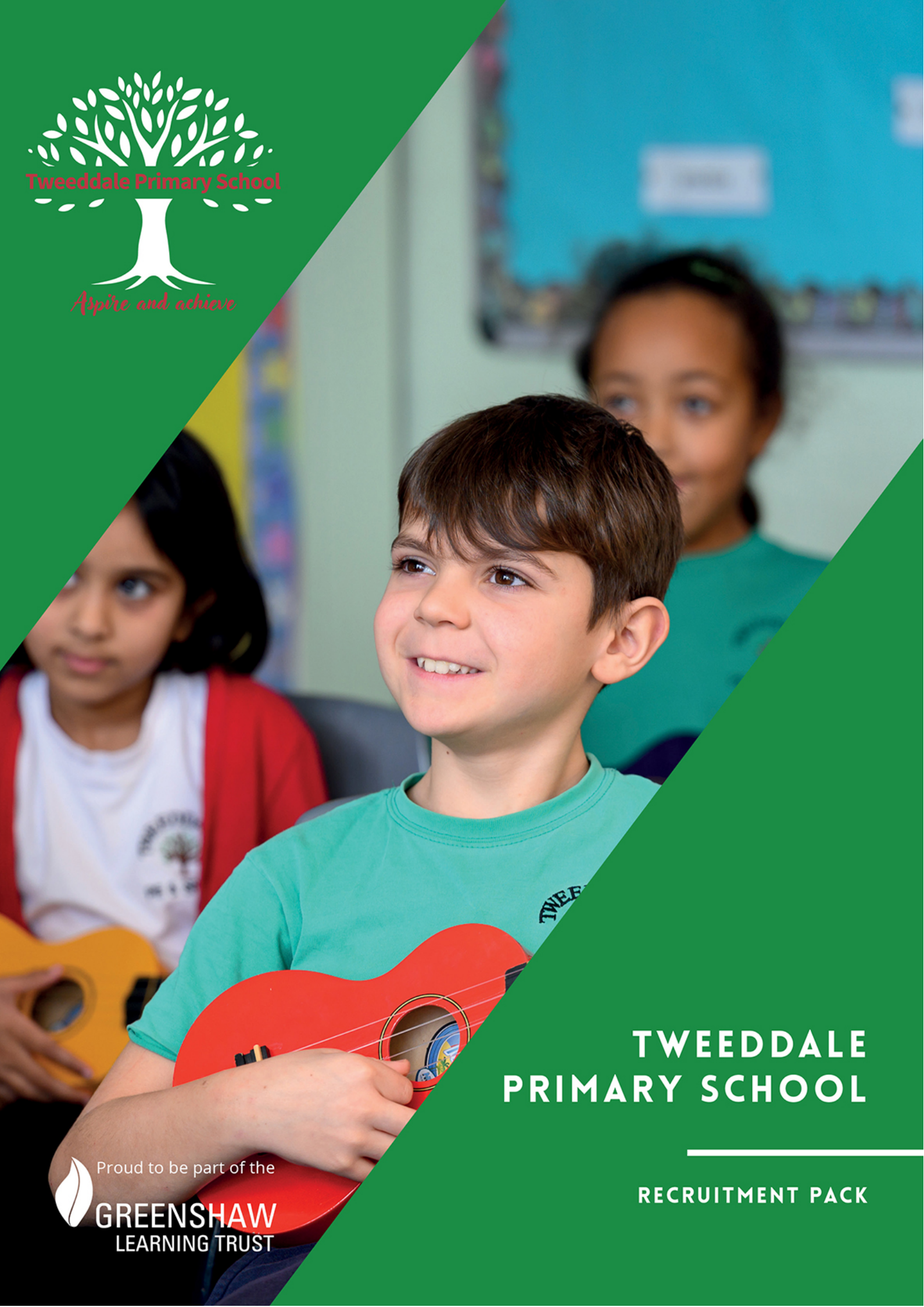
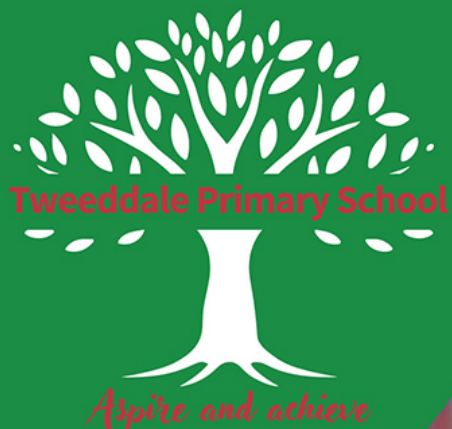


The background of the entire page is a photograph of three children in a classroom. In the foreground, a young boy with brown hair is smiling and looking towards the right, holding a red ukulele. Behind him, two other children are visible, slightly out of focus. The boy is wearing a teal t-shirt with the school's name partially visible. The girl behind him is also wearing a teal t-shirt. The girl to the left is wearing a red cardigan over a white t-shirt. The background shows a classroom setting with a blue wall and some educational posters.

