



GREENSHAW
LEARNING TRUST



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RECRUITMENT PACK

Greenshaw Learning Trust,
ORU Sutton,
Throwley Way,
Sutton,
SM1 4AF



Telephone: 020 3988 0218

Email: info@greenshawlearningtrust.co.uk

Dear candidate

Thank you for your interest in the role of Primary School Improvement Lead specialising in Early Years and Oracy for the Greenshaw Learning Trust (GLT). We are looking for a School Improvement Lead (SIL) to work 2 to 3 days a week (depending on the candidate) with the Director of Primary Education and Primary School Improvement Team to build and maintain GLT as a successful academy trust that is highly regarded and seen as a centre of excellence in which to work and learn. The Primary Early Years and Oracy SIL will build leaders' capacity to develop children's learning to and through talk and to create nurturing and highly effective learning in Early Years, ensuring effective transition into KS1 across GLT primaries.

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 pupils. 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 are ambitious about diversity and inclusion and very much 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.

The Trust and our school websites provide a clear picture of our aspirations and our vision; however, please do not hesitate to contact us to seek further information at recruitment@greenshawlearningtrust.co.uk. We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.

Yours sincerely

Will Smith, CEO



ABOUT OUR TEAM

The Primary School Improvement Team is part of the Trust Shared Services which supports GLT schools. Our team works to build leaders' capacity to improve outcomes particularly for our most vulnerable children ensuring all are safe, happy and successful. Our strategy focuses on ensuring that every child is ready for the next stage of education. We empower our Headteachers to decide and deliver their school improvement plans whilst collaborating closely to achieve the following ambitions:

- Increase standards for all in writing and in maths so outcomes increase to be above national average by 2026 and in top 20% by 2027.
- Increase reading, writing and maths combined measure outcomes for disadvantaged pupils by the end of KS2 to be in line with or above national average outcomes for disadvantaged by 2026 and above by 2027.
- Pupils with SEND make accelerated progress against ambitious targets as evidenced through progress against long-term outcomes in individualised learning plans and an increase in standards for pupils with SEND in reading, writing and maths.

Led by the Director of Education, our team of Assistant Directors, Senior School Improvement Leads and School Improvement Leads (specialists in their domains) prioritise leadership development of pedagogy, curriculum and culture in all GLT primary schools.

In line with our core founding value of collaboration, that our success has been founded upon, our Primary School Improvement Team develops guidance, strategies and shares strong practice. Our work is informed by research and evidence-based approaches and is adopted, adapted or advanced by schools in line with our mantra that we are Always Learning.

TERMS AND CONDITIONS

CONTRACT

Fixed term for 12 months (potential secondment)

SALARY

Salary calculated in line with leadership pay scale, points L12 - L16 (£69,239 - £76,112 FTE)

HOURS OF WORK

0.4 - 0.6 FTE (depending on candidate)

PLACE OF WORK

GLT Shared Service Office, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

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:	School Improvement Lead - Early Years and Oracy
Responsible to:	Senior School Improvement Lead
Responsible for:	N/A

ROLE OVERVIEW

We are looking for an enthusiastic and exceptional leader to build our schools' capacity to raise standards in oracy and in Early Years across Greenshaw Learning Trust schools so that all children attending a Greenshaw Learning Trust school achieve their full potential.

The post holder will be willing to travel to work in schools across the trust.

MAIN DUTIES & RESPONSIBILITIES:

- Actively promote the Greenshaw Learning Trust culture of high expectations by supporting senior leadership teams to improve standards across all schools
- Support the Directors, Assistant Directors and School Improvement Team to on-board new schools joining the Greenshaw Learning Trust
- Support and guide schools to ensure exceptional Early Years provision and pedagogy for children that enable them to thrive in their current and next stage of education
- Support and guide schools to implement the Greenshaw Oracy Strategy effectively to develop children's communication and language skills through end of KS2
- Support and guide Oracy leaders and Early Years leaders
- Be an exceptional classroom practitioner, able to demonstrate, and support others to achieve, excellent classroom techniques leading to effective learning
- Develop a culture and ethos network across the Trust to share best practice

Support the Director of Education, Assistant Directors and Headteachers to raise standards in Early Years by:

- Ensuring there is effective implementation of the Early years foundation stage (EYFS) statutory framework in every GLT primary school
- Leading the Early Years working group to digest and analyse research to inform strategy, guidance and develop resources to improve provision, particularly for disadvantaged pupils
- Curating Early Years intranet and resources
- Planning and leading Early Years leaders' network meetings and activity to cultivate collaboration and share practice across the Trust
- Supporting leaders to audit and develop enabling indoor and outdoor learning environments
- Building leaders' capacity to implement Early Years teaching, curriculum and assessment principles
- Supporting Early Years leaders to ensure high quality interactions with and between children
- Building leaders' capacity to develop subject leaders' understanding and leadership of curriculum from relevant strands in the EYFS
- Providing guidance and resources for effective transition into school and later into Key Stage 1, including building strong family partnerships
- Supporting schools to implement a system which builds a positive culture within the school with positive, predictable, safe environments for pupils

- Working alongside SEND and Behaviour and Culture School Improvement Leads to support schools to effectively track and monitor behaviour patterns and themes in order to take a proactive approach to identifying and meeting needs
- Developing and delivering CPD programmes and projects to widen the school improvement offer
- Lead innovation and research informed practice

Support the Director of Education, Assistant Directors and Headteachers to raise standards in Oracy by:

- Leading the Oracy Working Group to digest and analyse research to inform continued development of the GLT Primary Oracy Roadmap and Toolkit and related resources, particularly for disadvantaged pupils
- Building leaders' capacity to ensure Oracy is a golden thread through curriculum, pedagogy and related CPD across disciplines
- Supporting Headteachers and Oracy Champions to effectively implement the relevant phase of the roadmap
- Curating Oracy intranet and resources
- Planning and leading Oracy Champions' network meetings and activity to cultivate collaboration and share practice across the Trust

Support the Director of Education, Assistant Directors and Headteachers to onboard new schools joining GLT by:

- Training all staff in the shared primary GLT Early Years principles and available content of the Early Years curriculum
- Supporting senior leadership teams in ensuring effective communication and positive relationships with parents and equipping them to support children outside of school
- Deputise as a senior leader in a new GLT school if required

STAFF DEVELOPMENT

- To continue personal development in the relevant areas, including subject knowledge and teaching methods.
- To engage actively in the Performance Management process.
- To participate in School Improvement Team professional learning programmes.
- To take part in the staff development programme by participating in arrangements for further training and professional development.

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.

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. 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		
Good Hons. Degree.	x	
Qualified Teacher Status.	x	
Willingness to undertake further CPD.	x	
Relevant postgraduate studies.	x	
Evidence of wider professional development		x
Knowledge, skills and experience		
Recent and successful experience as an Early Years leader with demonstrable examples of impact	x	
Experience of Language and Communication and / or Oracy curriculum development and implementation	x	
Effective strategies for maintaining and developing high quality adult interactions in continuous provision including the ShREC approach	x	
Principles which underpin highly effective Early Years enabling environments and curriculum design	x	
Experience of providing effective challenge, resulting in improved results	x	
Experience of analysing data and using this to inform practice	x	
Extensive experience of observing teaching and learning and supporting improved standards on a consistent basis	x	
Commitment to own self development.	x	
Current educational issues, including national policies, priorities and legislation	x	
Principles and practice of educational equity, inclusion, diversity and access	x	
Quality assurance systems, including school review, self-evaluation and performance management.	x	
Attained or working toward the NPQ for Early Years Leadership (NPQEYL)		x
Experience as a Headteacher or Deputy Headteacher		x
Experience leading professional development across more than one school		x

Knowledge of research, evidence and resources for Early Years from organisations including Educational Endowment Foundation (EEF) and Early Excellence		x
Knowledge and engagement with research, evidence and resources for oracy including the Oracy Education Commission, Voice 21 and the EEF		x
Knowledge and understanding of research focused on equity in education and meeting needs of vulnerable pupils including EEF, Sutton Trust and the Education Policy Institute		x
Personal attributes		
A clear vision for and commitment to education for all children, particularly the most vulnerable	x	
Demonstrable initiative and commitment to own professional development to improve outcomes for children	x	
A presence which inspires confidence	x	
The ability to influence and motivate others	x	
Excellent judgement and integrity	x	
Ability to develop and maintain excellent working relationships with all members of the school community	x	
High standards and expectations of self and others	x	
Proven ability to work well under pressure, to work flexibly, using a variety of leadership styles successfully	x	
A willingness to become involved in all aspects of school life	x	
Committed to the safeguarding of children	x	
Ability to influence lead range of colleagues across organisations		x
Ability to build consensus in groups with diverse experiences, priorities and/or perspectives		x
Additional Requirements		
Ability to travel to all GLT sites	x	
A flexible approach to working hours	x	
Use of car and current driving licence	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 **11th May 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 **20th May 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 on 01 September 2025.



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