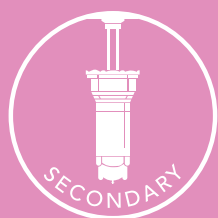




# Your Future Career at St Paul's Way School

## Candidate Information Pack

*A transformational education for all*



**St Paul's Way**

Aspiration • Integrity • Community

PART OF UNIVERSITY SCHOOLS TRUST





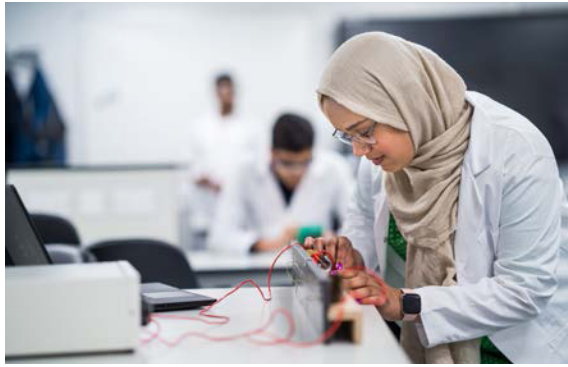
# Introducing St Paul's Way School

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By joining St Paul's Way Secondary School (SPW) you will become part of a highly successful team that is supported by a thriving Multi-academy Trust in University Schools Trust (UST).

We are the most oversubscribed school in Tower Hamlets and have a rich heritage of success. Ofsted rated us Outstanding across all categories but one.

Our accomplishments are only possible because of the determined and unified staff body. Whether staff have a role in the classroom or across the wider team, we value everyone's contribution to providing a transformational education for all.



**“Leaders, including trustees, care about staff’s well-being. Staff enjoy working here, and they feel well supported. Leaders consult staff about planned changes and ask for feedback, for example through staff surveys. Staff appreciate that leaders respond to their ideas.” OFSTED 2022**

### **Founded on Partnerships**

Thanks to the school’s extensive network of partnerships, through UST and beyond, we have created a culture of collaboration which is at the heart of everything we do.

This ethos saw SPW literally built into the community. The school was part of the local community’s rejuvenation project which brought together education, health and community services in a holistic way.

This allows us to welcome the community warmly into our state-of-the-art facilities, which offer a best-in-class, inspirational learning environment for both staff and students.

Our accomplishments have always been underpinned by the strong partnership forged with our families and the pivotal role held within the local community.

### **Unashamedly High Expectations**

Everyone is ambitious in their vision for the school and relentless in their pursuit of scholarship and excellence. We continually set and achieve aspirational targets in terms of student outcomes, attendance and destinations.

On average, 98% of students go to university, with more than 60% graduating into Russell Group Universities. Bold targets are set for GCSE and A Level outcomes, in keeping with historic high performance at Key Stage 4 and 5 that exceed both local and national averages.

Students’ superb outcomes and impressive destinations are testament to our belief that every child can and should fulfil their potential. Underpinning this is our model that staff are committed to developing students’ co-curricular experience by delivering excellent personal development sessions, running clubs and trips and seeking new cultural experiences.

### **Supporting Staff to be the Best**

Our approach to staff development is aligned with this statement from Dylan William:

**“Every teacher needs to improve, not because they are not good enough, but because they can be even better.”**

We want our team to constantly strive for better. Consequently, instructional coaching and fortnightly subject specific CPD sessions form part of our universal offer for teaching staff.

Additionally, all staff receive specific coaching, regular line management and training, and benefit from UST’s School of Education, a prestigious inhouse training programme that has been created alongside teaching and support staff so that it is purposeful and impactful.

### **Joining the SPW Family**

We are not shy in promoting the fact that we are a vibrant, diverse and fast-paced organisation with a real commitment to high standards and excellent quality provision for our students. We know our staff are the beating heart of this success.

If you are motivated to join a culture that is committed to ensuring that students and staff excel, then we want you to consider joining us.

