

# True Learning Partnership



Glossopdale School & Sixth Form  
Deputy Headteacher: Culture & Inclusion  
Recruitment Pack 2026

<https://www.truelearning.org.uk/vacancies>

# Welcome to Glossopdale School & Sixth Form, part of the True Learning Multi-Academy Trust

Dear Candidate,

Thank you for your interest in joining Glossopdale School & Sixth Form. Our school is an oversubscribed 11-18 comprehensive secondary school which serves the Glossop and wider community. We are a warm and caring school that has the highest expectations of students and ourselves, where every student is expected to work hard, behave well and contribute positively to the school community.

We are looking to appoint an ambitious, experienced and dynamic leader who is hardworking and energetic to join our Senior Leadership Team in this role. You will need to have expertise in leading whole school culture and implementing inclusive systems. A proven track record in raising the achievement of all students is essential, improving outcomes in attendance, behaviour, progress and safeguarding.

We are seeking to appoint a leader who is passionate about making a real difference to the lives of the students and the community we serve and to be part of the leadership team that takes the school onto the next stage of its exciting journey.

We exist to empower our students to find their purpose, develop high aspirations and thrive, both academically and personally. We provide a knowledge-rich curriculum which exposes students to powerful knowledge, places them on an ambitious pathway and develops the character traits needed as young people and into adulthood. Our core purpose is not merely finite 'success' for our students but our culture and curriculum enables them to thrive – to continually grow and flourish.

We are explicit about the culture we want to create and have clear ideas of the desired behaviours necessary for our students to succeed. At Glossopdale School & Sixth Form, we maintain a relentless focus on the day-to-day actions, behaviours and routines within the school and adopt a disciplined approach to teaching students effective learning habits. We communicate and practise these regularly, as both staff and students.

While with us, we encourage every member of staff to stretch themselves and we give everyone access to a wide range of learning and development opportunities. We are a research-based school with the aim to develop highly effective evidence-based practices including teaching, learning and assessment, where we collaborate as a whole staff to persistently improve our pedagogy and where we evaluate our practice habitually.

We have some of the best facilities in the area having fully rebuilt our school in 2018. This not only provides both staff and students with everything they can expect for modern teaching and learning, but also gives us exceptional environmental credentials.

I am extremely proud to be the Headteacher of Glossopdale School & Sixth Form and consider it a privilege to be a part of such a vibrant and caring learning community. If you think this sounds like your sort of school, then we very much look forward to receiving your application to join us.

Kate Smith  
Headteacher

# Job Description & Person Specification

**JOB TITLE:** Deputy Headteacher - Culture and Inclusion Provision

**GRADE/SCALE:** Leadership Grade 20-24

**HOURS/FTE:** Full time/fixed term contract September 2026 - August 2027

**RESPONSIBLE TO:** Headteacher

## MAIN JOB PURPOSE

The postholder is expected to make a significant contribution to school improvement and provide support to the Headteacher where required across all aspects of school leadership.

The postholder will be part of the Senior Leadership Team and lead the development of whole school policy and practice in order to advance the school's core purpose.

The postholder will be responsible for the development of whole school culture and systems to embed:

- An inclusive culture across the school
- Inclusion processes to implement the whole school provision map, improve behaviour and reduce suspensions
- Improvement to attendance and reduction in persistent and severe absence
- Highly effective leadership of pastoral teams; their systems and implementation of interventions
- A robust safeguarding culture and processes across all aspects of school provision
- Highly effective and visible rewards and celebrations

Due to the seniority of this position, the postholder will be expected to be flexible and agile in their ability to take on responsibility in any area of school leadership as determined by the Headteacher.

## KEY RESPONSIBILITIES

### Core Purpose

- To lead, with the Headteacher and all members of SLT, the school's journey to excellence.
- To demand ambitious standards, expectations and aspirations for all students, overcoming disadvantage and advancing equality.
- To play a major role, under the direction of the Headteacher, for setting the key improvement priorities for the school; establishing and embedding policies, systems and practice to address priorities and advance the school's core purpose.
- To contribute to achieving the school's vision by providing effective strategic and operational leadership.
- To adopt an evidence-informed approach to lead colleagues to continually improve the performance of school.
- To undertake the professional duties of a Deputy Headteacher as reasonably delegated by the Headteacher, including those of a Headteacher, in the event of the Headteacher's absence from the school.

