



**OAKBANK
SCHOOL**

RECRUITMENT PACK

Proud to be part of the
GREENSHAW
LEARNING TRUST

Hyde End Lane,
Ryeish Green,
Reading, RG7 1ER

Telephone: 01189 883616

Dear candidate



Thank you for your interest in the role of Deputy Headteacher for Behaviour, Ethos and Culture at Oakbank School. 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.

Oakbank School is committed to a journey of transformation, where staff, students and parents are determined to improve the quality and experience of education for its community. We believe that every child deserves to not only access the full curriculum, but should thrive in their curriculums, developing academically, personally and holistically as a result of passionate and adaptive teaching, resulting in committed learning that secures successful outcomes. Our current phase of school improvement features our entire team working together at pace to offer greater stability, more innovation and creativity. The aim is for greater consistency for all students, enabling them to manage their learning and themselves more effectively.

The Trust is a vibrant and forward-thinking community of teachers, support staff and learners committed to educating the 'whole child' to improve life chances, whilst securing the best possible outcomes for students. We encourage all young people to work hard and make the most of the opportunities they are given. Our amazing team of teachers and support staff themselves demonstrate and encourage a lifelong love of learning, both within and beyond our curriculum.

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.

Oakbank 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, please do not hesitate to contact us to seek further information from our School HR Manager, Tara Jeffrey. We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.

To ensure that we continue and strengthen the trajectory of rapid improvement, we are keen to attract exceptional colleagues to join the staff community to realise the potential which Oakbank clearly has. We are keen to attract the right calibre of professional to work alongside our dedicated team of staff; a colleague who shares our vision and commitment to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture, influenced by Lemov's Teach Like A Champion and Tom Bennett. We believe that schools

must teach powerful knowledge, 'the best that has been thought and said' and an 'entitlement curriculum' for all, with an underpinning philosophy that 'education for all should confer the benefits associated with education for the rich' (Michael Young).

With careful curriculum design, spaced retrieval practice, detailed assessment and achieving mastery in small steps, rates of progress can increase greatly. We believe in explicit instruction and have been greatly influenced by Lemov's 'Teach Like A Champion', Rosenshine and recent developments in cognitive science. Excellent teaching must sit alongside a carefully considered and sequenced curriculum, implemented successfully and consistently through a culture of deliberate practice and instructional coaching.

We have recently launched the Oakbank Behaviour Curriculum, where behaviour expectations and routines are explicitly taught and deliberately practised. The creation of an academic culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and pupils can focus on learning, underpins everything.

There is relentless consistency with the implementation of the behaviour policy in every classroom, and overcommunication of the 'why' to all stakeholders, to help ensure impeccable behaviour. The ideal candidate will be fully aligned to our vision and be an experienced and outstanding classroom practitioner with a track record of strong outcomes and in supporting the development of other colleagues. We are seeking someone who can w

The key aspects of this role are leading and overseeing the academy's behaviour management procedures, setting high expectations for student conduct, and implementing strategies to promote a positive and safe learning environment. This includes managing rewards and sanctions systems and working with the Headteacher to ensure the academy's behaviour policy is consistently and fairly applied across the school.

Yours sincerely

Jonathan Heap, Interim Headteacher, Assistant Director of Secondary Education GLT

Robert Gerrard, Headteacher from 1st January 2026

ABOUT OUR SCHOOL

At Oakbank School, we have built our ethos on a strong set of core values which underpin everything that we do. Our aim is to give students at Oakbank School a better chance of success than if they attended any other school in the country.

Our mission

An ambitious school in which students are provided with exceptional opportunities that equip them with the skills, knowledge, and personal attributes to thrive in school, and beyond.

Our values

Our core values permeate all that we do. In our achievement-orientated culture, teaching and learning is our highest priority. We want our students to be healthy and have a great life. We are deeply committed to opening the hearts and minds of our future-focused young people.

Our core values are 'work hard, be kind'.

TERMS AND CONDITIONS

CONTRACT

Permanent

SALARY

Salary calculated in line with the Leadership pay scale (points L15 to L19) as discussed at interview.

HOURS OF WORK

Full-time, 32.5 hours per week, 52.143 weeks per year.

PLACE OF WORK

Oakbank School, Hyde End Lane, Ryeish Green, Reading, RG7 1ER.

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.

GLT will recognise continuous local government service for redundancy purposes in line with the Redundancy Payments (Continuity of Employment in Local Government, etc) (Modification) Order 1999

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 Headteacher - Behaviour, Ethos and Culture
Responsible to:	Headteacher

ROLE OVERVIEW

This leadership position is open to dynamic, inspiring and outstanding leaders who have a proven track record in delivering excellent attainment and achievement. The role requires strategic thinking and an ability to lead from the front whilst offering challenge and support to all stakeholders.

