public examinations process, ensuring compliance as a centre, that internal and external exams processes meet statutory requirements, exam board regulations and that they run smoothly.
- Liaise with the Deputy Headteacher – Curriculum and be aware of all logistical requirements for internal and external examinations.
- Liaise with the Deputy Headteacher – Inclusion and SENCO to ensure that the appropriate access arrangements are in place.

- Organise all internal examinations and practice examinations in line with the school assessment calendar and publish these for all stakeholders.
- Lead on all systems relating to the collection and organisation of data for all exams.

Working directly with the Deputy Headteacher – Curriculum;

- Plan and construct the annual school timetable and make any necessary planned adjustments throughout the year.
- Lead on the implementation of the relevant parts of the AMARAI Cycle (Assessment, Moderation, Analysis, Response, Actions, Impact) and work in collaboration with the Deputy Headteacher – Curriculum to ensure its success.
- Develop a strategy relating to the school's setting arrangements and processes with the Deputy Headteacher responsible for the curriculum.

Compliance Matters;

- Lead on matters relating to policy, procedure and website compliance.
- Keep policy documentation, including the Staff Handbook, up-to-date and readily accessible.
- Act as GDPR Champion for the school and liaise with the Trust to ensure compliance.

School Improvement;

- Lead on the creation of the annual Quality Assurance cycle and ensure that key action areas are addressed swiftly and appropriately.
- Provide guidance and support for leaders at all levels in the crafting, implementation and evaluation of improvement plans.
- Lead the preparation for school inspections and reviews and take overall responsibility for school policies, and the creations of our 'data story'.
- Chair the 'Inspection Ready' Committee and take responsibility for ensuring staff awareness of expectations for Inspection.
- Provide the Headteacher and other senior colleagues with appropriate data for the SEF, Ofsted inspections, external & internal reviews and School Committee meetings.

Key Stage Leadership (currently key stage 5):

- Develop a work plan for the key stage which supports the outstanding execution of day to day business alongside calendared events and strategic priorities cited within the School Improvement Plan.
- Work in collaboration with the Deputy Headteachers to share best practice and ensure a consistency of approach across all areas.
- Play a key role in quality assurance activities relating to the respective key stage.
- Develop 'the data story' for areas within your portfolio, respond to findings and evaluate impact of actions taken.
- Contribute to the development of the Inclusion Faculty to enhance the provision in place and identify additional needs through the VSI (Vulnerable Students Index), employ intervention and support appropriately and evaluate impact to secure improvements in circumstances/engagement and removal/addressing of barriers for students.

- Assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the school's safeguarding policies.
- Line manage respective Heads of Year, leading them in being a cohesive team and enabling them to be efficient and effective in their role as middle leaders.
- Oversee the execution of a comprehensive tutor programme underpinned by clear and consistent habits & routines.
- Analyse, respond to and evaluate impact of actions taken in relation to progress, engagement and behaviour related data alongside that from other sources.
- Oversee the CEIAG provision for the key stage including work experience and post-18 destinations.
- Provide accurate and timely information for parents and develop effective partnerships with them.
- Prepare reports and documents as required by the Headteacher.

Student progress (Academic);

- Take a lead role in the crafting and implementation of the Raising Standards Agenda for the key stage.
- Responsible for agreeing, monitoring and evaluating the student progress and outcomes within the key stage.
- Ensure that input from Heads of Year and Tutors make a measurable contribution to improving student progress and outcomes.
- Engage in taking a leading role in the student progress review model (AMARAI) to ensure strategic plans and appropriate interventions are in place to address underperformance or concerns over individual students or sub-groups.
- Liaise with Heads of Faculty in matters relating to the quality of provision within their areas and to ensure that effective personalisation of learning occurs and that the curriculum meets the needs of learners.
- Lead strategic plans to prepare students within the Key Stage for internal and external examinations.

Attendance and Punctuality;

- Work with the Head(s) of year and Student Services Manager to develop robust systems to track, monitor and address concerns related to attendance and punctuality.

Student Engagement (behaviour & attitudes, effort & contribution);

- Support the successful and consistent application of the Behaviour for Learning policy across year groups and faculties in conjunction with the Deputy Headteacher - Inclusion.
- Challenge and correct any behaviours that are not in accordance with school Behaviour for Learning policy and resolve concerns in a swift and effective way.
- Address any issues related to uniform, appearance or equipment in a timely and appropriate way.
- Maximise student engagement in extracurricular activities and ensure that attendance is logged.