TWEEDDALE PRIMARY SCHOOL



Proud to be part of the

GREENSHAW
LEARNING TRUST

RECRUITMENT PACK

Tweeddale Primary School
Tweeddale Road
Carshalton
Surrey
SM5 1SW

Telephone: 020 8644 5665

Email: office@tweeddaleprimary.sutton.sch.uk



Dear candidate,

Thank you for your interest in the role of Assistant Headteacher at Tweeddale Primary School. We are on a rapid improvement journey, driven by a commitment to strengthen our inclusive practice and ensure every child thrives. We are looking for an ambitious, positive and knowledgeable leader who is driven by social justice, committed to *always learning* and ready to lead our new curriculum and teaching strategy. This role will lead curriculum, instructional coaching and assessment so that every child makes exceptional progress.

We are proud members of the Greenshaw Learning Trust, a 'family' of like-minded schools, that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing our own distinctive character.

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 students. 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 strive to be an inclusive and diverse employer and we encourage applications from underrepresented demographics. We recognise the need to achieve a good work-life balance and encourage discussions regarding flexible working across our schools and Shared Service teams. We aim to create the conditions under which our colleagues are able to thrive and to deliver exceptional work for the young people and communities which we serve. To get a feel of life at Greenshaw Learning Trust, please download our 'Why you should work for GLT' recruitment brochure on our jobs portal.

Tweeddale Primary School 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 website provides a clear picture of our aspirations and our vision: however, please do not hesitate to contact us to seek further information from our School HR Manager, Kelly Hampstead: khampstead@tweeddale.org. We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.



Yours sincerely

Jonathan Walters, Headteacher

ABOUT OUR SCHOOL

Tweeddale Primary School is a thriving, well-resourced two-form entry primary school, with a purpose-built wing for our Nursery and Reception classes. We are located in the London Borough of Sutton serving families in and around the St Helier estate. At the heart of our community, we are dedicated to supporting our families' journey through the school. We take great pride in welcoming the next generation of past pupils and their families back through our doors. We believe that families know their children best, and we use this insight as a foundation to ensure every child is truly understood.

At Tweeddale, we have six core values that form the word 'ASPIRE':

- **A**mbitious children who want to achieve
- **S**afe children who demonstrate self-control
- **P**ositive children who persevere
- **I**nclusive school that will inspire everybody
- **R**espectful children who will become responsible adults
- **E**nthusiastic children who are always engaged

In line with our school motto of 'Aspire and Achieve', we have a passion to see every child flourish and succeed in every area of their lives: academically, socially, emotionally and physically. Our vision is to create a safe, nurturing and inclusive school community where every child achieves their full potential. We are on a rapid improvement journey so that all pupils are ready for their next stage of education.

In GLT, we are Always Learning so professional development is a priority for all our staff who will benefit from instructional coaching and using our Tweeddale Toolkit, providing effective strategies to develop great teaching.

We value colleagues who are deeply committed, solutions-focused, open-minded and model high expectations and positivity for all our children.

TERMS AND CONDITIONS

CONTRACT

Permanent

SALARY

Salary calculated in line with Outer London Leadership scale points L4-L8 (£59,859 - £65,642 - annual pay award pending)

HOURS OF WORK

Full-time

PLACE OF WORK

Tweeddale Primary School, Tweeddale Road, Carshalton, Surrey, SM5 1SW

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.

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:	Assistant Headteacher (Teaching, Learning and Curriculum)
Responsible to:	Headteacher
Responsible for:	Middle Leaders and / or Teachers

ROLE OVERVIEW

We are seeking an enthusiastic and dynamic professional to strengthen our Headship team, serving as an integral part of this leadership group. The primary focus of the role is to drive forward school improvement work, raising standards through the leadership of curriculum, teaching, and assessment.

MAIN PURPOSE OF THE ROLE

- Support the Headteacher in providing strategic direction and the leadership and management of the school to embed a culture of academic ambition for every child.
- Proactively develop an ethos of extremely high expectations of staff and pupils.
- Lead and manage the quality of teaching and assessment, designing a programme of staff training and instructional coaching.
- Lead the development and delivery of the school's curriculum, building subject leaders' capacity to develop, monitor and evaluate curriculum and teaching in each subject.
- Take full accountability for raising attainment across the school, including in statutory assessments.
- Model adaptive teaching techniques from the Tweeddale Toolkit when carrying out teaching duties, as required, in accordance with the school's curriculum.
- Deputise for the Headteacher and Deputy Headteacher as required.