### Inclusive Culture

- To lead staff and students in the development and consistent maintenance of an excellent student culture where learning and aspiration are valued by all.
- To oversee, review and refine all systems and processes that are designed to secure excellent student culture, behaviour and attendance.
- To lead the school's inclusion culture and processes using the whole school provision map.

- To ensure that the school's routines and rules are clearly understood and followed by all staff and students.
- To use well-researched evidence of best practice to lead the professional development of whole school behaviour management and inclusion strategies.
- To provide strategic and operational leadership to raise and maintain excellent attendance.
- To provide challenge and support to enable individual teachers to manage classrooms effectively in order that students are always engaged in learning.
- To provide strategic and operational leadership to the pastoral team, ensuring highly effective provision and the implementation of targeted and specialist provision.
- To monitor, review and refine all aspects of the school's behaviour, suspension, safeguarding, attendance, anti-bullying and related policies.
- To lead the inclusion team in their management and monitoring of all pastoral and behavioural interventions.
- To manage duties in order that strong supervision brings about an excellent and safe student culture evident during unstructured times.
- To report data, analysis and actions regarding school behaviour, safeguarding and attendance to the Headteacher and Governors.
- To promote and lead positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- To establish and maintain a safe and calm environment by sustaining high expectations and standards of behaviour for all students.
- To build, develop and maintain effective relationships with parents and members of the wider community to enhance the educational experience and outcomes of all students.
- To provide staff with high quality professional learning opportunities that enable them to thrive in their roles, develop professionally and effectively contribute to the school's core purpose.
- To ensure Alternative Provision programmes provide ambitious, broad and balanced curriculum offers, including where appropriate vocational and academic options, capable of maintaining standards that can also offer a framework for students to be reintegrated back into mainstream school.
- To lead, deliver and monitor highly effective training for teaching and support staff in embedding consistency, targeted interventions and our whole school culture.
- To provide strategic leadership of the school's Personal Development curriculum, including the mapping and delivery of PSHE, RSE and the content of assemblies, tutor times and morning meetings.
- To provide strategic leadership of the behaviour curriculum across the school, ensuring that the THRIVE culture, classroom and school expectations are fully understood and upheld.

## **Safeguarding**

- To provide strategic and operational leadership of safeguarding, ensuring a robust safeguarding culture across the school.
- To line manage the Designated Safeguarding Lead for the School, ensuring policies and procedures keep all students safe.
- To lead the school's anti-bullying culture and processes, overseeing and monitoring data and actions, including training for and communication of all staff.
- To ensure accurate records of all safeguarding referrals and processes are followed by all key staff.
- To work with the Human Resources team to ensure that the Single Central Record is accurate, regularly updated and monitored, including by the Chair of Governors.
- To establish and maintain effective links with Children's Services, CAMHS, the Police, the LADO and other external agencies.
- To keep the Headteacher up to date regarding relevant safeguarding issues.
- To oversee the supervision system in school for safeguarding.

- To develop and lead on whole related school Professional Development in safeguarding, including leading staff INSET and new staff induction to ensure all staff are trained to recognise and deal with safeguarding/child protection issues.
- To lead the school safeguarding audits and the safeguarding improvement plan, ensuring that all actions are implemented and monitored.

### **Organisational Effectiveness**

- To establish and oversee duty systems, processes and policies that enable the school to operate effectively.
- To lead on aspects of school self-evaluation; evaluating how effectively the school delivers on its core purpose and makes a distinct impact.
- To contribute to the creation and implementation of the School Improvement Plan and take responsibility for leading key aspects of it.
- To support colleagues through effective direction, mentoring and coaching, so that they can be more effective in how they lead and manage students and staff.
- To ensure that the Headteacher and Governors are informed and advised about educational plans, policies and priorities and their impact.