- Develop the student voice agenda through an effectively run school council within each year group and through the creation of opportunities to seek student views on various aspects of school life.
- Promote leadership activities within the key stage which afford the ability for students to contribute to improvements within the school and to develop their personal characteristics and employability skills.
- Enhance the methods and occasions for the recognition and celebration of students' contributions and achievements through the rewards scheme and other vehicles.
- Utilise the SAM (Social and Academic Mentor) or equivalent within the key stage to provide targeted and specific support for heads of year and in maintaining a manageable caseload.
- **Responsibilities of Teaching Staff:**
- Undertake a designated programme of teaching across all key stages, as required.
- Plan teaching in accordance with faculty schemes of work and National Curriculum programmes of study.
- Liaise with relevant colleagues on the planning of units of work for collaborative delivery.
- Teach consistently high-quality lessons informed by the school's teaching principles.
- Set expectations for students in relation to standards of achievement and the quality of learning and teaching.
- Teach to ensure knowledge is retained in long term memory of students.
- Assess and adapt teaching to the strengths, weaknesses and misconceptions of classes.
- Follow the school's policies on feedback, providing formative feedback in every lesson and whole class feedback for set pieces of work.
- Maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- Work in collaboration with Learning Support Assistants, Special Educational Needs team and wider inclusion team.
- Be familiar with the Code of Practice for identification and assessment of Special Educational Needs and keep appropriate records on Individual Education Plans for students.
- Be a role model for students, inspiring them to be actively interested in the subject.
- Update professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in the curriculum area of the subject.
- Promote learning through out of hours activities such as enrichment.
- Promote aspects of Personal Development, cultural capital, CEIAG and enrichment related to the subject.
- Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures.
- Follow the school policies and procedures.

Finance and Resources;

- Ensure that budgets are used in line with school procedure and that resources are recorded and monitored.
- Seek to ensure the effectiveness of the department's equipment, proper maintenance of the materials and observance of relevant health and safety regulations.
- Be responsible for the registration, maintenance and recording of all assets and resources within the department.

Staff Development;

- Continued professional learning in the relevant areas including subject knowledge and teaching methods.
- Engage actively in the Performance Management process.
- Participate and lead whole school CPL programmes.

General Administration;

- Check that information required by various external bodies is produced within the given time scale and is of excellent quality.
- Assist to maintain the interior and exterior of the classrooms and displays to a high standard that reflects the ethos of the school.

Wider Professional Responsibilities

- Make an active contribution to the policies and aspirations of the school.
- Seek to share your expertise with colleagues.
- Contribute effectively to the work of the wider team.
- Play a critical role in the life of the school.
- Promote the general progress and well-being of individual students.
- Provide guidance and advice to students on educational and social matters and on their further education and future careers.
- Provide a wide range of enrichment and personal development opportunities that are embedded into your curriculum offer.
- Communicate and consult with the parents / carers of students in line with school procedures.
- Participate in meetings arranged for any of the purposes described above.
- Provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students.
- Participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school.
- Undertake any professional duties reasonably delegated to you by the Headteacher.

Qualification Criteria:

- A fully qualified teacher with evidence of QTS for secondary teaching.
- Qualified to at least degree level in subject area and good A Levels or equivalent.
- Qualified to teach and work in the UK.

COMMON ROLES OF ALL TRUST MEMBERS**Leadership: Vision and Values:**

- Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents and wider community the vision, purpose and leadership of the Trust.
- To ensure equal opportunities for all.
- To be committed to safeguarding and to promoting the welfare of all young people.
- To assist in the development of a culture and environment in which young people thrive and to drive innovation.
- To drive up educational standards, promote life-long learning and continually improve outcomes for all.
- Lead and contribute to an ethos in the Trust where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

Leading and managing others and self:

- Take responsibility for the day-to-day management of designated staff.
- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own development.
- Actively engage in the performance review process.
- Work within the Trust's health and safety policy to ensure a safe working environment for staff, students and visitors.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, colleagues and visitors.
- Adhere to Trust policies and procedures.

Additional requirements:

- The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.
- Carry out the work of the job in a way that is consistent with the culture, ethos, equalities and inclusion policies of the school and the University Schools Trust.
- The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.