We hope this information pack is helpful, as well as our website: [www.spwt.net](http://www.spwt.net), but there’s no substitute for experiencing our community for yourself. If you are interested in applying for the post and would like to arrange an informal discussion or a visit to our school, please contact our HR team on: 020 7987 1883 or [ustrecruitment@ust.london](mailto:ustrecruitment@ust.london)

**Firdusi Uddin**  
**Head of School – Secondary**





# Welcome to UST

I am proud to introduce you to UST, a group of incredible schools providing an excellent education that is derived from exceptional teaching and learning.

## We were founded on the premise of transformation through partnership

We began as a unique partnership of six worldleading universities and other sector-leading bodies, supporting our shared vision of inclusive, high-quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

Collaboration has always been at the heart of providing transformational experiences. Whether it's our incredible partners, school to school partnership groups, staff CPD opportunities or working alongside our dedicated parents, we learn from one another to improve the life chances of every child in

## We believe in innovation and improvement

The UST School of Education, our innovative centre of excellence supports the development of our curriculum, teaching and learning principles and wider school improvement. 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.

## Pride in our staff

We pride ourselves on being inclusive, welcoming anyone who wishes to join UST. Support or teaching staff, whether you are new to the profession or looking to further an existing career, we want to work with you if you are determined, passionate and committed to supporting every child at UST.

I look forward to welcoming you to UST. It truly is an environment in which you can flourish, where hard work is rewarded.

Kind regards, **Gillian Kemp Trust Leader**





University  
Schools Trust  
A transformational education







**Our vision:**  
'A transformational  
education for all'

# Our culture

## Simon Sinek's Golden Circle

We are firm believers in Simon Sinek's theory that people are motivated by *why* we do something, rather than *what* we do. He provides compelling evidence that we can achieve significantly more if we start everything we do by first asking a simple question: "Why?"

## The SPW Why

For us, our *why* comes from our vision: [A transformational education for all](#). This encapsulates the local context that we work in. Our community is diverse and aspirational, but faces hurdles to fulfilling potential.

Central to freeing everyone associated with SPW to realise their ambition is the fundamental belief that education can transform lives. We want our school to be a catalyst for upward social mobility. And we want this to be the case for every child who walks through our doors. This is what drives every decision we make.

## How we do what we do

**Our Mission:** Making SPW the best place to learn in, work in and partner with.

## Our Values

**Aspiration:** We aim for our individual and collective best and work with passion and commitment to achieve this.

**Integrity:** We do the right thing; even when it is hard; even when no one is watching.

**Community:** We make our school a safe and purposeful place where everyone belongs, contributes and thrives.

At SPW we live and breathe our values. They direct behaviours so that we uphold our commitment to achieving our vision. They are embedded in everything we do, from our curriculum to our performance reviews.

Our values underpin a commitment to students, staff and our community that we will focus on a holistic experience.

As a team, our values determine a staff culture programme that is vital to our success. We have created an environment in which we can safely hold each other to account, in a manner which allows to strive for better. We want people to feel secure so that innovation is not shackled by fear.

## What we do

To provide the best environment for staff to flourish, and in turn all SPW students, our culture is underpinned by an understanding of psychological safety.

Trust is the cornerstone of this; we are nonjudgemental because we want people to have open and honest conversations. This allows us to build strong relationships and create a team that people want to be a part of, and thus create the conditions for continuous improvement.

By doing this we are able to provide:

- High-quality curriculum design
- Outstanding teaching practice
- Strong classroom culture
- Centralised systems
- Transformative Co-Curriculum / Personal Development offer
- Leading CEIAG provision
- Impactful external partnerships
- Purposeful staff CPD
- Focused workload and wellbeing policies.



## PROFILE: SAUL, DIRECTOR OF ENGLISH

I joined the school in 2015 as a learning support assistant. I was fortunate that colleagues at the time spotted my potential and championed my progress.

