



**GLEBE
FARM
SCHOOL**



**Deputy Headteacher –
Inclusion, Attendance,
Behaviour & Culture
Glebe Farm School**



Information for Candidates
15th April 2026



**Inspiring Futures
through Learning**

Contents

Page 3	Welcome from the Headteacher
Page 4	About Glebe Farm School
Page 6	About Inspiring Futures through Learning (IFtL)
Page 8	The benefits of working at IFtL
Page 10	Job Description
Page 13	Person Specification
Page 14	How to apply



Welcome from the Headteacher

Dear Applicant,

We are delighted that you are considering applying to join the team at Glebe Farm School.

Glebe Farm School is part of the Inspiring Futures through Learning, Multi-Academy Trust, which comprises of twenty schools across Milton Keynes and Corby. The Trust is committed to developing a family of schools whose purpose is to inspire the futures of us all through learning together.

I was appointed as Headteacher for Glebe Farm School in May 2021 and have had the privilege of seeing the creation of the school build which started on the first day of lockdown on 23rd March 2020.

We are looking for an exceptional individual to join the team and provide high quality care and education that meets the needs of pupils in the school setting. All team members will have responsibility for embedding the vision and ethos of the school to secure the success and continuous development of our school and young people, ensuring high quality education for all pupils.

As Glebe Farm School grows there will be many new and exciting roles created and being part of this journey will open many opportunities for colleagues. As part of the Inspiring Futures through Learning Multi-Academy Trust, successful candidates will have full access to our staff benefits package, including bespoke CPD package, enhanced Maternity/Paternity/Adoption Leave and Employee Assistance Programme. In addition, access to an Employee Benefits Scheme including discount on gym memberships, cinema tickets, retail discounts, cycle to work scheme and much more.

We look forward to receiving your application.

Matthew Shotton
Head Teacher





AMBITION



BELONGING



CREATIVITY

About Glebe Farm School

Glebe Farm School is a brand new, purpose-built all-through school, located in the new development of Glebe Farm, Milton Keynes. Our first cohort in September 2022 was restricted to 210 students in Reception, Year 1, Year 2, Year 7 and a 39 place Nursery. Glebe Farm School will continue to grow year on year and will eventually accommodate 1569 students when it reaches full capacity.

Glebe Farm School will serve the new residential developments of Glebe Farm. Secondary catchment area will include Glebe Farm, Eagle Farm, Wavendon Village (including new development areas) and Woburn Sands (Mk residents only).

We are an **AMBITIOUS** school, with a strong sense of **BELONGING** and **CREATIVITY** at the heart.



WE ARE A SCHOOL OF CHARACTER

Here are our values



INTEGRITY

To uphold the highest standards of honesty with the ability and desire to stand up for what is right; developing a strong moral compass that guides you to do the right thing when no one is watching.



RESPONSIBILITY

To take responsibility for your actions and choices; to make others feel valued and respected; to contribute and fully embrace our school community.



ENDEAVOUR

To endeavour to always do your best to face the challenges of school life and beyond; to try for the sake of others as well as the individual; to be consistent in all we do and strive for greatness.



BRAVERY

To be brave when taking risks and facing fears; to be a strength for others when they question their own strength; to remember, it is going to be hard, but hard is not impossible.



EMPATHY

To have the ability to relate to, and connect with, others for the purpose of inspiring and empowering their lives; to demonstrate humility when supporting others to be able to see, hear and feel from the position of another.

Core values and vision

Our vision for the children and young people we teach, is to deliver an exceptional 21st century, comprehensive and universal all-through learning experience that will unlock every individual's potential. We aim to develop the acquisition of knowledge, skills, emotional intelligence and character to become responsible, successful and fulfilled citizens with the highest levels of integrity.

We will equip pupils and students from the ages of 4–16 with the knowledge, skills, characteristics and emotional intelligence to become well-rounded, responsible and fulfilled citizens with the highest levels of integrity; and the ability to stand up for what is right.

At Glebe Farm School we develop the characteristics of bravery, empathy, endeavour, integrity and responsibility. These core values permeate throughout our school and curriculum.

The Curriculum

Whilst the curriculum is broad and balanced and offers the complete range of subjects the three distinctive principles that provide the foundation for everything we do: Ambition, Belonging, Creativity

The ABC drivers of our curriculum, firmly underpin all areas of school life and this ensures our curriculum offer is enriched and personalised to our children, their families and our developing community.