Leadership: Vision and Values:

- Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents and wider community the vision, purpose and leadership of the Trust.
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- The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
- Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities policy and Use of ICT policy.
- Complete any training required to improve performance and take part in the school performance management systems (where relevant).
- Undertake such other duties as are commensurate with the post and which may reasonably be required by the Trust.

JOB AGREEMENT

The post holder will be line managed and appraisal managed by: Headteacher

The above job description was agreed on It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual appraisal process.

_____. Signed by (Post holder)

_____. Signed by (Headteacher)

DEPUTY HEADTEACHER PERSON SPECIFICATION

Qualifications	<ul style="list-style-type: none"> Graduate with qualified teacher status. Minimum of five years teaching experience within the secondary phase. Substantial experience of a whole school leadership role, serving on at least one senior leadership team. Evidence of having been successful as a Deputy Headteacher or a Senior Assistant Headteacher. Proven track record in improving and securing best outcomes for students. Recent appropriate Continuous Professional Development. Evidence of completing the NPQH, currently engaging with the programme or willingness to do so in the near future. 	AF AF AF/I/R AF/I/R AF/I/A/R AF/I AF/I
Experience, skills and knowledge	<ul style="list-style-type: none"> Ability to communicate a clear vision and inspire others in buying into this. Extensive leadership and management experience in a school. Secure understanding of high-quality teaching, and the ability to model this for others. Knowledge of the strategies used to support others to improve their practice. Involvement in school self-evaluation and development planning. Line management experience and ability to hold others to account, within curriculum areas and those related to inclusion. Ability to build effective working relationships. Outstanding interpersonal skills. Experience of contributing to and leading staff training and development. Ability to communicate effectively both orally and in writing. Confident in presenting to a range of audiences and stakeholder groups. Broad understanding of school finances and resourcing matters. 	AF/I/A AF/I/A I/A I/A AF/I/A AF/I/A I/A I/A I/A/R AF/I/A I/A/R I/A

Characteristics/ Attributes	<ul style="list-style-type: none"> Commitment to securing the best outcomes for all students and promoting the ethos and values of the school. 	I/A
	<ul style="list-style-type: none"> Seeks to ensure that at the heart of their work the best interests of the students in their care remains paramount. 	I/A/R
	<ul style="list-style-type: none"> Outstanding classroom practitioner across all secondary key stages. 	AF/R
	<ul style="list-style-type: none"> Works to establish and maintain positive relationships with students and adults. 	I/A/R
	<ul style="list-style-type: none"> Willingness to initiate and participate in both cross curricular and extra-curricular activities. 	I/R
	<ul style="list-style-type: none"> Ability to work in productive partnerships with parents, external agencies and the wider community. 	AF/I/R
	<ul style="list-style-type: none"> Determination to promote a culture that celebrates success. 	AF/I/R
	<ul style="list-style-type: none"> Commitment to safeguarding and equality. 	AF/I/R
	<ul style="list-style-type: none"> Leads by example, setting high standards of punctuality, dress and conduct. 	AF/I/R
	<ul style="list-style-type: none"> Clarity of thought and vision with proven ability to finish a task. 	AF/I/A/R
	<ul style="list-style-type: none"> Ability to reflect critically on own performance and to engage in continual self-improvement. 	I/A/R
	<ul style="list-style-type: none"> Resilient, works well under pressure and applies effective prioritisation skills. 	A/R
	<ul style="list-style-type: none"> Adopts a creative approach to solving problems. 	I/A/R
	<ul style="list-style-type: none"> Commitment to maintaining confidentiality at all times. 	I/R
	<ul style="list-style-type: none"> Retains a positive disposition and possesses a good sense of humour. 	I/R

Key:

AF = Application Form

I = Interview

A = Activities

R = References

Application and Selection Process

All applications will be acknowledged and there is a nominal closing date for this role. Candidates are encouraged to submit their applications as soon as possible as preliminary shortlisting may begin as soon as they are received.

To apply please:

- Visit <https://www.rgtrustschool.net/vacancies> and follow the link to complete your application form.
- Provide a personal statement (no more than 2 sides of A4) which demonstrates your suitability for this role based on your experiences and achievements to date and how you meet the criteria set out within the job description and person specification.
- Provide two professional references, one of whom must be your current Headteacher.

Deadline for applications to be received is Monday 10th October 2022, 9am.





Royal Greenwich Trust School

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