### **Trust expectations for all employees**

- To comply with and uphold, in all respects, the Trust's code of practice on equality and diversity.
- To take appropriate responsibility and action for safeguarding.
- To act in accordance with the code of conduct and key policies including the Trust's Health and Safety Policy and Data Protection Policy.
- To demonstrate tact and diplomacy on all interpersonal relationships with the public, students, parents and colleagues.
- To demonstrate a commitment to continuous professional development.
- To participate in training and other learning activities and performance development as required.
- To assist with student needs as appropriate during the day.
- To undertake such other duties as the Trust Leader may require from time to time.

*This job description is not intended to be a complete list of all duties and responsibilities of this role. The post holder may be required to carry out other duties and related tasks, the responsibility level of any other duties should not exceed those outlined above.*

**Note:** This job description will be subject of a review as part of the appraisal scheme on a regular basis and any part of it may be amended as a result of such a review or at any time after consultation with the post holder.

<b>Person Specification</b>	<b>Deputy Headteacher Inclusion: Culture and Inclusion Provision</b>	
<b>Selection Criteria</b>	<b>Essential/ Desirable</b>	<b>Assessment</b>
<b>QUALIFICATIONS AND TRAINING</b>		
• Has Qualified Teacher Status	<b>E</b>	<b>AR</b>
• Has a good degree	<b>E</b>	<b>AR</b>
• Has demonstrated further professional development through qualifications or training	<b>E</b>	<b>A</b>
• Has Designated Safeguarding Lead certificate or is willing to complete DSL training	<b>E</b>	<b>AI</b>
<b>EXPERIENCE</b>		
• Successful Senior Leadership	<b>E</b>	<b>AI</b>

• Successful experience of leading a team and line management experience	<b>E</b>	<b>AI</b>
• Experience of successfully developing and implementing whole-school strategies in an aspect directly relevant to this role e.g. whole-school behaviour management, sanctions and rewards policies, anti-bullying and effective attendance strategies	<b>E</b>	<b>AIR</b>
• Experience of analysing and interpreting behaviour, attendance and progress data to ensure effective student outcomes	<b>E</b>	<b>AI</b>
• Successful experience of leading and coordinating provision for students that exhibit challenging behaviour	<b>E</b>	<b>AI</b>
• Experience of leading on and improving whole school culture using evidence-based approaches	<b>E</b>	<b>AI</b>
• Experience of developing and implementing a school-wide behaviour curriculum	<b>E</b>	<b>AIR</b>
• Experience of leadership in safeguarding	<b>E</b>	<b>AIR</b>
• Experience of leading, implementing and monitoring pastoral and academic interventions that lead to improved outcomes	<b>E</b>	<b>AIR</b>
• Experience of using research and evidence to implement whole school strategies and actions that lead to improved outcomes	<b>E</b>	<b>AI</b>
• Experience of improving attendance, behaviour and progress of vulnerable groups and sub-groups	<b>E</b>	<b>AIR</b>
• Experience of the leadership of a school-wide culture of belonging	<b>E</b>	<b>AI</b>
<b>SKILLS, KNOWLEDGE AND UNDERSTANDING</b>		
• Understanding of the needs of at risk and vulnerable students and interventions to address these needs	<b>E</b>	<b>AIR</b>
• A robust understanding of the principles and practice of effective inclusion in schools	<b>E</b>	<b>AIR</b>
• Ability to balance strategic and operational priorities	<b>E</b>	<b>AIR</b>
• A knowledge and understanding of the use deliberate practice, instructional coaching and effective CPD	<b>E</b>	<b>AI</b>
• The ability of build effective relationships with students, parents and external agencies	<b>E</b>	<b>AIR</b>
• A sound understanding of quality first teaching, responsive teaching, planning and assessment for learning	<b>E</b>	<b>AIR</b>
• A sound understanding of the processes of school improvement and strategic planning	<b>E</b>	<b>I</b>
• Ability to communicate effectively and appropriately with staff, parents and students, and to be able to prepare reports, profiles and maintain clear and comprehensive records	<b>E</b>	<b>IR</b>
• Be a role model by demonstrating the highest standards of professional conduct, optimism and a solution focussed approach	<b>E</b>	<b>AI</b>
• Lead and motivate teams, acting as a 'critical friend'	<b>E</b>	<b>AIR</b>
• Build positive working relationships with colleagues and provide support through coaching/line management	<b>E</b>	<b>AIR</b>
• Excellent organisational skills with the ability to meet deadlines	<b>E</b>	<b>AIR</b>
• Ability to multi-task and deal with numerous challenges simultaneously	<b>E</b>	<b>AIR</b>
• Highly committed to inclusion, raising aspirations and expectations of vulnerable and disengaged students	<b>E</b>	<b>AI</b>

