



**BLAISE HIGH
SCHOOL**

RECRUITMENT PACK



an integral part of the
GREENSHAW
LEARNING TRUST



Dear Candidate,

February 2026

Thank you for your interest in the post of **Deputy Headteacher** at Blaise High School.

Blaise High School is a disruption free environment. This ensures that teachers can teach and students can learn during every second of every lesson, day by day. Leaders at Blaise High School ensure that every day teachers are supported to teach in an environment in which they are truly able to make a difference. We are genuinely inclusive, and we expect that all children will access every aspect of our school day. Our school is a fantastic place to work for those who are committed to the eradication of the disadvantage cycle.

We are committed to our values of Aspiration, Integrity and Pride. This means we expect the very best outcomes for all our students and we expect that all of our students will work exceptionally hard every day. Our students show their pride in our incredibly high standards in uniform, the quality and quantity of work that we expect of our students, and our focus on manners in our interactions with children. We are a school rich in diversity and we celebrate this daily. All of us believe that every child can be successful no matter their background or starting point. At Blaise, leaders are a consistent role model to staff and students; obsessed with finding ways to improve our practice, celebrating success with each other and the community and making sure we remove all barriers so that our students are able to be successful every day.

Blaise High School is privileged to be part of the Greenshaw Learning Trust. Everything that we do is focussed on improving the future outcomes, character and life chances for our children.

We are looking for leaders who share our absolute commitment to the breaking down of the disadvantage cycle.

At Blaise High School we work with a shared moral purpose; that is, to close the attainment gap for disadvantaged children and take the school into the top 1% of all schools in the country for progress made.

The school has made significant progress in recent years over many different metrics. Crucially, attainment 8 increased by +4.5 for all students in the year to September 2025, and by +10 for students in receipt of pupil premium. The school is closing the disadvantage gap in our community, and every opportunity for new staff to join the school is an opportunity to ensure that this work continues. This opportunity is a rare opportunity to lead in a school that is determined to remove educational disadvantage in the community that it serves

We are ambitious about diversity and inclusion and look forward to receiving applications from candidates whose personal qualities and values reflect those in the person specification and whose experiences also place them in a strong position to deliver the challenges set out in the job description. We encourage applications from candidates regardless of age, disability, gender identity, sexual orientation, pregnancy, marital status, religion, belief, or race. 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.

If you would like an opportunity to visit our school, please contact Ms Bristow, PA to the Headteacher on 0117 9030117 or via email bristowj@blaisehighschool.co.uk to arrange a suitable time.

Yours sincerely,

Nat Nabarro, Headteacher & Josie Shelton, Head of School



ABOUT OUR SCHOOL

At Blaise High School, we have built our ethos on a strong set of core values which underpin everything that we do. We believe that there is no ceiling on what children can achieve under the right conditions and everything in our school is focussed on ensuring that 100% of students are in lessons thinking hard about the right thing in every minute of every lesson. We work hard to ensure that leaders create the conditions for every member of staff to work towards achieving this, and all of the work is underpinned by our central mantra, 'Work Hard, Be Kind' and our three core values, 'Aspiration, Integrity and Pride' We know that reading is the master skill, and if we are serious about tackling disadvantage and supporting our most vulnerable we have to put resource into ensuring every child can read fluently.

Curriculum

We teach a knowledge rich curriculum, not a knowledge heavy curriculum. Our resources are centrally planned, allowing our teachers to intellectually prepare, not spend time making powerpoints. We are in the process of moving towards a booklet driven curriculum. We focus on the teaching of powerful knowledge, enabling students to move out of their lived experiences, and access the best universities or careers of their choosing. Our curriculum sequencing is underpinned by our knowledge organisers. These form the backbone of our curriculum and homework. The curriculum in each subject area is underpinned by big ideas; the progression through which will enable children to access that discipline in higher education. Our move to booklets will enable all students to benefit from the regular reading of rich texts in subject disciplines.

Behaviour

We are warm: strict in everything that we do. We make a conscious effort to notice people, and ensure they feel safe, successful and known so they know they belong to our school community. The SLT own behaviour at this school. Teachers use a set of microscripts to implement a centrally administered policy. SLT and non - teaching staff run the referral room, detentions and all parent contact regarding behaviour. Teachers at Blaise High School are able to teach in a disruption free environment. Every classroom is consistent and staff have the complete support of SLT when challenging behaviour. We emphasise personal responsibility on behalf of children when we discuss their behaviour and we place a great emphasis on rewarding effort and behaviour. Every unit 75% of our children access reward experiences for working hard and being kind.

Character Development

We believe outcomes are the most important function of a school, however we are also committed to the development of children's characters. We do this through explicit teaching of our values; 'Aspiration, Integrity and Pride' We have a series of mantras which we use to give children practical steps in being successful, for example 'Work Hard. Be Kind' Our character programme equips every child with the necessary character to achieve excellent outcomes and to succeed at one of the country's very best Universities or careers of their choosing. We are about to introduce electives, in which every student accesses enrichment opportunities once a week, during the school day.

