



**HARTLAND
HIGH SCHOOL**

**HARTLAND HIGH
SCHOOL**

RECRUITMENT PACK



Proud to be part of the

**GREENSHAW
LEARNING TRUST**

Hartland High School,
125 Hartland Rd,
Reading,
RG2 8AF

Email: contact@hartlandhigh.co.uk

Telephone: 01189 370200



**HARTLAND
HIGH SCHOOL**

Dear candidate

Thank you for your interest in the **maternity cover role of Headteacher at Hartland High School**. 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.

This may be your first step into headship, or already have previous experience. You will be fully supported by the senior leadership team at Hartland High, the Assistant Director who will mentor your development and be on hand at all times, an extensive headteacher network with GLT, as well as a very comprehensive shared services support team. It is an excellent development opportunity and a superb platform to your own substantive headship in the future.

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.

Hartland High 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, Tara Jeffrey, tjeffrey@hartlandhigh.co.uk. I myself would be delighted to speak to any prospective candidates in person or online to provide more context about the school, how we work and what we're looking for. We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.



Yours sincerely

Emily Davey, Headteacher

ABOUT OUR SCHOOL

Hartland High School was taken over by the Greenshaw Learning Trust in 2025, having been known formerly as John Madejski Academy, a school with a long history of underperformance. In summer 2026 we secured a very significant uptick in key benchmarks at both GCSE and A Level. Our A8 for disadvantaged students is now above national average and there is almost no gap between the performance of disadvantaged and non-disadvantaged students. Our average A Level grade went from a D to a C. These important gains are the result of a significant improvement drive across all aspects of school life in a very short space of time and is a trajectory we remain laser focused on maintaining.

We are proudly situated in Whitley, an area in south Reading, and we serve a high proportion of disadvantaged students, with nearly half our school population pupil premium. Whitley has a very well established local identity and as a school we strongly believe that our community is our greatest asset.

The mantra that lives at the heart of everything we do is 'work hard, be kind'. We are unapologetically ambitious for all students, from the day they start with us in Year 7, right through to the end of Year 13. We see it as our purpose to ensure that school equips students with everything they need to climb their own personal mountains to the best universities in the country or careers of their choosing. Our curriculum is knowledge-rich and academically rigorous. Our teaching is research informed to create a high ratio of student thinking at all times. We operate a clear and consistent behaviour policy to ensure lessons are truly disruption free and that all students can learn. All this is done with kindness and warmth. As a smaller than average secondary school, we make it our business to get to know all students, address them by name, and demonstrate on a daily basis the depth of our care for them and commitment to them. This extends to our wider community, recognising the critical role of parents, carers, siblings, aunts and uncles, grandparents, family friends and other local residents, in securing success and fulfilment for each of our students.

Our staff are exceptional. We are strongly united by the moral imperative of the work we do and the joy of working with our students in our community. Our SLT is fully staffed with a strong collaborative and supportive ethos, made up of two deputy heads and five assistant heads, one of whom is also our SENCO. As a school we also benefit from shared services support in key areas such as HR, finances, estates, data and exams and catering, who work closely with our staff members in school who work on those areas. We also benefit hugely from the broader GLT network and from collaboration from our other local secondaries, in particular Oakbank, with whom we share a number of teaching and support staff.

TERMS AND CONDITIONS

CONTRACT

Maternity cover - December 2026 to 31st August 2027

SALARY

Salary calculated in line with Headteacher Group 5 Leadership pay scale, points L24 - L28 (£91,158 - £100,540).
Salary subject to uplift following 2026 pay award.

HOURS OF WORK

Full Time

PLACE OF WORK

Hartland High School, 125 Hartland Rd, Reading RG2 8AF.

PENSION SCHEME

- GLT will recognise continuous local government service for redundancy purposes in line with the Redundancy Payments (Continuity of Employment in Local Government, etc) (Modification) Order 1999.
- 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:	Headteacher
Responsible to:	Director or Assistant Director of Secondary Education
Responsible for:	Senior Leadership Team

ROLE OVERVIEW

The Headteacher is responsible for leading the daily operation of the school, the supervision of all children and staff, and the school premises. They provide the day-to-day direction and leadership that represents a consistent and effective model of integrity, excellence, collaboration, and accountability. The Headteacher will work collaboratively with the Director of Primary Education.

Greenshaw Learning Trust Headteachers work together as a leadership team, all aiming for the best for every student. An Assistant Director of Education will offer support and guidance, and Headteachers are expected to help lead the Trust, improving professional development for everyone. This is achieved through a supportive environment built on trust, open communication, and shared responsibility for success. The Trust has a set of principles that guide this collaborative approach.

MAIN DUTIES AND RESPONSIBILITIES

- demonstrate a passion for education and a desire to improve the life chances of all students;
- have the ability to build a culture of continuous learning and development throughout the school community;
- adapt rapidly to the challenge of building on the existing strengths of the school to achieve all round excellence in teaching and learning;
- assess their approach and style and challenge themselves to think differently about how to best align their leadership to the needs of the school;
- have the ability to empower their staff to trust in their vision;
- maintain and develop the school's ethos of diversity, inclusivity and equality of opportunity; and
- have successful experience as a senior leader with a proven track record of success.
- be part of the leadership of the Greenshaw Learning Trust, working collaboratively with other Headteachers and members of the GLT Shared Service to deliver excellence across all GLT Schools.

LEAD STRATEGICALLY

- Develop the strategic vision for the school, ensuring that it is clearly articulated, shared, understood and acted on effectively by all.
- Ensure a positive ethos of challenge and support to maximise the life chances of all students and promote the development of staff.

