

Creating the best opportunities for all those in our Matravers family.



Lead Practitioner Recruitment Pack Academic Year 2026–27

Matravers School • Westbury, Wiltshire



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Welcome from the Headteacher

Dear Colleague,

It is a privilege to lead Matravers School and to invite you to consider joining our community as a Lead Practitioner. We are a values-driven, 11–18 school with high ambition for every young person and for every member of staff. Our culture is calm, purposeful and united by the Matravers Mindset — high expectations, strong relationships, moral purpose and expert teaching.

Visitors often remark on the atmosphere here; Ofsted did, too, when they last visited us:

"There is a calm, harmonious learning environment, both in lessons and around the school site. Leaders and staff have embedded routines well. Pupils are kind and respectful towards each other." (Ofsted, September 2022).

As a Lead Practitioner you will be able to improve the quality of teaching and learning across the school and within your designated subject area(s); you will develop colleagues with care and clarity; and you will help pupils become the very best versions of themselves — ambitious, creative, resilient, selfless and successful.

If this resonates, I hope you will visit us, meet the team and see our work in action. I look forward to welcoming you to the Matravers family.

Warm wishes,
Dr Simon Riding

Headteacher



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The Matravers Numbers

Pastoral Indicators	Attendance 2025-2026 Well Above National Average #1 in country when compared to similar schools	Attendance 2025-2026 Top 10% in country	Suspensions 2025-2026 Well below National Average
Academic Indicators	A-level 2026 Progress Above National Average	A-level 2026 Attainment Above National Average	GCSE 2026 Attainment 8 Above National Average
Our Pillars	Combined Cadet Force (Army Air & RAF) 3 rd largest in Southwest of England	Matravers Mavericks (Sports) Championship winning record	Matravers Arts (Visual & Performing) Extensive Provision

Why Join Matravers?

A school with purpose.

Our vision is simple and constant: creating the best opportunities for all those in our Matravers family.

A mindset that unlocks success.

The Matravers Mindset blends a traditional, independent ethos with rich, modern opportunities — in a collaborative, state-of-the-art learning environment.

A campus built for learning.

Our 13-acre site in the heart of Westbury includes a cutting-edge STEM Centre and specialist facilities for Dance, Music and the Matravers Mavericks, which is home to Matravers Sports.

A calm, high-expectation culture.

Routines are embedded and relationships are strong; pupils are kind, respectful and ready to learn.

Professional growth, every week.

We invest in subject-specific development, instructional coaching and leadership pathways — because expertise matters here. Ofsted recognised this during their past visit:

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"Staff are overwhelmingly positive about the support of leaders and are proud of their roles. Early career teachers feel very well supported." (Ofsted, September 2022)

A vibrant co-curricular life.

From Arts to Cadets and outdoor education, enrichment is part of our DNA and extends opportunity to every child.

The Matravers Mindset — What this means for you

At Matravers, pupils are encouraged to think creatively, critically and innovatively while upholding responsibility, loyalty and moral integrity. We pair academic stretch with personal development — and we organise school life so teachers can teach brilliantly.

- Expert teaching is our core business: time, coaching and collaboration to hone your craft.
- High standards, no excuses: consistent routines and leadership backing keep classrooms calm and focused.
- Creativity with discipline: ambitious curriculum thinking alongside rich experiences.

Our Principles — The framework you will lead with

We believe in expertise.

You will shape a rigorous, knowledge-rich pastoral curriculum and develop colleagues through coaching and precise assessment.

We believe in no excuses.

Clear routines, consistent systems and swift support keep classrooms calm and purposeful.

We believe in the importance of literacy.

Vocabulary, reading and writing are taught explicitly across subjects to unlock complex concepts.

We believe in dismantling the walls of assumed privilege.

Enrichment and careers education broaden horizons and raise aspirations for all.

We believe education is a way of life.

Learning continues beyond lessons through structured homework, family engagement and co-curricular life.

We believe in the transformative power of the arts, cadet forces and sport.

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Performance, leadership and teamwork shape confident young adults.

The Matravers Pupil — Who you will teach

By living our principles, we form young people that you will share your passion for education every day with. Our pupils are:

- Ambitious
- Creative
- Happy
- Resilient
- Selfless
- Successful

Working at Matravers

Professional Development & Career Pathways

- Weekly subject development and collaborative planning
- Instructional coaching and evidence-informed CPD
- Opportunities for NPQs, subject networks and leadership projects
- A culture where teachers talk about teaching — every day

Wellbeing & Benefits

- Fabulous pupils who value their learning and their teachers
- Free access to Wiltshire Rewards Scheme providing access to fantastic discounts, healthcare cash-plans and salary sacrifice scheme with childcare vouchers and cycle to work
- Free access to Fitness Suite
- High-quality hot drinks and dedicated on-site parking
- Termly treat days

Facilities

- Continued Investment of over £14 million to improve site infrastructure and facilities
- 13-acre campus with modernised spaces
- Cutting-edge STEM Centre; upgraded English and Humanities
- Specialist facilities for Dance, Music and the Matravers Mavericks



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The Role — Lead Practitioner

GRADE

Leadership Scale L5 – L9

Reporting to

Senior Leadership Team Lead.

Purpose

The core purpose of the Lead Practitioner post will be to improve the quality of teaching and learning across the school and within their designated subject area(s).