One of the many things that I admire about SPW is its ambition, which makes it a wonderfully dynamic place to work. Anyone who is motivated by continuous improvement will find this a wonderful place to work.

This ambition means it is a truly transformative place for all practitioners. The school throws down the gauntlet to us and we respond because we have shared sense of purpose and direction.

What I find makes the school stand out as an employer is that this drive to succeed is balanced by its focus on operating within the parameters of a psychologically safe workplace.

Leaders recognise that education is a pressurised sector and that its people need to be cared for. By creating a culture where challenge is done positively it means that people are treated in a human way, which in turn allows us as staff the freedom to be confident and innovative.

Leaders recognise that education is a pressurised sector and that its people need to be cared for.

## What is Psychological Safety?

"Whether you're in a team with new colleagues or working in a stable team, effective teamwork works best in a psychologically safe workplace."

Dr Amy Edmondson

Psychological safety is the foundation for teamwork; it allows teams to speak openly, challenge and set ambitious goals and not worry about mistakes. Leading psychologically safe teams takes a lot of deliberate effort, whole school organisation; including clear roles and responsibilities, school wide quality assurance systems, teaching and learning principles, models for feedback and coaching, but also the humility to ask for help.



# Making SPW the Best Place to Work

We are evolving constantly to ensure that we make SPW the best place to work in, but there are five key tenets that we focus on:

**Belonging | Involvement**  
**Freedom | Transparency**  
**Wellbeing**

## Belonging

It is our firm belief that when you feel you belong somewhere, then you are more likely to flourish. We have embedded systems and processes across the school to give you ownership over your role, empowering you to be the best you can be. These are based upon:

1. Clear roles and responsibilities
2. Best practice in line management
3. Productive Performance Management
4. Weekly professional development
5. Well-defined cultural norms

Our Cultural Norms allow us all to work together in a more unified and consistent way. These are:

**1. We are professional in all we do which includes: modelling high standards to students, staff, parents and partners through every interaction**

**2. We are present and prepared which includes: preparing in advance, attending and demonstrating attentiveness**

**3. We are proactive and reflective, and hold each other to account, in order to consistently deliver high-quality service provision**

## Involvement

We want everyone at SPW to feel able to play a role in shaping the school's direction and practice. We provide platforms for you to help guide strategy, and then empower you to deliver this operationally.

This concept of staff voice is something that we take seriously. We run a termly survey, benchmarking each year to highlight progress and areas for improvement. However, we understand that this is not enough. Our live feedback form, sent directly to the SLT, allows staff to raise concerns or highlight excellence in real time.

Involvement extends to appreciation too. All too often in schools the tireless work that staff do goes unrecognised, but not at SPW. Our Staff Shout Outs give everyone the chance to nominate colleagues where their efforts are brought to the attention of the whole community.

## Freedom

We recognise that everyone working in schools can be time-poor, and have a sense that they are regularly taken away from their core purpose. Our school structures are designed to assuage this by providing appropriate support so you can focus on honing your craft.

Stepping away from the day-to-day is crucial when it comes to self-reflection and improvement. Each department is given 100 minutes fortnightly protected time, specifically designed for collaborative planning.

Additionally, as a member of UST we are fortunate to benefit from nine INSET days a year. This allows staff more regular opportunities to take a step back and evaluate the bigger picture.







## Transparency

Trust and respect are the backbone of a psychologically safe workplace. The freedom to challenge one another in a healthy and constructive manner is not just a top down approach, but one which we expect from all staff.

The transparent accountability processes across the school are what ensure that we maintain our high standards of provision.

## Wellbeing

To us, wellbeing is more than just a modern buzzword. It is something we take very seriously because we know the pressure that comes from working in a high performing school.

Our staff wellbeing group have made tangible impacts to the school. They asked for a staff counsellor because there is recognition that we all have a life beyond the school gates, and sometimes this means we need to ask for more help. Seeking support is something we see as a strength.

The group are also responsible for our thriving community activities programme. From book club, to yoga, to choir, to football, there is a packed weekly calendar that all staff can be involved in. Not only is this fun, but it allows everyone to get to know colleagues beyond their own department, creating real camaraderie across the school.



## PROFILE: JAMES, ASSOCIATE SUBJECT LEADER FOR RE

I am in my fourth year of teaching, having previously been a Catholic priest. What became apparent to me immediately as a new member of staff was the clarity of structure and vision.

As part of my induction, I was quickly brought up to speed with how the school works. My line manager prioritised this because in a school of this size it could otherwise be easy to get lost. This was deeply reassuring as I found my feet in a new environment and I quickly felt like part of the team.

This foundation has only been built on since I have been here. The school has enabled helped me grow in confidence and the scale of my ambition has risen too, both personally and for my teaching.

The culture is that there is no shame in this ambition and that is why so many people succeed here. But it balances this by holding true to its protection of time at home. The school really supports the idea that your personal time is your own.

The school has enabled me to grow in confidence and ambition.

# Staff Stories



The school is always seeking ways to benefit students, and this is an example of them trusting us to shape things for the better.



## PROFILE: KAWTAR, CAREERS EDUCATION AND GUIDANCE MANAGER

**I started working at the school as an administrator, but eventually it became clear to me that I wanted to have a role that was more student-facing.**

The school supported me to pivot and take up a role leading on the careers provision. This has been transformational for me because I am far more confident than I used to be.

My role helps me to play a part in delivering the transformational education that the school offers. As a staff body we have spent a lot of time understanding the school's vision for students which helps me shape the aspect of our provision that I lead on.

This transparency, regularity and consistency in expectations makes all of our lives so much easier. As a big team, this is particularly important because it demonstrates how we are pulling in the same direction.

We have a wonderful mixture of new staff, and those that have been here for many years. Regardless of how long someone has been here, we are all united by that sense of belonging to a school which has real purpose.



## PROFILE: AMMON-RA, SENIOR SCIENCE TECHNICIAN

**My journey at St Paul's Way so far has been both interesting and rewarding. From the very beginning, staff have been incredibly kind and patient with me. Understanding that I won't know everything straight away. There has never been any pressure, only encouragement and support.**

The school's clear vision has helped me stay organised and confident, particularly when planning lessons or preparing for events. I always know what is expected of me and am given plenty of notice to plan ahead.

The school's values give me a strong sense of direction. I enjoy having personal goals to work towards and knowing that I am supported through training and professional development opportunities. The staff community is friendly and approachable, and I always feel comfortable asking for advice or help when needed. If I ever feel my workload is becoming too much, I know I can speak to someone who will listen and help find a solution.

The culture of staff development is excellent, with clear and achievable targets and regular feedback. I have received great support in understanding the school's systems and exam boards, which has helped me feel more confident in my teaching. SPW's openness to innovation also stands out; it is exciting to see creative ideas come to life with the school's excellent resources. Most importantly, I feel trusted, respected and valued as part of the team, a feeling that makes every day at St Paul's Way deeply fulfilling.





What has impressed me is the autonomy I have to over my department and the faith in my judgment as an experienced teacher.



## PROFILE: SONIA, STUDENT ACHIEVEMENT COORDINATOR

**The school has a deaf support base, and this is where I began my career at SPW almost 19 years ago.**

I have always been deeply passionate about learning and am fortunate to work in an organisation that was committed to fund my degree in health and social care. I am very proud that I received a 2:1, whilst still working full time, and then completing the Level 5 diploma in education and training.

My next goal is to apply for QTLS status and be a recognised qualified teacher, and after that to become a qualified teacher of the deaf.

Aspiration is built into the DNA of this school, and you will get the help you need to be successful if you play your part. I have worked so hard to combine studying and working, and although there have been challenges the reward/result at the end is always worth it!



## PROFILE: INDIA, TEACHER OF SPANISH AND FRENCH

I joined St Paul's Way in September 2025, and my first year in teaching has been an incredibly positive experience. From the very beginning, staff have been welcoming and always willing to offer support. I was naturally nervous at the start, but the school provided everything I needed to feel prepared and confident in my role. My mentors have been encouraging and constructive, helping me to grow as a teacher and build on my strengths.

The school's vision and values are clear and consistent, which helps guide my approach in the classroom. I know what is expected of me, and I have access to the tools and resources needed to meet those expectations. The values of aspiration, integrity and community shape everything I do. When planning lessons, I always think about how to stretch my students further while holding myself to the same high standards.

SPW is a place where staff feel trusted and supported. There is a strong sense of psychological safety, and the school's respect for work life balance makes it a healthy and motivating environment. I am given the freedom and responsibility to do my best without feeling watched or judged.

As an early career teacher, I have benefited greatly from the Trust's development opportunities. Weekly mentor meetings, regular feedback and training sessions across schools have all helped me improve. I feel valued and encouraged to keep growing. St Paul's Way is more than a school, it is a community I am proud to be part of.

# Building Lifelong Careers

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## CPD

As a School we believe that the journey of improvement is continuous, which is why we place significant time and resources into meeting the requirements of all staff at every career stage. We recognise that continuous professional development of staff adds exponential value to the environment, learning experience and support our pupils receive.

As an organisation, we are committed to supporting each member of staff and their personal career ambitions. By providing the highest quality education and learning environments, our staff:

- Make a real difference to our pupils and in the wider community we serve.
- Are enabled to develop their practice and excel as professionals.
- Become integral to succession planning within the school and Trust.

## All Staff

All staff are encouraged to take up a range of role-dependent roles, as well as the opportunity for coaching. Bi-annually, staff are invited to meet with a senior leader, for one-to-one career conversations. Examples of CPD available:

- Coaching, with an internal or external coach
- Courses via local and national providers e.g. Tower Hamlets Educational Partnership;
- 'Lead London' leadership qualification

## Teaching Staff

At SPWT we are aligned with the statement from Dylan Wiliam below:

*"Every teacher needs to improve, not because they are not good enough, but because they can be even better."*

## Learning Hubs: Strengthening Senior and Middle Leadership

We run an expanding number of learning hubs which bring together senior and middle leaders from across the Trust to connect, collaborate and innovate, ensuring continuous growth and developing our pedagogy and approaches.

Each hub is centred around a specific strategic area and provide staff with opportunities to exchange ideas and gain fresh insights. Over and above this, these hubs create an internal network of support, where colleagues have peers to seek advice and guidance from one another in an informal way.

## Aspiring Leaders Programme

The Trust is committed to identifying and developing future leaders from within the organisation and to introduce a programme of bespoke development opportunities that will allow those employees to demonstrate and strengthen key leadership qualities.

Our Aspiring Leaders Programme provides opportunities for employees identified as highperforming, with a sustained commitment to professional development and a desire to progress

## Teacher CPD is organised into three levels:

### Whole School Priorities

- Sharing evidence informed frameworks
- Alignment building
- Occasional expert input

### Faculty Priorities

- Subject-specific curriculum focus
- Fortnightly team collaborative planning

### Individualised Goals

- Instructional coaching
- Peer feedback and drop ins
- Self-directed engagement & external input

## Instructional Coaching:

All teaching members are coached fortnightly using an instructional coaching model. The instructional coaching program forms part of our individualised and bespoke component of our CPD offer for every teaching member of staff. It is focused on development and not judgement.