- Ensure that planning takes account of the vision and policies of the Greenshaw Learning Trust, the diversity of the school and its wider community and the values of openness, inclusivity and equality of opportunity.
- Develop effective relationships and communications with parents and the local community that underpin a professional learning community that enables everyone in the school to achieve.
- Create an inspiring professional environment consistent with the values and aspirations of the school and the Greenshaw Learning Trust.
- Work with, and in support of staff across the wider Trust and realising the benefits of school-to-school collaboration and the wider Trust.

LEAD THE SCHOOL

- Ensure that quality of learning is at the centre of the organisation and management of the school.
- Ensure that the school's systems, organisation and processes are well considered, efficient, fit for purpose and uphold the Greenshaw Learning Trust principles of transparency, integrity and probity.
- Develop and propose the school's annual budget consistent with the school's priorities and in line with the policies and decisions of the Greenshaw Learning Trust.
- Monitor and review the use of premises and resources to ensure they contribute effectively to providing an efficient and safe learning environment consistent with the values of the school and the Greenshaw Learning Trust and propose priorities for expenditure.
- Produce, propose and implement agreed, evidence-based plans for the development of the school and its facilities in the light of changing requirements and priorities.
- Ensure that systems and styles of communication within the school are effective and appropriate.
- Use a process of self-review to set targets for personal development and to manage their own work-life balance.

LEAD TEACHING AND LEARNING

- Ensure that the school's curriculum is broad, balanced, diverse, flexible and offers opportunities for all students to be successful and engaged.
- Set appropriate and challenging curriculum targets for all students.
- Maintain and develop an effective system for monitoring and evaluating teaching and learning and for improving practice, drawing on relevant research evidence and robust data analysis.
- Contribute to the wider teaching and learning developments across the Greenshaw Learning Trust.
- Create the conditions for creative, responsive and effective approaches to teaching and learning that enable students to become effective, enthusiastic and independent learners.
- Maintain and develop an effective assessment, recording and reporting system that promotes and celebrates all forms of student achievement.
- Promote a culture that encourages every student to become self-confident and to show respect for others.

- Maintain and develop strategies to secure high standards of behaviour and attendance.
- Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in wider society.

LEAD STAFF

- Proactively develop among all school staff the effective professional relationships, good order and high morale and understanding of accountability that lead to the best possible student outcomes.
- Create an environment that encourages ideas and contributions from staff and values the achievements of individuals and teams.
- Ensure that the systems for induction, performance management and professional development of school staff lead to the maintenance of high standards, to a professional learning culture for all staff and to the identification of the potential for leadership.
- Lead in the recruitment and selection of all school staff.
- Manage the effective deployment of all staff within the school, recognising issues related to work-life balance.
- Manage the work of the school leadership team, promoting autonomy and delegating appropriate tasks and ensuring the support needed for each member's development is in place.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Support the work of the wider Trust through the strategic deployment of staff where appropriate.

LEAD IN THE COMMUNITY

- Represent and promote the school and the Greenshaw Learning Trust to its stakeholders and partners.
- Maintain and develop an effective partnership with parents and carers to support students' achievements and personal development.
- Collaborate with other agencies to tackle the barriers to learning, to safeguard the health and happiness of every student, and to promote positive strategies for challenging prejudice.

SAFEGUARDING

- Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding Policy within the school.
- 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.

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.



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.

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		
Degree	x	
Qualified Teacher Status	x	
Higher qualification in education and/or management		x
Achieved NPQH		x
Curriculum and pastoral experience at senior management level		x
Skills and experience		
successful leadership at Senior, Deputy or Headteacher level	x	
developing and implementing strategies for raising achievement and achieving excellence for students, staff and themselves	x	
school development planning and evaluation	x	
data analysis and target setting	x	
using evidence-based information about effective learning and assessment for learning	x	
resource and financial management, monitoring and evaluation	x	
change management		x
leading a school from one Ofsted category to another (e.g. Good to Outstanding)		x
Personal attributes		
Provide strategic and creative leadership to maintain and develop a school vision with quality learning for all at its centre work in partnership with the Governing Body and the wider Trust in taking the school forward lead by example to inspire, motivate, influence and empower staff and students through personal commitment, maintain and develop the GLT ethos of diversity, inclusivity and equality of opportunity		

set priorities and agree and achieve ambitious goals and targets

work collaboratively with others, delegating appropriately

create an environment in which staff accept their responsibility for students' learning outcomes

seek and act on feedback from others, including work colleagues and governors

build and maintain effective relationships and communicate appropriately with governors, staff, students and parents

develop, maintain and extend appropriate partnerships with the local council, other schools, children's services, parents and the local community

demonstrate emotional resilience, empathy and flexibility when dealing with challenge

Committed to the safeguarding of children

Professional Knowledge & Understanding

current educational issues, including national policies, priorities and legislation

effective strategies for maintaining and developing high standards of attainment, behaviour and attendance

principles and practice of educational

inclusion, diversity and access

developing choice and flexibility to meet the learning needs of every student

managing staff, including recruitment and selection and professional development

quality assurance systems, including school review, self-evaluation and performance management

legal issues relating to managing a school including Child Protection Procedures, Equal Opportunities, Race Relations, Disability, Human Rights, Employment and Health and Safety legislation

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 **28th 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 week commencing 5th October 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 ideally December 2026.



GREENSHAW
LEARNING TRUST



ORU Sutton,
7 Throwley Way,
Sutton SM1 4AF



020 3988 0218



info@greenshawlearningtrust.co.uk



www.greenshawlearningtrust.co.uk



HARTLAND
HIGH SCHOOL



125 Hartland Road
Reading
RG2 8AF



0118 937 0200



contact@hartlandhigh.co.uk



www.hartlandhigh.co.uk