Job Description

To support the Headteacher in sustaining the essential vision of the school through:

- Work under the guidance of the Principal to develop the shared vision and strategic plan for the academy, which is responsive to the community it serves. At the core of this should be the academic and personal development of the students
- Support the Principal in implementing the academy's vision and strategic direction so that is understood and acted upon by all stakeholders
- Work within the academy community to translate the vision into agreed objectives and operational plans, which will drive forward and sustain academy improvement
- Ensure the sustained raising of aspiration, achievement and attainment, is met in an academically rigorous, inclusive and sustainable manner
- Demonstrate the vision and values of GLT in everyday work and practice
- Motivate and work with others to create a shared culture and positive climate
- Promote the academy, and the Trust and develop effective and productive relationships with a wide range of stakeholders
- Secure the commitment of parents and the wider community to the vision and direction of the academy and the Trust
- Challenge, motivate and empower others to attain ambitious outcomes
- Develop further Fun Fridays and the rewards systems

The successful candidate will:

- Demonstrate a passion for education and a desire to improve the life chances of all 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
- Continually assess their approach and style and challenge themselves to think differently about how best to align their leadership to the needs of the school
- Have the ability to empower their staff to trust their vision
- Maintain and develop the schools ethos of diversity, inclusivity and equality of opportunity
- Have at least three years successful experience in senior leadership

Key Purpose:

- Support the school in the application of Trust and school policies, decision making and strategic planning
- Promote and develop excellence in standards of Behaviour and Learning · Develop an ethos of extremely high expectations amongst others
- Take full accountability for key areas of the schools work
- Manage staff and resources
- Monitor progress towards the achievement of the schools main aims and objectives
- Be a highly visible presence around the school and model expectations of staff and students

MAIN DUTIES AND RESPONSIBILITIES

Under the direction of the Headteacher, the Deputy Headteacher will:

Leading strategically

- Deputise for the Headteacher in their absence
- Represent and promote the school and GLT to its stakeholders and partners
- Maintain and develop an effective partnership with parents and carers to support students achievements and personal development
- Create and review an organisational structure which reflects the school values and enables management systems, structures and processes to work effectively in line with legal requirements
- Produce and implement clear, evidence based improvement plans and policies for the development of the school and its facilities
- Recruit, retain and deploy dedicated and able staff and manage their workload to achieve the vision of the school
- 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
- Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- Be responsible for promoting and safeguarding the welfare of students in the school

LEADERSHIP AND MANAGEMENT

- 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 outcome
- 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
- Managed 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 members 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
- Support the work of the GLT through the strategic deployment of staff where appropriate

Managing staff

- Assist with the selection and recruitment of new teaching staff
- Performance manage middle leaders, including carrying out appraisals, providing professional development opportunities and holding staff to account for their performance
- Line manage designated colleagues, creating an ethos within which they are motivated and supported to develop their skills and knowledge
- Commit to their own professional development, proactively identifying development opportunities

Modelling best practice for teachers

- Demonstrate excellent performance against parts one and two of the teachers 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

Leading in the community

- 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
- The Deputy Headteacher will carry out any reasonable task as directed by the Headteacher

Other Job Requirements

- The Deputy Headteacher will be part of the School's appraisal scheme. The Headteacher will set agreed targets for the year. The Headteacher will monitor and review performance, including classroom teaching.
- The School will support the continuing professional development of all staff, to ensure that their expertise is being kept up to date.

Whilst every effort has been made to explain the main duties and responsibilities for the post, the list is not exhaustive and may not identify each individual task to be undertaken. The job description, in conjunction with the post holder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

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.

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: On their application form, candidates will demonstrate that they have the following training, qualifications, and school experience:		
Hold a recognised degree (or equivalent) with a good classification in a relevant subject	x	
Teaching qualification (QTS) •	x	
Commitment to own self development	x	
Higher qualification in education and/or management		x
Experience in senior leadership		x
Curriculum and pastoral experience at senior management level		x
Educational Leadership and Management. Personal and Professional Qualities and Attributes: In their statement of suitability and during the selection process, candidates will demonstrate the ability to:		
Developing and implementing strategies for raising achievement and achieving excellence for students, staff and self	x	
Data analysis and target setting	x	
Using evidence-based information about effective learning and assessment for learning	x	
Support the Headteacher to maintain and develop a school vision with quality learning for all at its centre	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	
Demonstrate emotional resilience, stamina, empathy and flexibility when dealing with challenge	x	
Currently holding a position of responsibility		x
Experience in change management		x
School development planning and evaluation		x

Professional Knowledge and Understanding : In their statement of suitability and during the selection process, candidates will demonstrate that they can meet the following requirements		
Whole school teaching and learning• Curriculum developments and design in all key stages	x	
Current educational issues, including national policies, priorities and legislation	x	
Effective strategies for maintaining and developing high standards of attainment, behaviour and attendance	x	
Principles and practise of educational inclusion, diversity and access	x	
Developing choice and flexibility to meet the learning needs of every student	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 8th December 2025**. 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 **11th December 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 as soon as possible.



GREENSHAW
LEARNING TRUST



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