



**GREENSHAW**  
LEARNING TRUST

**Senior School Improvement Lead  
Recruitment Pack**

**ALWAYS  
LEARNING**

## Contents

- **Candidate Letter**
- **Introduction - Greenshaw Learning Trust (GLT)**
- **GLT Mission Statement**
- **GLT Employee Benefits**
- **Terms and Conditions**
- **Main Responsibilities and Duties**
- **Job Description**
- **Person Specification**
- **The Recruitment Process**

Dear Candidate

Thank you for your interest in the role of Senior School Improvement Lead at Greenshaw Learning Trust. This is an exciting opportunity for an ambitious senior leader with significant experience in rapid school improvement, particularly leadership development, instructional coaching and raising standards. This is a permanent contract and the candidate would be expected to be able to travel to any GLT school, though primarily in the South East.

Greenshaw Learning Trust has at its heart effective collaboration and the sharing of the very best practice not only throughout the organisation, but across and with other like-minded educational organisations, further improving the life chances of as many young people as possible.

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 comprise of thirty-seven schools: eleven in South London, seven in Berkshire, one in Surrey, fifteen in Gloucestershire and South Gloucestershire, and three in 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 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](mailto: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



**Liz Easaw**  
**Director of Primary Education**

## **Greenshaw Learning Trust – ‘Always Learning’**

GLT is one of the highest performing multi academy trusts in the country that provides high quality comprehensive, non-selective and inclusive education. The Trust is committed to meeting the needs of every pupil and our schools offer a broad curriculum and wide range of special needs provision in a welcoming and challenging environment.

We are extremely proud of our success, but we are not complacent. We believe that we can – as an academy trust, as schools and as individuals – always improve. We are all ‘Always Learning’.

Each school in GLT is led by its own leadership team and a governing body, which have the support of the wider Trust to help them achieve their objectives for their school. Being part of the Trust provides our schools with an effective structure, collaboration, and support. Our culture of trust and openness fosters mutual support and continual improvement.

At GLT it is really important to us that our classrooms are disruption free and the schools are calm and orderly. Our shared behaviour policy assists to make this happen and enables our teachers to have the greatest impact on the educational outcomes of the children in their classes.

School-to-school collaboration is enabled by regular contact between school leaders. Our shared services professionals provide a wide range of effective, rapid and flexible support, advice and guidance to our schools, including curriculum support, school improvement, staff training and development, admissions, attendance, behaviour, safeguarding and SEND, pupil services, estates, finance, HR, IT, catering, clerking, procurement and governance.

From its establishment as a multi academy trust in 2014, the Trust has grown significantly and currently employs around 3,000 people and educates nearly 19,000 pupils. Further information about our schools can be found [here](#).

## **The Greenshaw Learning Trust Mission Statement**

*We are ambitious for our schools and their pupils. We believe that there is no ceiling on what can be achieved by anyone, regardless of their circumstances or background.*

*We are committed to providing a supportive and inclusive learning environment, giving every young person the opportunity to fulfil their potential now, and in the future.*

*We seek to realise the power of individuals and organisations working together in collaboration whilst retaining their individuality, and we recognise that we can always improve.*

## **Greenshaw Learning Trust Employee Benefits**

The GLT recognises that our employees are our most important asset, and we are aware that the quality and commitment of our employees is critical to our success. We offer all our employees the following staff benefits:

- A supportive ethos and concern for the well-being of all colleagues
- Excellent CPD opportunities and career progression
- Employer contributions to Local Government (LGPS) or Teachers Pension Scheme
- Cycle to Work scheme
- Gym membership scheme
- Employee Assistance Programme
- Free eye tests
- Childcare Voucher scheme
- Car benefit scheme
- My Health discounts