The Lead Practitioner will support subject leadership across the school to develop teaching and learning. They will also form part of a wider team of Lead Practitioners, supporting the development of teaching and learning across the school and beyond. This role will be outward-facing and carries a leadership brief.

In addition to the requirements of a class teacher:

In order to promote and achieve the school vision and purpose, the Lead Practitioner should:

- Maintain expert knowledge of teaching and learning and disseminate this to other teachers ;
- Maintain knowledge and understanding of the school's vision and values;
- Understand and promote links between the subject and the wider curriculum;
- Assist in planning the induction year for all ECT staff.

Lead Practitioners will support colleagues to consistently and effectively plan lessons and sequences of lessons, to meet pupils' individual learning needs by:

- Developing and sharing examples of effective planning practice within the school;
- Taking steps to ensure that teachers are aware of the needs of inclusion of all pupils and groups;
- Taking steps to ensure that feedback from lesson observation, work scrutiny and analysis of assessment data is appropriately reflected in teachers' planning;
- Establishing strategic planning for the development and resourcing of the subject in association with the subject leadership.

Lead Practitioners will support staff teaching in the school to consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback by:

- Evaluating and interpreting relevant data, research and inspection evidence to inform policies, expectations and teaching methods;
- Monitoring and evaluating assessment data across the school;
- Defining intervention strategies (in conjunction with the subject leadership) to address issues for development that are identified;

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- Evaluating and reporting on the effectiveness of intervention strategies used to address identified issues;
- Using assessment data to make comparative evaluation of pupils' performance in the subject area.

Lead Practitioners will support staff teaching in the school to ensure that, as a result of their teaching, their pupils achieve well in relation to prior attainment, making progress as good as or better than similar pupils nationally by:

- Identifying challenging pupil progress objectives with teachers within their appraisal;
- Supporting teachers in planning appropriate strategies to achieve pupil progress objectives;
- Taking steps to ensure that agreed pupil progress target levels within the school are achieved or exceeded;
- Encouraging pupils' motivation and enthusiasm in the school;
- Supporting teachers in providing regular, detailed and informative marking and feedback to pupils;
- Monitoring the targets for pupils with SEND or who are disadvantaged.

Lead Practitioners will take responsibility for their own professional development and use the outcomes to improve their teaching and pupils learning by:

- Maintaining 'leading edge' knowledge;
- Assimilating and implementing new curriculum guidance to lead the process of change within the school;
- Prioritising and managing their own time effectively;
- Achieving their own challenging professional objectives.

Lead Practitioners will contribute to the policies and aspirations of the school, coordinating strategies to achieve relevant school improvement priorities that have been identified in the school by:

- Co-ordinating strategies to achieve relevant school improvement priorities;
- Evaluating and reporting on the effectiveness of practice in the school;
- Leading and delivering professional development / INSET activities as required.

Lead Practitioners will be an effective professional who challenges and supports all pupils to do their best by:

- Creating a climate, which enables staff to develop, challenge and support each other;
- Mentoring and coaching staff while maintaining positive attitudes and professional relationships;
- Communicating effectively and with professional integrity within and beyond the school community;
- Taking action to build and maintain effective teamwork with high expectations of outcomes.



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Person Specification

Attributes	Description
Qualifications	Qualified Teacher Status
Experience and Knowledge	• A proven track record of successful and recent class teaching in a secondary school or a commitment to delivering this. • Depending on stage of your career, successful understanding and experience of teaching the secondary curriculum. • Clear insight into best practice in teaching and learning, in order to maximise pupil outcomes. • Excellent subject knowledge suitable for the age range being taught. • Clear understanding of how effective strategies for managing behaviour within the classroom and beyond impacts on wider pupil performance. • An understanding of issues related to inclusivity and social mobility within education.
Skills and Abilities	• Excellent interpersonal and communication skills with all stakeholders within our community. • An efficient and capable administrator. • Keen to initiate and innovate. • Excellent written and oral communication skills. • To demonstrate the skills of a good teacher, meeting the requirements of the Teacher Standards. • Ability to embrace and make a significant contribution to the wider school ethos. • A commitment to continue to raise pupil achievement. • The ability to work as part of a team. • The ability to communicate effectively with parents and carers. • A commitment to further your own professional development and to the principle of continuous improvement.



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Other Job-Specific Requirements	• Fully supports and embraces our school ethos and core values. • A willingness to fully immerse yourself in the extra-curricular programme within the school. • Is passionate about education and the difference this can make in transforming children's lives. • Has high standards and expectations of all aspects of their work. • Well organised, working under pressure whilst maintaining a positive approach to your work and relationships with others • An ability to use initiative. • An ability to contribute to the pastoral welfare and care of children. • Commitment to Equal Opportunities and Health and Safety. • The willingness to recognise their role in the wider school team and their importance in delivering consistency.
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Life Beyond the Classroom (Co-Curricular)

We provide a range of opportunities across:

- Arts, performance and creative enrichment
- Combined Cadet Force and leadership opportunities
- Outdoor education pathway including DofE and National Navigation Award Scheme
- Matravers Mavericks coaching

Safeguarding

Matravers School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants will be subject to enhanced Disclosure and Barring Service (DBS) checks and appropriate references.

How to Apply

We warmly encourage visits from prospective candidates — come and experience the Matravers Mindset in action.

Arrange a visit or queries: headspa@matravers.wilts.sch.uk

Apply: Download the application form at www.matravers.wilts.sch.uk and return it to headspa@matravers.wilts.sch.uk