LEADERSHIP AND MANAGEMENT

- Be a highly visible presence as the gatekeeper of our school ethos and culture of strong relationships, rigour and high expectations in a nurturing learning environment.
- Support the Headteacher and Deputy Headteacher in strategic planning, operational decision-making and implementation of policies and procedures.
- Inspire, motivate and influence staff and pupils, taking a lead role in monitoring and evaluating all aspects of school life and in promoting rigour in teaching, learning, pupil behaviour and safeguarding.
- Model the GLT Collaborative Behaviours for pupils and staff, leading on people development and offering professional guidance and support to colleagues to foster a culture of lifelong learning.
- Play a major role together with the Headteacher, Deputy Headteacher and other key staff in the formulation of policies, behaviour curriculum and support, consistency of discipline and evaluation of existing practices.
- Make a significant contribution to the school's self-evaluation process, including the SIP and SEF.

TEACHING AND ASSESSMENT

- Create a cohesive approach to connecting Teaching and Learning systems with SEND systems to reduce teachers' cognitive load and increase impact on all pupils' progress.
- Lead and manage the quality of teaching and learning throughout the school.
- Lead instructional coaching strategy working in partnership with the Headteacher, both as a Lead Coach as well as a Coachee.
- To model implementation of Tweeddale Toolkit while teaching across the school where necessary, including covering for absent teachers and running intervention groups.
- Collaborate with the Headteacher to lead the school's professional development programme, delivering CPD, leading the programme of instructional coaching across the school and managing the induction of new staff.
- Lead the ECT support as induction tutor and in the training and development of early careers teachers and students on placement.
- Direct all aspects of the school's assessment and data analysis procedures with rigour, ensuring that connected SEND and teaching and learning systems drive an improvement in outcomes for all pupils. This includes managing Insight and Bromcom assessment systems, including accurate data collection to Trust deadlines.
- To analyse summative assessments across the whole school reporting to the Headteacher and Deputy Headteacher, trends and proposed curriculum adaptations to close gaps in knowledge.
- Lead Pupil Progress Meetings to support teachers to provide space for professional discussion about curriculum adaptations to use Quality First Teaching (QFT) as the main driver for accelerating learning.
- Develop effective links with the local community in order to extend the curriculum, enhance teaching and to develop pupils' wider understanding of the world beyond Tweeddale.

CURRICULUM

- Lead the implementation of a new curriculum, ensuring that the effective deployment of resources and connected SEND and teaching and learning systems promote strong outcomes for every child.
- Support Phase leaders and Subject Leaders in developing their role, in particular in relation to raising standards and developing subject knowledge and expertise.
- Coordinate our programme of enrichment including off-site visits as Educational Visits Coordinator.

OPERATIONAL LEADERSHIP

- Coordinate the booking of supply agency staff in conjunction with the Deputy Headteacher (Inclusion).
- Play a significant role in promoting strong relationships and a high standard of pupil behaviour, proactively teaching the behaviour curriculum and supporting other staff as necessary.
- Liaise effectively with parents and carers to ensure positive relationships between school and home.
- Lead school assemblies and support other staff with assemblies as required.
- Prepare and present reports, as required, to the Community Governance Council, Greenshaw Learning Trust and outside agencies.
- Line manage certain staff in accordance with the Trust's Appraisal and Capability Procedure.
- Take responsibility for their own professional development through keeping abreast with current educational initiatives, self-directed reading, attending network meetings and seeking advice from other relevant training organisations.
- Undertake all other tasks commensurate with the role as required and directed by the Headteacher.