## Terms and Conditions

<b>Line Managed by:</b>	Director of Education or Assistant Director of Education (Primary)
<b>Line Management:</b>	School Improvement Lead (s)
<b>Contract:</b>	Permanent
<b>Salary:</b>	<p>Salary calculated in line with Leadership pay scale, points 17 - 22</p> <p><b>England - £73,819 - £83,464</b></p> <p><b>Fringe - £75,206 - £84,843</b></p> <p><b>Outer London - £77,773 - £87,409</b></p> <p>(starting salary and pay points will be aligned with relevant regional NJC spine on appointment, dependent on the location of the postholder)</p>
<b>Hours of Work:</b>	Full time, 32.5 hours per week
<b>Place of Work:</b>	The candidate would be expected to be able to travel to any GLT school, though we will make reasonable efforts to primarily deploy you in schools closer to your home location
<b>Medical Examination:</b>	The appointment is subject to a satisfactory medical report
<b>Superannuation:</b>	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.
<b>Holiday Entitlement:</b>	Subject to Working Time provisions of the School Teachers Pay and Conditions Document your holidays coincide with periods of school closure
<b>Probation Period:</b>	New employees are required to complete a six-month probationary period
<b>Disclosure &amp; Barring Service Check:</b>	This appointment is subject to the receipt of a satisfactory enhanced Disclosure and Barring Service check
<b>Right to Work Check:</b>	This appointment is subject to verification of the right to work in the UK. Where the successful candidate has worked or been resident overseas in the last five years, such checks and confirmations may be required in accordance with the statutory guidance



## Job Description

To support the Director of Education and the Assistant Directors and to perform a leading role in raising standards, challenging performance, supporting improvement and school effectiveness to ensure that all pupils attending a Greenshaw Learning Trust school achieve their full potential.

This is a full-time position.

**The post holder will be required to travel to all GLT schools**

### Main Duties and Responsibilities:

- Support the Director of Education and Assistant Directors (Primary) with rapid school improvement across the Trust, providing extended additional, in-school, leadership and learning support when required.
- Have the ability and willingness to deputise for a headteacher or lead as Head of School in a GLT school if required.
- Complete additional projects across all primary schools as requested by headteachers.
- Actively promote the GLT culture of high expectations by supporting school leadership teams to improve standards across all schools.
- Line manage members of the subject specific or wider School Improvement Team, as directed by the Director of Education or Assistant Directors.
- Lead and drive significant GLT projects and/or areas depending on skill set and remit
- Demonstrate collaborative whole system leadership as an integral part of the Trust senior leadership team working to improve educational outcomes for the benefit of all of the children in the schools in our Trust.
- Support the Director of Education and Assistant Directors (Primary) by leading projects and or areas, which could include (but are not limited to) the following.

### Support the Director of Education and Assistant Directors (Primary) with raising standards by:

- Supporting headteachers and their leaders to adopt, adapt or advance strategies and implement them effectively to increase statutory outcomes for disadvantaged pupils.
- Building leaders' capacity to analyse and use data for action planning.
- Supporting Headteachers to develop senior and middle leaders
- Supporting school evaluation and school improvement planning to raise standards in all primary schools in GLT, particularly focused on writing, reading and phonics.
- Supporting primary schools with developing and implementing interventions and strategies to rapidly improve pupil progress.
- Supporting schools to meet the needs of pupils with SEND to achieve excellent outcomes.
- Ensure that Schools have rigorous self-evaluation processes, which are regularly reviewed at a trust level

**Support the Director of Education and Assistant Directors (Primary) with developing Teaching and Learning by:**

- Providing support and guidance to the Teaching and Learning Leaders within schools to implement and evaluate their teaching and learning strategy.
- Coordinating and leading professional development programmes across GLT primary schools (e.g. aspiring senior leaders, aspiring headteachers)
- Promote school to school collaboration; facilitating partnerships and networking in departments to share and promote best practice.
- Supporting schools to ensure the Teaching and Learning supports pupils with SEND so those pupils are able to know more and remember more of the curriculum.
- Line management of Subject Specialist School Improvement Leads

**Support the Director of Education and Assistant Director with the development of Curriculum and Assessment by:**

- Coordinating and leading relevant networks in your remit
- Line managing relevant School Improvement Leads
- Working across GLT to ensure the development of a world class Universal Offer.
- Supporting schools to ensure all pupils, including SEND and PP access and make excellent progress in all aspects of the curriculum.
- Support the Director and Assistant Directors in ensuring high quality teaching, particularly in Phonics, reading and writing and any academic or pastoral catch up interventions are embedded and having impact.
- Ensure that data is accurate, timely, and used effectively at all levels and across all schools.

**Support the Director of Education and Assistant Director with the development of our pastoral provision by:**

- Collaborating with leaders of the GLT SENCO, Attendance, Behaviour and Culture networks
- Supporting schools to develop broad and holistic personal development programmes
- Supporting schools to develop strong systems to promote excellent attendance
- Working with schools to develop strong behaviour systems which support all pupils in achieving high standards of behaviour
- Supporting schools to develop a range of pastoral interventions to ensure that all pupils are able to be safe, secure and successful in schools

The duties and responsibilities in this job description are not restrictive and the post holder 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.

Criteria	Essential	Desirable
<b>Training, Qualifications and Experience: On their application form, candidates will demonstrate that they have the following training, qualifications, and school experience:</b>		
	<ul style="list-style-type: none"> <li>• Degree</li> <li>• Teaching qualification</li> <li>• Demonstrable experience in senior leadership role, particularly in schools requiring rapid improvement.</li> <li>• Demonstrable experience in raising standards across one or more schools.</li> <li>• Experience as a Headteacher or Deputy Headteacher</li> <li>• Experience developing leaders in and across teams and / or schools.</li> <li>• Training and development in Phonics, reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience as a Headteacher</li> <li>• Experience teaching and leading Early Years provision and / or</li> <li>• Experience developing and embedding in oracy and / or</li> <li>• Experience of leading schools serving communities with high levels of disadvantage</li> </ul>
<b>Personal and Professional Qualities and Attributes: In their statement of suitability and during the selection process, candidates will demonstrate the ability to:</b>		
	<ul style="list-style-type: none"> <li>• Commitment to social justice through education.</li> <li>• Recent and successful experience as a senior leader within a school setting or within the school improvement service with demonstrable examples of raised standards and attainment.</li> <li>• Ability to quickly build rapport and credibility.</li> <li>• Experience of using and supporting others to use key data sources to inform target setting, curriculum and pedagogy.</li> <li>• Demonstrable adaptive expertise in your teaching and leadership.</li> <li>• Extensive experience of coaching and developing teachers and support staff to adapt teaching for pupils with SEND and those with low prior attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in change management</li> <li>• Experience of providing effective challenge resulting in improved results</li> <li>• Experience of analysing data and supporting in SEF process and development of SIPs</li> </ul>
<b>Additional Requirements: In their statement of suitability and during the selection process, candidates will demonstrate that they can meet the following requirements:</b>		
	<ul style="list-style-type: none"> <li>• Current educational issues, including national policies, priorities and legislation.</li> <li>• Demonstrable understanding of effective strategies for maintaining and developing high standards of attainment, behaviour and attendance.</li> <li>• Principles and practice of educational inclusion, diversity, and access.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing choice and flexibility to meet the learning needs of every pupil.</li> </ul>

## The Recruitment Process

### 1. Application

Visit our website to view our current vacancies [here](#)

To apply for a staff vacancy, please register for an online account and complete the online application form. The recruitment process is managed via your online account and you will receive regular notifications regarding the progress of your application.

You have the opportunity to upload an attachment to support your application if desired. In the application form you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples which support your application.

Applications must be received no later than **11.59pm 28th April 2025**. Applications received after this date will not be considered.

### 2. Shortlisting

Shortlisting will be finalised on **1st May 2025**. Shortlisted applicants will receive an email inviting them to select their preferred interview time. Please ensure you enter your correct email address on your application form and provide a contact telephone number. References may be taken up after shortlisting. Please ensure you indicate clearly on your application form if you are happy for us to do so.

### 3. Interview Process

Interviews will be held on **8th May 2025**. Applicants will also be asked to undertake a practical test related to the knowledge and abilities in the Person Specification.

### 4. Feedback

Unsuccessful shortlisted applicants will have the opportunity for professional feedback during the week following the interviews.

### 5. Taking up post

The successful applicant will take up the post as soon as possible.

### 6. Additional information

For further information, please contact [recruitment@greenshawlearningtrust.co.uk](mailto:recruitment@greenshawlearningtrust.co.uk).

### 7. Safeguarding

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 successful applicant will be subject to an Enhanced DBS and barred list check.