



HARTLAND HIGH SCHOOL



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RECRUITMENT PACK



Proud to be part of the
GREENSHAW
LEARNING TRUST

Hartland High School,
125 Hartland Rd,
Reading,
RG2 8AF

Email: contact@hartlandhigh.co.uk

Telephone: 01189 370200



**HARTLAND
HIGH SCHOOL**

Dear candidate

Thank you for your interest in the role of Deputy Headteacher for Quality of Education at Hartland High 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.

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.

Hartland 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, please do not hesitate to contact us to seek further information from our School Recruitment Officer, Swati Kurle (skurle@hartlandhigh.co.uk). We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.



Yours sincerely

Emily Davey, Headteacher

ABOUT OUR SCHOOL

At Hartland High School, our goal is for every student to climb their own personal mountain to the very best universities in the country or careers of their choosing. To achieve this, we have built our school around five pillars.

Academic Excellence

All our students will leave us with excellent grades. We recognise that to be a true vehicle of social mobility, our students must have results that enable them to make choices about their futures and leave with opportunities in front of them. We know that learning is joyful and that all children are motivated to learn when they are provided with conditions in which they can experience success and classrooms in which they feel they belong.

Character Education

Our students are taught excellent character. Our mantra 'Work hard, be kind' underpins everything we do. Students have access to a broad enrichment programme and experiences beyond the classroom that will equip them with the character required to succeed.

Pastoral Care

We recognise that adolescence is a challenging period for our young people and that with a high proportion of disadvantage in the community we serve, many of our students will require pastoral support in order to thrive. Our pastoral leaders, exceptional safeguarding and mountain rescue provision means our school is a safe and caring environment.

Community Involvement

Our community is one of our greatest assets, from parents and carers, extended families often with multiple generations who have attended our school, and other local community members and activists. And we know that parents and carers are critical in our students' journeys up their mountains.

Investment in Staff

All members of staff deserve to be treated with respect at all times. We value incredibly highly the important work that our teams and individuals do. We commit to ensuring all staff receive high quality professional development so that they can grow their careers with us or within GLT.

Hartland High School is on a rapid journey of school improvement, backed by a trust with a track record of turning around failing schools in areas of historic underperformance. This is a hugely exciting opportunity to be part of the leadership team driving forward change in a school context with high proportions of socioeconomic disadvantage.

TERMS AND CONDITIONS

CONTRACT

Permanent

SALARY

Salary calculated in line with the Leadership pay scale, points L18- L22 (£78,702 - £86,803)

HOURS OF WORK

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

PLACE OF WORK

Hartland High School, 125 Hartland Rd, Reading RG2 8AF.

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 for Quality of Education |
| Responsible to: | Headteacher |
| Responsible for: | Headteacher |

ROLE OVERVIEW

As Deputy Headteacher for Quality of Education you will support the Headteacher in setting and delivering the school's strategic agenda for improving teaching, curriculum and academic outcomes. This role will see the successful candidate lead on a number of areas including professional development for staff, raising standards and teaching and learning and curriculum across all key stages, and will involve the line management of Assistant Headteachers.

The role of Deputy Headteacher for Quality of Education will cover some or all of the following:

- Leading the iterative development of curriculum across all subject areas.
- Improving teaching through a comprehensive programme of professional development for TAs, teachers, middle leaders, pastoral leaders and senior leaders.
- Responsibility for the development of ITTs and ECTs, and oversight of PGCE students.
- Setting out clear structures for supportive and impactful line management of colleagues in curriculum roles (HoDs, 2iCs, teachers).
- Maintaining an upward trajectory in exam outcomes, through delivering on curriculum and through support of students in exam years.
- Building a culture of academic excellence and love of learning in our students.
- Making best use of data to drive forward the aforementioned areas of leadership.
- Writing and managing the timetable.
- Strategic oversight of effective provision for our most vulnerable students including those with SEND and those eligible for pupil premium.
- Effective promotion of the school's successes and progress within and beyond our community, with opportunities for community involvement in our school.
- Line management of Assistant Headteachers with delegated responsibility for the above areas.
- Line management of heads of departments and other support staff and post-holders.

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.
- Assess their approach and style and challenged 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 school's ethos of diversity, inclusivity and equality of opportunity.
- Have an excellent track record of leading with impact in senior leadership.

Key purpose – with the Headteacher and Leadership Team:

- 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 school's 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 you 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, carers and other community members 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 effusively 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.
- 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.

Managing staff

- 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.
- 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 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.
- Support the work of the GLT through the strategic deployment of staff where appropriate.
- 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 managers 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.

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.

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.

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 | |
| Teaching and learning or curriculum experience at senior management level | | x |
| Personal and Professional Qualities and Attributes: In their statement of suitability and during the selection process, candidates will demonstrate the ability to: | | |
| A strong commitment to working in schools of high need with high disadvantage, and the belief that education is a key tool for social mobility. | x | |
| A track record of success in raising standards and achieving great outcomes for students. | x | |
| A track record of success in raising standards and achieving great outcomes for the most disadvantaged and vulnerable students. | | x |
| 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 | |

| | | |
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| Work collaboratively with others, delegating appropriately. | x | |
| Demonstrate emotional resilience, stamina, empathy and flexibility when dealing with challenges. | 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 **11.59 pm on 5th 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

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**



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