Inspiring Futures through Learning

We formed Inspiring Futures through Learning (IFtL) in 2016 as a natural extension of our school improvement journey. Indeed, for over twenty years our founding school, Two Mile Ash School had worked with very secure, high-quality partners in their ITT School-Based Partnership, supporting newly formed Trusts in turning schools in difficulty around and created our CPD programme to support the development of leadership and continual professional development both locally and nationally. There was a very strong track record of school improvement led by high performing leaders who shared a common vision. Developing a Multi-Academy Trust with like-minded schools and their leaders meant that our vision could circulate further, ensure the impact of our work reached out to more children and more staff benefited from high-quality development and learning from each other.

Since 2016 we have achieved great success. We can quantify our success in Ofsted reports, performance data, financial spreadsheets and our recruitment and retention figures. However, most importantly to note is that we can only achieve such success because of our culture and ethos. It is our more qualitative success that makes IFtL truly unique. We are a strong family, with different personalities and differing abilities but we have the golden thread that pulls us together - a belief that we are stronger together; that we will go that extra mile for each other and support each other when things aren't going the way we want them to.

The camaraderie is second to none as our school improvement system is strongly embedded in our schools as we use the skills and expertise to support each other. There is nothing new about a self-sustaining school improvement system – but the way we do it is unique to us and something that we are extremely proud of.

Indeed, IFtL is all about the people: the adults and the children. Our values set us apart:



This is the glue that holds us together, our common ethos, our shared values and our bare necessities. This is why we are special.

We are unashamedly proud of who we are and what we have achieved....

and we know that being part of the IFtL community is genuinely **a great place to be.**



Working at IFtL

To support all our employees, the Trust is committed to finding ways to ensure that your personal, financial, professional, and pastoral needs are met during your time with the Trust. Wherever possible, we seek out innovative and impactful ways to add real benefits to our teams - from helping with cost-of-living pressures, ensuring that professional development is readily and easily accessible through to wellbeing assistance - to ensure the work-life balance is being managed effectively.

IFtL is a Trust with a strong vision:

‘To inspire the futures of us all through learning together’.

This vision is lived every day by everyone in our trust in several ways....

- ✓ School Development
- ✓ Wellbeing
- ✓ Professional Development
- ✓ Employee ‘Salary Extras’ benefits
- ✓ IFtL Varsity (Professional Learning)
- ✓ Expert Learning Teams and Networks
- ✓ Employee Assistance Programme
- ✓ IFtL Portal
- ✓ Initial Teacher Training Partnership (ITTP)
- ✓ Safeguarding
- ✓ Quality Assurance



Benefits of our Trust

Employee Assistance Programme

The Health Assured programme offers:

- ✓ Confidential and compassionate guidance on any issues, professional and personal
- ✓ Life support: Unlimited access to counselling for emotional problems and a pathway to structured telephone counselling or face-to-face counselling sessions (employees only) at your convenience.
- ✓ Legal information: For any issues that cause anxiety or distress including debt management, accountancy, lawsuits, consumer disputes, property or neighbour legalities (employees only).
- ✓ Bereavement support: Health Assured offers qualified and experienced counsellors who can help with grief and related stress plus a team of legal advisors to help with legal issues.
- ✓ Medical information: Qualified nurses are on hand to offer advice on a range of medical or health-related issues. They can't diagnose but can offer a sympathetic ear and practical information and advice.
- ✓ CBT online: We recognise the value of self-help tools in dealing with a range of issues, which is why we have a range of CBT self-help modules, informative factsheets and invaluable advice videos from leading qualified counsellors.
- ✓ Weekly mood tracker: Keep track of your financial, physical and general wellbeing via our weekly mood tracker. My Health Advantage uses push notifications to remind you to complete your weekly mood tracker, via a set of simple questions.
- ✓ Mini health checks: My Healthy Advantage offers a collection of mini health checks within the app for the following: height & weight (BMI), waist, sleep, alcohol, mental health and fatigue.
- ✓ Four-week plans: Through My Healthy Advantage, you can access a selection of four week plans all aimed at improving your health, such as quitting smoking, losing weight and coping with pressure. You can reflect on your progress and input diary entries at the end of each week.
- ✓ Wellbeing articles: Covering a wide variety of topics, including; emotional, physical and financial wellbeing, legal, housing and consumer issues, retirement, childcare and much more.
- ✓ Personalisation: Personalise your newsfeed by selecting specific topics that interest you. My Healthy Advantage will generate learning materials tailored to your choices, such as equality & diversity, exercise and childcare & parenting



Inspiring Futures
through Learning

FREE
support

Employee Assistance Programme

Our Health Assured programme is **available 24/7** and **free** to access by all IFtL colleagues and their immediate family members, offering support through some of life's challenges, including:



Family issues



Financial wellbeing



Legal information



Medical information



Relationship advice



Tenancy and housing concerns



Alcohol and drug issues



Childcare support



Stress and anxiety



Bereavement



Counselling



Consumer issues

Call **0800 028 0199** to access help now

Job Description

Deputy Headteacher – Inclusion, Attendance, Behaviour & Culture at Glebe Farm School

Salary – L19 -L23

Accountable to - Headteacher

This job description sets out the expectations of the role of Deputy Headteacher – Inclusion, Attendance, Behaviour & Culture at Inspiring Futures through Learning. The Deputy Headteacher – Inclusion, Attendance, Behaviour & Culture is required to carry out the professional duties identified below, subject to the conditions of employment as set out in School Teachers Pay and Conditions Document.

Our children and young people come from a wide range of backgrounds, and so do our colleagues.

We aim to reflect and celebrate diversity in our workplace in order to create an inclusive culture that adds real value to our vision of inspiring the futures of us all through learning together.

Aim and main purpose of the job

To work in partnership with the Headteacher to provide strategic and operational leadership for behaviour, inclusion, attendance and pastoral care across Glebe Farm School (Nursery–Year 11). To ensure a safe, inclusive and high-expectation environment where all pupils feel a strong sense of belonging and are able to thrive.

Key Areas of Responsibility (Ofsted Alignment: Safeguarding, inclusion, attendance and behaviour, personal development and well-being, leadership and management)

- ✓ Lead inclusion, SEND, behaviour, attendance, and pastoral provision across the school, ensuring high-quality systems, consistent practice, and targeted interventions that remove barriers to learning and support wellbeing and safety.
- ✓ Uphold and promote the school and Trust’s vision, ethos, and values in partnership with the Headteacher, Governors, and Senior Leadership Team, deputising for the Headteacher when required.
- ✓ Provide strong, strategic leadership that drives continuous improvement, high expectations, and a positive culture in which all pupils—including those with SEND, disadvantaged, and vulnerable learners—are challenged, supported, and able to thrive.
- ✓ Oversee and analyse behaviour, attendance, and inclusion data to identify priorities, implement improvements, and evaluate impact.
- ✓ Ensure a values-driven behaviour culture with high standards for conduct, attitudes to learning, relationships, and personal development across all phases.
- ✓ Promote strong pastoral and safeguarding systems, working closely with the SENCo, safeguarding leads, pastoral teams, and external agencies.
- ✓ Provide clear professional guidance, training, and leadership for staff, modelling high standards and contributing to the school’s effective day-to-day management.



- ✓ Deputise for the Headteacher as required
- ✓ Be a visible presence across the school
- ✓ Contribute to the day-to-day leadership and management
- ✓ Support whole-school systems and routines

Standards

In addition to upholding Teachers' Standards, to maintain the school's professional standards:

- ✓ Stay informed about national and local educational developments and evaluate their implications for the school.
- ✓ Maintain the highest standards of professional conduct and confidentiality at all times.
- ✓ Foster a strong team culture that supports staff effectiveness, collaboration, loyalty, and integrity across the school and IFTL.

Strategic Leadership

- ✓ Work with the Headteacher and Governors to shape and deliver the strategic vision
- ✓ Lead whole-school improvement relating to Safeguarding, behaviour, attendance, inclusion and personal development & well-being
- ✓ Ensure systems and structures are fit for purpose in a growing all-through school
- ✓ Evaluate the impact of strategies and drive continuous improvement

Behaviour, Attendance & Culture

- ✓ Establish and maintain clear, fair and consistently applied behaviour systems
- ✓ Ensure attendance is prioritised and barriers are addressed effectively
- ✓ Work with families and external agencies to improve engagement
- ✓ Ensure pupils develop positive attitudes and are ready to learn

Inclusion, SEND & Pastoral Care

- ✓ Ensure inclusive practice is embedded across all phases
- ✓ Oversee SEND provision ensuring equity of access and outcomes
- ✓ Lead pastoral systems that support wellbeing and personal development
- ✓ Ensure all pupils feel safe, supported and known

Developing Self and Others

- ✓ Promote collaborative learning approaches and demonstrate commitment to continuous professional development.
- ✓ Lead, manage and develop pastoral and inclusion teams
- ✓ Ensure effective performance management and staff development
- ✓ Build a culture of accountability, consistency and care
- ✓ Support the induction of new staff and trainees as required.
- ✓ Participate in the recruitment and selection of staff.