<b>PERSONAL SKILLS</b>		
• Commitment to the school's THRIVE values and ambition for excellence	<b>E</b>	<b>AI</b>
• Ability to maintain professional integrity even when under pressure	<b>E</b>	<b>R</b>
• Excellent attendance and punctuality	<b>E</b>	<b>IR</b>
• Ability to work as an integral part of a team	<b>E</b>	<b>IR</b>
• An effective listener and can draw on advice from colleagues to improve practice	<b>E</b>	<b>R</b>
• Resilience and determination	<b>E</b>	<b>R</b>
• Ability and desire to work in a high challenge and low threat way	<b>E</b>	<b>R</b>
• Drive and enthusiasm	<b>E</b>	<b>IR</b>
• Makes a positive contribution to the wider life and ethos of the school	<b>E</b>	<b>I</b>
• Highly effective role model to all staff and students in all aspects of your professional role	<b>E</b>	<b>AIR</b>
• Reliable and trustworthy	<b>E</b>	<b>R</b>
<b>SPECIAL REQUIREMENTS</b>		
• A commitment to on-going personal development and willingness to undertake appropriate training	<b>E</b>	<b>AIR</b>
• Suitability to work in an environment where you will be responsible for promoting and safeguarding the welfare of children and young people	<b>E</b>	<b>AIR</b>
• Satisfactory Enhanced Disclosures with the Disclosure and Barring Service	<b>E</b>	<b>AIR</b>

**Assessed by:** A = Application form I = Interview R=Reference

# **Core Responsibilities for all Trust Employees**

## **Health & Safety**

All staff within True Learning Partnership are required to remain vigilant, observe all relevant Health and Safety policies and procedures, take reasonable care of their own and others' Health and Safety, report all accidents and incidents, and raise concerns through their line manager, the Director of Business & Operations, the site management team or another member of SLT as appropriate.

## **Equality & Diversity**

Staff employed by True Learning Partnership are expected to promote equality of opportunity for all students and staff, both current and prospective, and to support an environment that values diversity and respect. True Learning Partnership believes that all individuals are of equal value and we are committed to equal opportunities for all.

## **Data Protection**

All staff within True Learning Partnership have a responsibility to ensure that data they are responsible for is accurate and appropriate to the needs of the organisation, and that they are responsible for ensuring any personal data processed for any purpose or purposes in connection with their role in the Trust shall not be kept for longer than is necessary for that purpose or those purposes, in accordance with GDPR 2018.

## **Safeguarding & Child Protection**

True Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and adhere to, and comply with, the Trust's Safeguarding and Child Protection policy and procedures at all times.

Notwithstanding the detail in this job description, in accordance with the Trust's Flexibility Policy the job holder will undertake such work as may be determined by the CEO from time to time, up to or at a level consistent with the main responsibilities of the job.

# **Key Information regarding the Application Process**

## **To Apply**

Completed application forms should be submitted via My New Term.

Please **do not** include your name when completing your supporting statement.

Only completed application forms will be submitted for shortlisting, CVs will not be accepted.