A coach will identify a high leverage action step to improve a teacher's practice every 2 weeks. The coach will model it to the teacher and the teacher will practice it with their coach until the teacher is confident to





## PROFILE: CATHERINE, DIRECTOR OF TEACHING AND LEARNING

I love my role because it means that I am able to work closely with teachers all around the school. As the Director of Teaching and Learning I run Staff Development, including our ECT provision and our coaching programme. I am grateful to the school because it recognised where my passion and skills lay and trusted me to lead teacher development in the way I believe is most effective, with an eye to empower, support and retain our staff. When I look at our middle leadership now I am proud of how many staff have come through the training and early career programmes we run.

I am grateful to the school because it recognised where my passion lay and that this aligned with what was needed to support teacher development.

The coaching programme has come a long way in the last five years. Classroom observations used to be a tick-box exercise once a year, whereas we are now focused on transparent feedback and self-reflection for all teachers at every stage of their teaching journey.

Beyond our own internal approach to development, the school and UST provide numerous opportunities, like working across schools in the Trust and facilitating ECF provision for Teach First. I am learning and developing every year!



# Giving More to our Staff

We do everything we can to make sure that staff are rewarded for their endeavour. By maximising our size, facilities, partnerships and membership of UST we have built a comprehensive package that provides staff with benefits beyond their salary.

## Flexible Working

We recognise that not everyone's lives fit into the traditional five days a week in-school working pattern. By being flexible, we recognise we can offer arrangements to people that can help them accommodate their needs. We are open to conversations with staff about job sharing, hybrid working, part-time, term-time only and compressed hours. We offer 100mins per fortnight of PPA time from home to all teaching staff. Wherever this is possible we will make it work.

Additionally, where feasible, staff may benefit from having their planning, preparation and assessment time at home.

## UST's Wellbeing Workshops

From coping with menopause to demystifying pensions, UST runs regular online workshops for all staff to better understand the support available and what they can do to help themselves. These virtual sessions have proved to be invaluable to our team and are very well attended.

## Teaching Learning Responsibility (TLR)

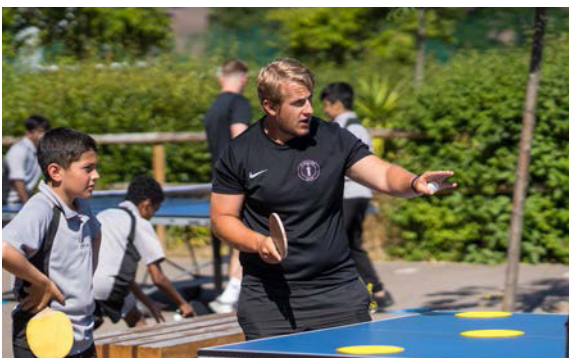
If you are looking to supplement your income then we offer numerous TLRs. This additional responsibility offers a way to boost earnings if you want to.

## Facilities and Resources

- Healthy and inclusive workspace
- Dedicated staff rooms and team offices
- Free access to gym and sporting facilities
- Staff team sports and activities
- Access to 'cycle to work' scheme
- Access to free / discounted winter flu vaccinations
- On-site breakfast and catering offer
- Tea and coffee facilities
- Staff social events: quiz, BBQ, breakfast, end of term meal.

## Specialist Support

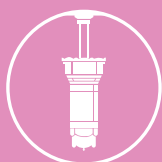
- Supervision for Safeguarding and pastoral teams
- Role specific support, in house and external
- Safeguarding and MHWB training for Pastoral staff
- Employee Assistance Programmes
- Staff Wellbeing Policy, with signposting to all services on offer
- Access to confidential staff counsellor service
- Support from Occupational Health Services.





"I always wanted to work in education, but feared that my circumstances wouldn't fit with a rigid school day structure. This could not have been further from the reality. When I applied for my role the school worked with me to find a solution that worked for everyone. This has allowed me to balance my commitments outside of work with becoming the best practitioner I can be."





**St Paul's Way**

Aspiration • Integrity • Community

PART OF UNIVERSITY SCHOOLS TRUST

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