SAFEGUARDING

- Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding Policy within the school.
- To act as Deputy Designated Safeguarding Lead.
- 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		
Qualified Teacher Status (QTS)	x	
Evidence of commitment to continuous professional development	x	
Hold a recognised degree (or equivalent)	x	
Further professional qualification		x
Postgraduate level qualification or recognised alternative		x
Experience of educational leadership and management		
Evidence of strategic and creative leadership to develop and build shared vision with quality learning for all at its centre	x	
Experience of leading a core curriculum area and / or a range of curricula	x	
Experience raising standards in pupil outcomes	x	
Experienced with a variety of assessment and monitoring strategies to improve the quality of teaching, designed to raise attainment and achievement	x	
Using adaptive expertise to meet the range of pupils' needs so that all make progress	x	
Experience of line managing, developing and holding team members accountable	x	
An up-to-date knowledge of curriculum pedagogy	x	
Experience of embedding successful inclusion and behaviour support strategies	x	
Experience of instructional coaching		x
Experience teaching and/or leading in a school with high levels of disadvantage		x
Experience leading SEND		x
Knowledge of Early Years		x
Personal and Professional Qualities and Attributes		
Ability to manage staff and to develop a strong team to enable them to work effectively to deliver whole school improvement	x	
Effective communicator able to convey vision and complexity with clarity and enthusiasm	x	
An ability to help lead, monitor and evaluate a school improvement priority	x	
Ability to build trust and effective relationships with pupils, their families and staff	x	

Ability to champion a collaborative culture, actively fostering partnerships with colleagues across the Greenshaw Learning Trust	x	
A firm grasp of effective, research-based teaching practices, and the ability to model these to other teachers	x	
Evidence of developing GLT Collaborative Behaviours	x	
Committed to the safeguarding of children	x	
Demonstrate emotional resilience, empathy and flexibility when dealing with challenge	x	
Professional knowledge and understanding		
A passion for educating the whole child and for life-long learning	x	
Evidence of up-to-date knowledge of current research and evidence-based practice	x	
Substantial knowledge how to remove barriers for vulnerable pupils, including disadvantaged, those with SEND and EAL (English as an Additional Language) pupils	x	
Evidence of designing and facilitating evidence-informed CPD that aligns with EEF guidance for Effective Professional Development	x	
Understanding the psychology behind behaviour and implementing restorative, inclusive behaviour strategies across the school	x	
Robust understanding of child protection procedures, including Keeping Children Safe in Education (KCSIE) legislation	x	
Awareness of Curriculum and Assessment Review, SEND reforms and Ofsted Toolkit		x
Knowledge and understanding of SEND systems and their intersection with systems for improving teaching		x



COLLABORATIVE BEHAVIOURS

People who benefit from, and contribute to, collaborative approaches create an environment with trust, open communication, shared responsibility for outcomes and where the professional development of all professional partners is a priority.

VISION AND PURPOSE

I actively seek to understand how my role fits with the vision of the organisation SO THAT I do the most important things every day.

I articulate a clear vision and foster collaboration to achieve common goals. I strive to lead in harmony with this, however I am not afraid to make decisions where there is no consensus and to move with the pace required to achieve results.

EMOTIONAL INTELLIGENCE

I am self-aware, empathetic, and skilled at managing emotions SO THAT I build connections and manage conflicts effectively.

I know when and how to use a coaching approach within a range of leadership styles to support growth and development.

ACTIVE LISTENING

I listen openly to colleagues SO THAT diverse perspectives are understood and trust is built.

I create conditions for constructive feedback and inclusive decision-making.

OPENNESS AND ADAPTABILITY

I am open to new ideas and perspectives SO THAT I build harmony and learn from colleagues.

I am open to having my mind changed and I am clear how and when diverse perspectives can inform decisions.

HUMILITY AND LEARNING ORIENTATION

I actively seek feedback to understand my impact and learn from others SO THAT I can continuously improve.

I role model learning from others and am willing to mentor and be mentored.

RESPECTFUL DISAGREEMENT

I disagree respectfully and accept that not all decisions will go my way SO THAT I contribute to a culture where diverse perspectives are heard and understood.

I take ownership of my decisions, including less popular ones, in the best interests of the children we serve.

RECOGNITION AND APPRECIATION

I celebrate others' achievements and individual contributions SO THAT I foster the positive and collaborative environment GLT has been built on.

I notice what is going well and I provide regular recognition and appreciation.

PROACTIVITY AND EMPOWERMENT

I am creative and resourceful and use my initiative to solve problems SO THAT we can navigate challenges and achieve collective success in a volatile, changing world. I often empower others by providing autonomy, resources, support, challenge and guidance.

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 Monday 14th September 2026. 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 Wednesday 23rd September 2026. 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 1st January 2027.



GREENSHAW
LEARNING TRUST



ORU Sutton,
7 Throwley Way,
Sutton, SM1 4AF



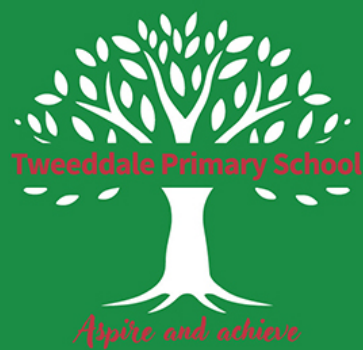
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