## **Key Dates**

Closing date for applications: 9am on Friday 6<sup>th</sup> March 2026

Interviews will take place: Week commencing 9<sup>th</sup> March 2026

## **Benefits**

At True Learning Partnership, we're proud to support our staff both in and outside of work. We're committed to your wellbeing, professional growth, and maintaining a healthy work-life balance.

Our benefits package includes a wide range of support and resources, such as wellbeing tools, a confidential Employee Assistance Programme (EAP), learning and development opportunities, and access to discounts on everyday spending and lifestyle services.

Other benefits include;

- Pension Scheme
- Cycle to Work Scheme
- Eye Care Vouchers
- Seasonal Flu Jabs
- Access to free CPD courses
- Strava – True Learning Runners

## **Safer Recruitment Information**

True Learning Partnership is an inclusive Equal Employment Opportunity employer that considers applicants without regard to gender, gender identity, sexual orientation, race, ethnicity, disabled or veteran status, or any other characteristic protected by law. We welcome applications from all individuals regardless of individual background or circumstance. Please note if you are shortlisted, an online search will be carried out before interview which may identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with you at interview.

True Learning Partnership is committed to safeguarding and promoting the welfare of all children and young people and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (one of which must be from the current/latest employer) and evidence of the formal qualifications required for the role.



## Trust Vision and Ethos

We are very proud that Glossopdale School & Sixth Form is part of the True Learning Partnership Multi Academy Trust. We are currently a group of five schools that aim to provide an excellent education for our children. Our desire is to improve the life chances of all those in our care, we have made it our mission to make a positive difference to our children, staff, parents and the wider community.

### Trust Motto

Inspiring the best in everyone

### Trust Vision

Together, we build a future where education transforms lives – where every person is valued, supported, and empowered within a strong, caring community to make a positive difference.

### Trust Values

ASPIRATIONAL	We encourage everyone to dream big and pursue excellence.
COLLABORATIVE	We work together, valuing diverse perspectives and shared success.
COMPASSIONATE	We act with kindness, respect, and a genuine desire to serve others.
CURIOS	We foster innovation and a love of learning for all through inquiry and creativity.
INCLUSIVE	We ensure everyone feels valued, supported, and able to contribute fully.

### Mission Statement

Our mission is to inspire and empower every individual within our trust to achieve their fullest potential. We are committed to providing a safe, inclusive, and innovative learning environment where compassion and collaboration thrive.

Encouraging high aspirations, courage and curiosity, we equip all members of our community with the skills, confidence, and character to make a meaningful, positive impact in their communities and beyond.

## Trust Safeguarding Statement

True Learning Partnership recognises the important role that our schools and their staff have in the wider safeguarding system for children. ALL staff have a responsibility to provide a safe environment in which children can learn. True Learning Partnership fully adopts statutory guidance "Keeping Children Safe in Education" (September 2025).

True Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our schools are a safe place for children, where our responsibilities for safeguarding children are taken seriously. As a Trust, we are responsible for ensuring that all our schools have thorough and robust child protection and safeguarding policies and procedures.

Should you have safeguarding concerns regarding any pupil at any of our schools, please speak to one of the Designated Safeguarding Leads at that school.

True Learning Partnership Designated Safeguarding Officer is Catherine Holyland, Deputy Head Teacher at Poynton High School. If you wish to contact her directly please e mail [Cholyland@truelearning.org.uk](mailto:Cholyland@truelearning.org.uk)

True Learning Partnership Trust Board safeguarding representative is Paul Jarvis. If you wish to contact them, please e mail [info@truelearning.org.uk](mailto:info@truelearning.org.uk) stating that the e mail relates to a safeguarding issue.

Our schools' Local Governing Bodies are regularly updated about child protection, bullying and safeguarding policies and practices by the relevant school Head Teachers, and other members of the Senior Leadership Team. This information is reported to the Trust Board.

For further details on roles and responsibilities, and recording information regarding Safeguarding, please see the Safeguarding Policy and Procedures documents held by each school in our Trust.



TRUE LEARNING  
P A R T N E R S H I P



# Contact Us

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