Teaching

We teach in a traditional style, with direct instruction and a toolkit of high participation and think ratio techniques. We all aim for 15 - 30 high participation techniques in a lesson so as to ensure every child is thinking hard about the right thing in every minute of every lesson. Our lessons utilise an I, We, You structure and there are visualisers in every classroom to enable effective guided practice. All of our staff take part in weekly, 15 minute CPD that is generally based on techniques from Teach Like A Champion. This is supplemented by fortnightly practice sessions, and regular departmental intellectual preparation opportunities. We talk about high quality teaching at every opportunity and encourage an open door policy so staff can learn from our in-house experts.

Leading in our school.

The leaders of our school are driven by the same moral purpose as every adult in the building. We are committed to eradicating educational disadvantage in this community. We work collaboratively as a group to ensure no stone is unturned in providing the highest quality education for those children who need it the most. We place vulnerable groups front and centre in our thinking, and always ask ourselves if our school is working for those children and families. We are precise in our planning and thinking, Deputy Heads meet at 7:30 each day and the rest of SLT join at 7:45 to ensure the day runs smoothly. We are fiercely committed to 'Always Learning' and are always looking for ways to improve what we do without adding workload to staff. We support one another, we build a sense of fun and togetherness into our work because we know how challenging it can be and we keep the main thing, the main thing; 100% of students are in lessons thinking hard about the right thing in every minute of every lesson.

Greenshaw Learning Trust

The Greenshaw Learning Trust (GLT) provides an effective structure for schools to achieve real benefits from school to-school collaboration, and a culture of trust and openness that promotes honest and transparent dialogue and mutual support.

At the heart of the Trust is proven school improvement advice and guidance – with regular meetings with school leaders, input from specialist primary and secondary experts and staff training and development in all our schools.

All schools in the Trust receive expert advice and fast -response support on budget planning and monitoring, payroll, human resources, employment and legal advice, purchasing, capital projects, admissions, policy development and audit. Our catering team provides advice and guidance on meeting the statutory responsibilities for food standards, healthy eating and safety, and helps our schools achieve higher take-up of meals and significant cost savings through quality improvement and the central procurement of food supplies.

Each school's local governing body receives support and advice to ensure that they can contribute effectively to the governance and leadership of their school, including tailored guidance to chairs and clerks and governor training.

The Greenshaw Learning Trust is committed to meeting the needs of every student – our schools offer a wide range of special needs provision and across the Trust we have extensive expertise in behaviour, attendance, family liaison and therapies to support our students and their teachers.

Greenshaw Learning Trust Mission Statement

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

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

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

Greenshaw Learning Trust Employee Benefits

The Greenshaw Learning Trust recognises that our employees are our most important asset and we are aware that the quality and commitment of our employees is critical to our success. We offer all our employees the following staff benefits:

- Excellent CPD opportunities and career progression.
- Employer contributions to Teachers Pension Scheme.
- Cycle to work scheme.
- Gym membership scheme.
- Employee Assistance Programme.
- Eye Care Voucher Scheme.

TERMS AND CONDITIONS

CONTRACT

Full Time - Permanent

SALARY

- National Pay Scale - Leadership Pay Range, points 18 - 22 (£78,702 -£86,803)

HOURS OF WORK

Term Time only - Monday to Friday

PLACE OF WORK

Blaise High School, Station Road, Henbury, Bristol, BS10 7QH.

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:	Deputy Head
Responsible to:	Head of School
Responsible for:	Strategic Leadership of the school. The exact remit will be decided dependent on the successful candidate's strength and experience.

ROLE OVERVIEW

The Deputy Head will have strategic oversight for an area of the school. This remit will be decided dependent on the candidate's strengths and experience and the existing strengths and needs of the school.

MAIN DUTIES AND RESPONSIBILITIES

- Understand that the curriculum is the biggest lever that we have to close the disadvantage gap
- Lead on and oversee all aspects of a specific remit in the school
- Be a leader across the school, taking full responsibility, along with the other senior leaders for leading the school into the top 1% of all schools in the country
- Strategically lead on the implementation of inclusive structures, systems and processes that all students benefit from for years to come
- Ensure the highest standards of teaching and learning, behaviour, inclusion and quality of education in school
- Be an excellent teacher and love teaching.
- Deputise for the Head of School in their absence
- Ensure that teaching in the school is academically rigorous and every child is thinking hard about the right thing in every second of every lesson
- Support the school in the application of Trust and school policies, decision-making and strategic planning
- Develop an ethos of extremely high expectations amongst others
- Take full accountability for key areas of the school's work
- Actively seek out opportunities to support other schools in the trust
- 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 the ability to build a culture of continuous learning and development throughout the school community
- Adapt rapidly to the challenge of building on the existing strengths of the school to achieve all round excellence in teaching and learning and behaviour

Deputy Head Responsibilities

Managing Staff

Under the direction of the Headteacher:

- Proactively develop among all staff the effective professional relationships, the good order and high morale and the understanding of accountability that lead to the best possible student outcomes.
- Create an environment that encourages ideas and contributions from staff and values the achievements of individuals and teams;
- Ensure that the systems for induction, performance management and professional development lead to the maintenance of high standards, to a professional learning culture for all staff and to the identification of the potential for leadership.
- Assist with the selection and recruitment of new teaching staff
- Performance manage leaders and others, including carrying out appraisals, providing professional development opportunities, and holding staff to account to their performance
- Commit to their own professional development, proactively identifying development opportunities
- Manage the effective deployment of all staff within the school, recognising issues related to work-life balance;
- Manage the work of the leadership team, promoting autonomy and delegating appropriate tasks and ensuring the support needed for each member's development is in place.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.

Modelling best practice for teachers

- Demonstrate excellent performance against all of the teacher's standards and the Greenshaw Principles of Teaching.
- Contribute to the development of the Greenshaw Learning Trust by sharing effective practice, working in partnership with other schools and promoting innovation.
- Remain committed to developing as a teacher and prioritise this appropriately. Model a love for teaching.

Systems and processes

Under the direction of the Headteacher:

- 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
- Ensure systems for the development of culture and aligned, developed, and focussed on the achieving of the school's vision for every student.
- Work with the governing board as appropriate
- Support distribution of leadership throughout the school

This job description is not exhaustive and serves only to highlight the main requirements of the post holder. The line manager may stipulate other reasonable requirements. The job description will be reviewed regularly and may be subject to change.

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.
- Collaborate with other agencies to tackle the barriers to learning, to safeguard the health and happiness of every student and to promote positive strategies for challenging prejudice

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.

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		
Degree.	x	
Qualified Teacher Status.	x	
Higher Qualification in education and / or management		x
Achieved NPQH or desire to complete one		x
Level 3 Safeguarding Trained		x
Skills and experience		
Demonstrable successful experience of Senior Leadership in a secondary school setting	x	
Commitment to own self development	x	
Experience in change management	x	
Experience of leading a school from one Ofsted category to another (e.g. good to outstanding)	x	
Experience of influencing whole school policy	x	
Personal attributes		
The aspirations, intelligence and enthusiasm to become a Headteacher within next 1-2 years	x	
Develop and implement strategies for raising achievement and achieving excellence for students, staff and self	x	
Leading professional development	x	
Data analysis and target setting	x	
Using evidence-based information about effective learning and assessment for learning	x	
Provide strategic and creative leadership to maintain and develop a school vision with quality learning for all at its centre	x	
Work in partnership with the Governing Body and GLT in taking the school forward	x	
Lead by example and aim to inspire, motivate, influence and empower staff and students	x	
Through personal commitment, maintain and develop our ethos of diversity, inclusivity and equality of opportunity	x	
Set priorities and agree and achieve ambitious goals and targets	x	

Work collaboratively with others, delegating appropriately	x	
Create an environment in which staff accept their responsibility for students' learning outcomes	x	
Seek and act on, feedback from others, including colleagues and Governors	x	
Build and maintain effective relationships and communicate appropriately with governors, staff, students and parents	x	
Develop, maintain and extend appropriate partnerships with local councils, schools, children's services, parents and the local community	x	
Demonstrate emotional resilience, stamina, empathy and flexibility when dealing with challenge	x	

	Essential	Desirable
Professional Knowledge and Understanding: In their statement of suitability and during the selection process, candidates will demonstrate professional knowledge and understanding of:		
Current educational issues, including national policies, priorities and legislation alongside effective strategies for maintaining and developing high standards of attainment, behaviour and attendance	x	
Principles and practice of educational inclusion, diversity and access	x	
Developing choice and flexibility to meet the learning needs of every student	x	
Managing staff, including recruitment and selection and professional development	x	
Quality assurance systems, including school review, self-evaluation and performance management	x	
Legal issues relating to managing a school including Child Protection Procedures, Equal Opportunities, Race Relations, Disability, Human Rights, Employment and Health and Safety legislation	x	
Committed to the safeguarding of children	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 midnight on Thursday 26th February 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.

INTERVIEW PROCESS

Interviews will be held on Thursday 5th March 2026. 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 1st September 2026.



GREENSHAW
LEARNING TRUST



ORU Sutton,
7 Throwley Way,
Sutton SM1 4AF



020 3988 0218



info@greenshawlearningtrust.co.uk



www.greenshawlearningtrust.co.uk



Station Road,
Henbury,
Bristol BS10 7QH



0117 9030100



info@blaisehighschool.co.uk



www.blaisehighschool.co.uk