



**GLEBE
FARM
SCHOOL**



EA to Senior Leadership Glebe Farm School

Information for Candidates
6th May 2026



**Inspiring Futures
through Learning**

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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

EA to Senior Leadership at Glebe Farm School

Salary Scale – F1 £32,061 full time equivalent

Working Weeks – 41

Working hours per week – 37

This job description sets out the expectations of the role of EA to Senior Leadership at Inspiring Futures through Learning. The role 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.

Key Deliverables

- ✓ To provide a full confidential secretarial/administrative service to the identified members of the Senior Leadership team which ensures the efficient and effective management of their activities. This will include high level and complex minute taking at meetings.
- ✓ To ensure issues and progressed actions raised through meetings, general contact and complaints are progressed with the relevant Senior Leaders and other stakeholders within agreed timescales.
- ✓ To plan and manage the diaries and activities of the identified members of the Senior Leadership team ensuring that they are fully prepared with appropriate documentation.
- ✓ To act as first point of contact filtering and managing enquiries made by telephone, e-mail or any other method and that responses given comply with corporate standards in relation to quality and timeliness.
- ✓ Plan and ensure provision of comprehensive support for meetings and activities.
- ✓ Handle sensitive and complex enquiries with diplomacy, and confidentiality, fostering positive relationships with internal and external stakeholders.
- ✓ Prepare and manage documentation for compliance with DfE, ESFA, Ofsted, and internal requirements, ensuring accuracy and timeliness.
- ✓ Carry out additional HR administrative duties.
- ✓ To undertake individual projects for the identified members of the Senior Leadership team and to contribute to service led initiatives and projects as required and specified by the Headteacher and/or Trust.



Essential requirements Key skills, expertise, and qualifications

- ✓ Recognised business/administration qualification to NVQ4 level or relevant experience.
- ✓ Working closely as part of a team
- ✓ Excellent communication and interpersonal skills, capable of working collaboratively with various teams.
- ✓ Ability to manage manual and computerised record/information systems efficiently.
- ✓ Ability to deal autonomously with all but the most serious administrative problems but keeping the senior colleagues apprised of all major issues.
- ✓ Ability to identify areas of potential for improvement and development, initiating and driving through change in partnership with senior management
- ✓ Experience managing confidential work with tact & discretion
- ✓ Confident at using Microsoft Office applications (Excel, Word, PP, etc.)

Business Administration (Grade F)

Colleague Expectations	Manager Expectations
Be professional at all times	Be a role model by displaying positive behaviours at all times
Work together for the good of the team, School and IFtL	Make well-considered decisions
Promote a supportive culture	Support, coach and communicate with my team
Challenge assumptions	Be accountable for my team's Performance
Take ownership	
Be willing to change and do things Differently	
Always work in a safe manner	

Business Administration jobs are those which support their teams and the school by carrying out administrative tasks and providing procedural guidance or managing those that do. Job holders' training and experience is in a wide range of office and IT skills, incorporating tasks, tools and techniques of their working area, allowing them to be deployed flexibly within the organisation. The principal responsibility is to support the work of their specialist colleagues by operating and/or managing the business systems that optimise service delivery in their area and/or to act as the public face of the school by providing service users with front line help and information.

This element of the profile, taken from the job family descriptor for this grade, provides a general understanding of the level of work and demands required.

Role characteristics

At this level job holders are empowered to make decisions and offer authoritative solutions to problems and issues which impact across the wider school and Trust. They deal with matters escalated from their teams and must independently find solutions

The knowledge and skills required

Job holders need a thorough and detailed understanding of the practical and procedural regulations, working practices and policy background of the specialist area in which they work. This will come from a combination of formal training both, on and off the job and extended experience working in the relevant area. Given the importance of maintaining accurate statutory records, some precision in typing and other administrative tasks is required.

Thinking, planning and communication

Problems, at this level, will often be complex in that they feature a number of different information strands such as budget, policy limits, or the expectations of clients. Solutions will depend upon the careful analysis of situations and judgement will be needed to choose between conflicting approaches, none of which will please all individuals involved.

Job holders will be thinking ahead several months to plan the delivery of agreed target outputs. Communication skills expected of job holders will include the ability to deal authoritatively with colleagues and members of the public and engage with others to persuade or encourage them to adopt a particular course of action.

The type of information exchanged will be varied and often quite complicated or sensitive. Job holders must be patient and use developed comprehension skills to fully understand the needs and issues of others.

Decision making and innovation

Job holders are expected to not only deliver agreed outputs, but also to determine how best to achieve these aims within the limitations of general service practice.

Free of highly prescriptive procedural limitations, job holders must deal independently with problems, often referred upwards from colleagues, some of which will be new and must be solved with reference only to service practice or policy.

Areas of responsibility

The work carried out by the post holder directly benefits colleagues and/or external partners, the school and IFTL schools by providing them either with services or authoritative advice and guidance.

Job holders will be expected to bear responsibility for the accuracy, confidentiality and security of the information they manage and share. They may, in addition, have responsibility for the care and safe keeping of office equipment.

Impacts and demands

There will be very little demand for enhanced physical exertion in, as most work can be done in a sedentary position. Lifting and carrying files or equipment may, however, be needed very occasionally.

In an often busy and demanding working environment, job holders will need to engage in lengthy periods of concentrated mental attention to complete tasks and meet changing deadlines or deal with unavoidable interruptions.

Jobs will occasionally have contact with individuals whose circumstances or behaviour place more than normal emotional demands on the post holder.

With almost all work being carried out in normal office environments, there will be little or no exposure to disagreeable, unpleasant or hazardous working conditions. However, job holders are likely to experience unpleasant people related behaviour in the context of their decisions and advice.

Our pupils 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.

How to apply

The closing date for applications is
9am on 18th May 2026

Interviews will be held the week of
TBC

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:

