



TRUE LEARNING PARTNERSHIP



Glossopdale School & Sixth Form
Assistant Headteacher – Inclusion: Culture
and Behaviour Recruitment Pack

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



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.



CURIOUS

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.



TRUE LEARNING PARTNERSHIP

Our Mission

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.



Inspiring the best in everyone

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 accomplished and energetic Leadership Team in this role. You will need to have expertise in the key fields of inclusion, culture and behaviour. A proven track record in raising the achievement and improving outcomes for all students will be essential.

We are seeking to appoint a leader who is passionate about making a real difference to the lives of the students and the community surrounding the school 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

POST: Assistant Headteacher - Inclusion: Culture and Behaviour

SCALE: L13-17

EFFECTIVE FROM: September 2026

RESPONSIBLE TO: Headteacher

RESPONSIBLE FOR: Heads of Year, Pastoral Manager, Year Teams

Job Purpose

To provide strategic leadership for inclusion, securing a strong school culture to ensure the highest standards of student behaviour and attitudes to learning.

Main areas of responsibility

- To model and implement strategies that secure the highest standards of behaviour, appearance and attitudes to learning
- To promote and aspirational culture which motivates everyone to work collaboratively, share knowledge and delivers exceptional outcomes
- To be a highly visible, consistent and supportive presence in and around the school
- To be the strategic lead on student culture routines to ensure that students engage with their learning and they conduct themselves with the highest standards of behaviour
- To strategically and operationally manage behaviour at social times, managing duties and organisational arrangements
- To lead student induction and re-induction ensuring our learning routines are firmly embraced by all students and they are clear about our expectations
- To lead on the development of character education as part of the personal development curriculum by ensuring our Thrive values are routinely taught so that they guide students' conduct
- To lead and develop the school's behaviour curriculum, ensuring consistency and effective implementation of the school's classroom and wider school expectations
- To provide strategic leadership on effective strategies to reduce the number of fixed term suspensions
- To strategically lead the implementation of a highly effective internal suspension system
- To lead and oversee the implementation of the school's graduated response to behaviour
- To lead the school's mental health provision, acting as Senior Mental Health Lead
- To lead, develop and monitor the whole school rewards programme, ensuring the school's culture of belonging and celebration is securely embedded
- To analyse and present behaviour data, producing reports for senior leaders and governors
- To identify teachers' professional development needs in relation to behaviour management and lead training as required
- To set, develop and implement policies, plans, targets, practices and procedures related to behaviour management systems, including the Behaviour Policy and Anti-Bullying Policy.
- To guide and motivate pastoral teams, line managing Heads of Year and the Pastoral Manager
- To lead and oversee the school's processes for Alternative Provision to ensure effective strategies and provision are in place for our high tariff students to reduce the risk of exclusion
- To lead and oversee operational behaviour systems, including 'On Call' and detentions

- To ensure effective reporting to and communication with parents/carers in accordance with school behaviour policies and procedures
- To lead the use and development of Bromcom and other data providers to review, analyse and act on up to date behaviour data
- To liaise and work collaboratively with multi-agency teams and partner agencies (social care, EHT, CAMHS, Crossroads, Police etc.) to ensure that appropriate support is in place for our most vulnerable students
- To lead meetings with and training for pastoral teams, ensuring all staff have role-specific expertise
- To act as a Deputy Designated Safeguarding Lead
- To be a highly visible, consistent and supportive presence in and around the school
- To ensure that the school has good knowledge and understanding of national, regional and local developments related to behaviour management, inclusion and culture
- To support the senior leadership team and Governors to be effective in exercising their duties and responsibilities in full, offering them regular advice and support, in addition to the production of coherent and accurate records, plans and other detailed information as required
- To be fully informed and involved in regional, national and governmental plans by attending meetings, conferences and training with national partners, the DfE, and Ofsted as required and is reasonable

Appraisal & Continuous Professional Development:

- Ensuring adherence to the Teacher Standards
- To undertake Appraisal Reviews and to act as reviewer for Teaching Assistants and other relevant staff
- Keep up to date with recent education developments and to participate in INSET
- Participate in the school system of coaching
- Undertaking any reasonable direction from the Headteacher

School Ethos:

For Glossopdale staff in general:

- Play a full part in the life of the school community, supporting its distinctive vision and values and leading staff and students in doing the same
- Actively supporting the school's policies and expectations
- Adhering to the staff professional code of conduct by being courteous to colleagues and students and provide a welcoming environment to parents and other visitors
- Complying with the school's Health and Safety Policy
- Checking emails on a daily basis to keep up to date with issues communicated within the school.
- Take part in break duty rotas
- Have regard for and promote the School's Equality Policy
- Attendance at parents' evenings and other relevant meetings

Person Specification

Selection Criteria	Essential/ Desirable	Assessment
Qualifications and Training		
<ul style="list-style-type: none"> Has Qualified Teacher Status 	E	AR
<ul style="list-style-type: none"> Has a good degree 	E	AR
<ul style="list-style-type: none"> Has demonstrated further professional development through qualifications or training eg. NPQ 	E	A
Experience		
<ul style="list-style-type: none"> Successful Middle or Senior Leadership 	E	AIR
<ul style="list-style-type: none"> Successful experience of leading a team and line management experience. 	E	AI
<ul style="list-style-type: none"> 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 	E	AIR
<ul style="list-style-type: none"> Experience of analysing and interpreting data to ensure effective student outcomes 	E	AI
<ul style="list-style-type: none"> Successful experience of leading and coordinating provision for students that exhibit challenging behaviour 	E	AI
<ul style="list-style-type: none"> Good track record of teaching at secondary level 	E	AIR
<ul style="list-style-type: none"> Experience of leading on school culture, routines 	D	AI
<ul style="list-style-type: none"> Experience of working in safeguarding 	E	AIR
<ul style="list-style-type: none"> Experience of leading and organising mental health provision 	D	AIR
<ul style="list-style-type: none"> Experience of implementing and monitoring interventions 	E	AIR
Skills, Knowledge and Understanding		
<ul style="list-style-type: none"> Understanding of the needs of at risk and vulnerable students or desire to develop this understanding further 	E	AIR
<ul style="list-style-type: none"> A knowledge and understanding of the use deliberate practice and instructional coaching 	D	AI
<ul style="list-style-type: none"> The ability of build effective relationships with students, parents and external agencies 	E	AIR
<ul style="list-style-type: none"> A sound understanding of quality first teaching, responsive teaching, planning and assessment for learning 	E	AIR
<ul style="list-style-type: none"> A sound understanding of the processes of school improvement and strategic planning 	E	I
<ul style="list-style-type: none"> 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 	E	IR
<ul style="list-style-type: none"> Be a role model by demonstrating the highest standards of professional conduct, optimism and a solution focused approach. 	E	AI
<ul style="list-style-type: none"> Lead and motivate teams, acting as a 'critical friend' 	E	AIR
<ul style="list-style-type: none"> Build positive working relationships with colleagues and provide support through coaching/line management 	E	AIR
<ul style="list-style-type: none"> Excellent organisational skills with the ability to meet deadlines. 	E	AIR

<ul style="list-style-type: none"> • Ability to multi-task and deal with numerous challenges simultaneously. 	E	AIR
<ul style="list-style-type: none"> • Highly committed to inclusion, raising aspirations and expectations of vulnerable and disengaged students 	E	AI
Personal Skills		
<ul style="list-style-type: none"> • Ability to maintain professional integrity even when under pressure 	E	R
<ul style="list-style-type: none"> • Excellent attendance and punctuality 	E	IR
<ul style="list-style-type: none"> • Ability to work as an integral part of a team 	E	IR
<ul style="list-style-type: none"> • Good listener and can draw on advice from colleagues to improve practice 	E	R
<ul style="list-style-type: none"> • Resilience 	E	R
<ul style="list-style-type: none"> • Ability and desire to work in a high challenge and low threat way 	E	R
<ul style="list-style-type: none"> • Drive and enthusiasm 	E	IR
<ul style="list-style-type: none"> • Makes a positive contribution to the wider life and ethos of the school 	D	I
<ul style="list-style-type: none"> • Good role model to the students in all aspects of your professional role 	E	AIR
<ul style="list-style-type: none"> • Reliable and trustworthy 	E	R
SPECIAL REQUIREMENTS		
<ul style="list-style-type: none"> • A commitment to on -going personal development and willingness to undertake appropriate training 	E	AIR
<ul style="list-style-type: none"> • Suitability to work in an environment where you will be responsible for promoting and safeguarding the welfare of children and young people 	E	AIR
<ul style="list-style-type: none"> • Satisfactory Enhanced Disclosures with the Disclosure and Barring Service 	E	AIR

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: Monday 22nd June 2026 at 9am

Interviews will take place week commencing 22nd June 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 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

True Learning Partnership Trust Board safeguarding representative is Paul Jarvis. If you wish to contact them, please e mail 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
PARTNERSHIP**

Contact Us



True Learning Partnership

Poynton High School, Yew Tree Lane,
Poynton, Stockport, Cheshire, SK12 1PU

W: www.truelearning.org.uk/

E: recruitment@truelearning.org.uk