Safeguarding and Promoting the Welfare of Children

- ✓ Ensure safeguarding is a priority and embedded across the school



- ✓ Maintain compliance with statutory safeguarding requirements
- ✓ Promote a culture where pupils feel safe, valued, and supported in their moral and emotional wellbeing.
- ✓ Apply strong knowledge and experience of safeguarding and the Every Child Matters agenda.
- ✓ Maintain up-to-date understanding of Keeping Children Safe in Education

General duties and responsibilities

- ✓ To carry out the duties of a Deputy Headteacher as set out in the school teachers' pay and conditions document.
- ✓ To continue to meet the required standards for qualified teacher status (QTS)
- ✓ Work in a flexible way to respond to the needs of the school and to fulfil other duties and responsibilities appropriate to the grade and role as and when required.
- ✓ Support and exemplify the school's culture and ethos through championing the vision and values, particularly with regards to children's wellbeing and emotional development in addition to promoting the high levels of achievement and attainment throughout the school.
- ✓ Demonstrate a keen interest in all aspects of school life
- ✓ Undertake any professional duties of the headteacher reasonably delegated by the headteacher
- ✓ Carry out SLT duty responsibilities and be a visible presence around the school
- ✓ Contribute to the wider working of IFtL
- ✓ Has high expectations of themselves and others, including colleagues and children

IFtL benefits from a flexible approach to working arrangements – because of this, the tasks and responsibilities listed here are not definitive.

This job description should be read in conjunction with the statutory requirements in the current version of the School Teachers' Pay and Conditions document.

Our children and young people come from a wide range of backgrounds, and so do our colleagues. We aim to reflect and celebrate diversity in our workplace in order to create an inclusive culture that adds real value to our vision of inspiring the futures of us all through learning together.

Inspiring Futures Through Learning is committed to safeguarding and promoting the welfare of children. All employees are expected to share this commitment, to follow the Trust's safeguarding policies and procedures and to behave appropriately towards children at all times, both in work and in their personal lives.

All school based posts are defined as Regulated Activity and therefore this post is subject to an Enhanced with Barred List Criminal Records Bureau check.

This job description will be reviewed annually at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with the postholder.



Person Specification

The person specification is related to the requirements of the post as determined by the job description. Shortlisting is carried out on how well the candidate meets the requirements of the person specification in the job application

Qualifications and experience

- ✓ Qualified Teacher Status (E)
- ✓ At least four years' post qualified teaching experience (E)
- ✓ At least one years' experience as an assistant head or equivalent (D)
- ✓ Demonstrated impact in improving inclusion, SEND provision, behaviour, and/or attendance (E)
- ✓ Experience working with external agencies (e.g., safeguarding, social care, health) (D)
- ✓ Strong, current knowledge of curriculum, teaching, safeguarding, and national requirements. (E)
- ✓ Skilled in using data and resources for evaluation, planning, and budget oversight. (D)

Leadership and Management Skills

- ✓ Ability to provide strategic, values-led leadership (D)
- ✓ Strong people-management, coaching, and team-building skills (D)
- ✓ Capacity to lead culture change and sustain high expectations (D)
- ✓ Effective line-management and performance-management skills (E)

Communication

- ✓ Excellent communication skills, building productive relationships with diverse stakeholders. (E)
- ✓ Strong networking and influencing skills to enhance opportunities for students and staff. (E)
- ✓ Effective in formal settings, including chairing meetings and presenting complex information. (D)

Leadership of Staff, Students and Resources

- ✓ Inspirational, values-led leadership, motivating and challenging staff and students to excel. (E)
- ✓ Strong team leadership, building effective teams, setting expectations, and ensuring accountability. (E)
- ✓ Student-focused and adaptable, with strong engagement skills and flexibility to meet changing needs. (E)

Professionalism and Personal Qualities

- ✓ High levels of integrity, emotional intelligence, and resilience (E)
- ✓ Commitment to inclusion, equity, and the school's values (E)
- ✓ Positive role model who inspires trust, confidence, and high expectations (E)
- ✓ Values-led approach, committed to safeguarding, equality, diversity, and positive student outcomes. (E)
- ✓ Resilient, reflective, and self-managing, with emotional intelligence, integrity, and composure under pressure. (E)
- ✓ Strategic, analytical thinker, making sound decisions, using ICT effectively, and modelling positive behaviour. (E)/(D)

How to apply

The closing date for applications is
9am on 7th May 2026

Interviews will be held on
15th May 2026

Applications must be completed on MyNewTerm by using this link and selecting the vacancy: [CLICK HERE](#)

For more information on the role and to arrange a visit to Glebe Farm School please contact **Sonali Khanna** via SKhanna@Glebefarmschool.co.uk

For more details about Glebe Farm School, scan the QR code to visit our website:

