



# Gladesmore Community School



## Deputy Headteacher Information Pack

# Deputy Headteacher

**Salary: Leadership Scale (Inner London L19-L23)**

**Start Date: 1 September 2026**

We are seeking an exceptional and experienced Deputy Headteacher to join our senior leadership team. This is a key role in providing support to the Headteacher in the strategic leadership and effective operational management of the school, securing Gladesmore's vision of outstanding all-round education within a positive, inclusive community.

Gladesmore is a very friendly place to work at, with a rich ethnic and linguistically diverse staff and student community. The ethos is inspiring and positive. In four successive Ofsted inspections the school has been judged to be outstanding in every category and exemplary in these.

Please see the school website for the application pack or contact the school for further details.

**Closing Date: 14<sup>th</sup> May 2026 at 10am**

**Interview Date: 19<sup>th</sup> & 20<sup>th</sup> May 2026**

Shortlisted candidates will be required to bring in a copy of their photo ID and most recent DBS certificate on the day of the interview.

Gladesmore Community School is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. Appointment to this post will be subject to an Enhanced Disclosure via the Disclosure and Barring Scheme, confirmation of qualifications, experience checks and satisfactory references. An online check of publicly available information will be completed to assess shortlisted candidate's suitability to work with our children.

## Message from the Headteacher

Firstly, thank you for considering the post of Deputy Headteacher at Gladesmore. Gladesmore is an outstanding school with an inspiring family atmosphere and it is a privilege to lead this exceptional 11–16 mixed comprehensive school. I am incredibly excited about our future and totally committed to providing our community with the highest quality learning environment.

Here we have a very clear and simple vision:

To provide an outstanding all-round education where our pupils make impressive progress in a positive, friendly, community atmosphere.

We are deeply committed to our student designed REACH values of Respect, Enthusiasm, Aspiration, Cooperation, and Hard work. These values shape our culture and guide our ambition to ensure every child feels supported, challenged and inspired to succeed.

Our School Development Plan prioritises improving the quality of teaching to maximise student progress and attainment, while promoting and sustaining our shared values and ethos. We are committed to raising standards of behaviour and supporting pupils' personal development through enhanced access to further education pathways and meaningful work-related experiences. This work is underpinned by a proactive safeguarding culture and an embedded leadership model that fosters a calm, collaborative and purposeful learning environment.

This Deputy Headteacher role is central to this work and we are seeking a strategic and values driven leader to support the effective strategic and operational leadership of the school. As a senior member of the leadership team, you will deputise for the Headteacher when required, contribute to school improvement planning and self-evaluation, and lead key aspects of the school such as personal development, behaviour and attendance.

To thrive here, you will need energy, resilience and drive. We always look to appoint staff who are ambitious for our children and are committed to promoting their life chances.

The successful candidate will model exceptional practice, demonstrate a strong track record of raising achievement through the effective use of data, and promote an inclusive and disciplined learning environment. You will lead and support colleagues and be committed to ongoing professional and personal development.

If you are a reflective, collaborative leader with integrity, resilience and a strong commitment to the welfare and success of young people, I look forward to receiving your application.

Yours sincerely,

**Paul Bernard**  
**Headteacher**



**About the School**

Gladesmore Community School is a mixed 11-16 comprehensive school situated in the urban area of South Tottenham, London, bordering the edge of Stamford Hill and adjacent to Markfield Park which backs onto the River Lea. Seven Sisters Tube Station, Tottenham Hale tube, bus and train terminus and South Tottenham Railway Station are all within a short walking distance. The school serves a community of high economic disadvantage; typically, over 50% of our pupils are eligible for free school meals.

### **School Population**

The school has nine forms of entry. It has an impressive reputation locally and is enormously oversubscribed currently with a roll of 1250. In recent years the school has taken an annual bulge class into all year groups. Numerous staff members choose to send their own children to Gladesmore.

We have a wide diversity of ethnic, linguistic and religious backgrounds in the school and this provides a tremendously rich culture. We delight in the fact that there are over 55 languages spoken by pupils. Our largest ethnic groups are of African, Caribbean or Turkish heritage. As a community comprehensive school, our intake consists of a broad ability range including children with special educational needs and very able, gifted and talented pupils.

Visitors are invariably impressed with our calm, happy and positive family atmosphere in the school. Pupils are respectful and well behaved. There is a wonderful ethos in the school enjoyed by all and it enables children to make excellent all-round progress.

Working relationships between the staff and pupils and between the staff are exceptional. This is one of the reasons why staff turnover is remarkably low. The pupils are a delight to work with and are highly appreciative of the efforts made by staff. Our children really enjoy school and are proud to be part of the Gladesmore family; attendance for instance, is the best in the region and is consistently well above the national average.

### **Leadership**

There is a very clear and simple vision for the school and the Gladesmore Ethos Statement is articulated through the simple term REACH, which promotes our key values and stands for: **R**espect; **E**nthusiasm; **A**spiration; **C**ooperation; and **H**ard work. REACH to be a Star!

Our school motto was written and selected by pupils: **Dream, REACH, Achieve.**

We have simple but ambitious goals for the school. All faculty and year group teams draw up their own development plans to focus on continued improvement. All staff are encouraged to help shape our development and pupils make a significant contribution to this as well.

Gladesmore has been rated as 'Outstanding' by Ofsted since 2008. In successive inspections HMI/Ofsted teams have awarded outstanding grades and within these deemed the school to be exemplary. HMI's have been impressed by what they had seen.

evertheless, we believe there is still much we can improve; we are fully committed to self-evaluation and continuously look at what we can do to continue to improve. There are numerous opportunities and procedures designed for us all to share good practice and learn from each other. Whilst the school is doing very well there is more for us to learn and aspire to.

## Achievement

Our aim is to continue to raise all round achievement and expectations through effective learning and teaching. We offer an innovative range of programmes and strategies to provide pathways enabling children to reach their potential. As a result, rates of progress are impressive. Our progress scores place us in the top band of schools nationally. All subject areas are very strong. Comparative statistics also show that the achievement of SEND, EAL, black and minority ethnic groups are all outstanding. We intend to improve these further.

## Curriculum and Assessment

Our aim is to provide pupils with a broad, balanced and challenging curriculum that fosters a love of learning and enables all students to reach their potential. We build on pupils' prior achievements to develop the breadth and depth of their knowledge, as well as their skills and understanding. Our curriculum offer is not solely about the delivery of the National Curriculum, although this is the foundation because it secures entitlement for all pupils but it goes well beyond that to include a broader range of opportunities.

Continuous assessment enables pupils to understand exactly where they are with their learning and what their next steps should be. Reports on progress are issued to parents/ carers each half term ensuring that everyone is kept up to date on pupil progress. Where necessary some pupils are given opportunity to work in smaller groups, thereby providing additional support focused on the needs of the individual.



## **Staffing**

Although the school has some excellent facilities its greatest asset is the staff. We have a superb staff team that creates a warm, cheerful atmosphere and forges an effective climate for learning. Colleagues say that working at Gladesmore is stimulating and inspiring. Morale is excellent and we actively promote the strong ethos of mutual support. Visitors are invariably impressed by the friendly and pleasant atmosphere in the school. It is fundamental for us to go out of our way to ensure that colleagues are supported, appreciated and happy in their work.

Our recruitment programme targets teachers and support staff not just for their subject knowledge. We particularly seek out people who really care about the progress of children and are deeply committed to making a difference to our community. Gladesmore staff are characterised by their friendly, cheerful and positive outlook. We value these characteristics highly.

Once appointed, we expect that all staff will continue with their professional development, which emphasises teamwork and the sharing of good practice. Our programmes for trainees and new staff is particularly strong and has been highly praised by HMI. Staff are valued; morale is high and there is strong recognition that everyone plays an important role in enabling our school to succeed and operate harmoniously.

The diversity of our staff group reflects the diversity of the pupil population and we are proud that our rich diversity of staffing is well balanced throughout the organisation at all levels of seniority. Applicants from black and ethnic minorities are encouraged. Staff work hard both in the classroom and in developing activities outside the curriculum. People enjoy working at the school and consequently the turnover of staff is very low.

Opportunities for professional development and growth are impressive; it is not unusual for staff to have gained promotions within the school. Those who leave tend to do so for promotion, retirement or because they are leaving the area.

The exceptional care for the individual, together with the high quality of teaching means that, although Gladesmore is a large school, it is also very friendly and supportive. Colleagues particularly appreciate this. We are highly committed to staff well-being and run numerous activities and have very well-established support structures in place to ensure that staff feel supported as individuals. Staff turn-over is exceptionally low and morale is unusually high. Staff work hard and enjoy a positive climate at work that is extremely rare.



## **Premises**

The buildings are substantially built and house classrooms and corridors of good size. We have gradually been able to improve the buildings and facilities to an outstanding standard. Each subject area has specialist accommodation. Classrooms are spacious being well above standard size and all have interactive whiteboards. Each faculty area has its own dedicated IT and office suite.

The pupils, staff and parents are proud of the school. We enjoy a happy, cheerful atmosphere and we have positive links with the community. We are frequently congratulated by visitors on the friendliness of the children and staff, the quality of display, the calm atmosphere and the absence of vandalism and graffiti.

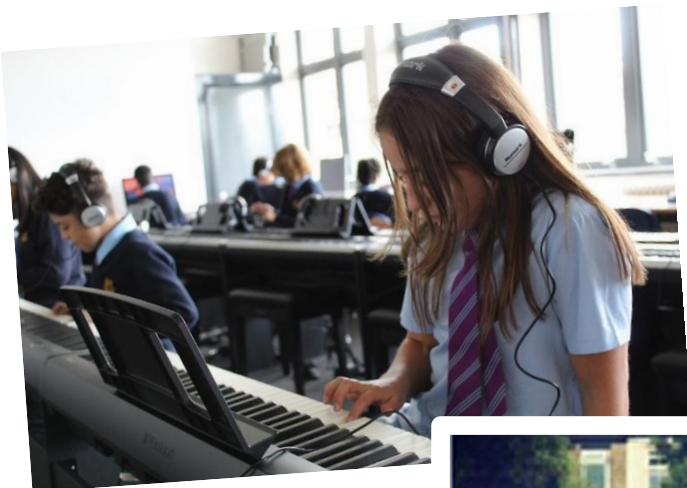
## **Extra-Curricular, Community Activities and Partnerships**

We have an impressive Saturday and Summer School provision. Year 7 pupils together with older pupils attend Mathematics, English, French, Spanish, Computing and/or Music sessions.

Pupils have access to a wide range of activities at lunchtime and after school. We have a strong sporting tradition and large numbers of pupils are involved in the many clubs and teams which operate. We enrich children's experience through lively school assemblies and productions. All subject areas are outstanding and run well attended after school clubs and revision classes. We have a wide array of mentoring and guidance schemes and run a programme for gifted and talented pupils.

We have strong partnerships with our feeder schools and are neighbours with Crowland Primary School, which is attended by the children of several staff members. We also have close links with the excellent London Academy of Excellence - Tottenham and sixth form centres that are the onward destination for Gladesmore pupils. We are genuinely a community school and find that our parents/carers are generally supportive and appreciative of our involvement in the community.

In recent years we have obtained numerous awards, including the Royal Crest and the London Peace Prize. We also have strong international links and frequently work with schools overseas, funded through successful Erasmus bids. Our success has given Gladesmore a strong profile both within Haringey and further afield



# Job Description

## Deputy Headteacher

Reporting to: Headteacher

Salary: Leadership Scale (Inner London L19-L23)

Start Date: 1 September 2026

### Purpose of the Role

To support the Headteacher in providing strategic leadership and effective operational management of the school, securing Gladesmore's vision of outstanding all-round education within a positive, inclusive community. The Deputy Headteacher will ensure that the school's REACH values are embedded across all aspects of school life and will play a key role in driving continuous improvement and sustaining a calm, aspirational and high-performing school culture.

Specific roles and responsibilities will be finalised upon appointment of the successful candidate, in line with the school's priorities and the successful candidate's strengths.

### Key Responsibilities

#### Strategic Leadership

- Deputise for the Headteacher whenever required and make high-stakes operational and strategic decisions with confidence and integrity
- Contribute to strategic leadership, school improvement planning, and rigorous self-evaluation
- Lead on key aspects of the School Development Plan and self evaluation using creative problem-solving and research-led practices
- Support the Headteacher in providing vision and leadership which inspires and motivates students, staff, and the wider community
- Model the values, relationships, and behaviours expected of all staff while maintaining a culture of high aspiration
- Build strong partnerships with parents, governors, and the wider community.

#### Curriculum and Teaching

- Lead and support high-quality teaching, learning, and curriculum development to ensure it is ambitious, sequential, and inclusive
- To model exceptional teaching and learning and maintain high professional standards
- Demonstrate impact in raising achievement through the effective and rigorous use of data and assessment systems
- Develop and monitor the quality of teaching through coaching, mentoring, lesson observations, and professional dialogue

#### Culture, Inclusion and Wellbeing

- Promote positive behaviour, inclusion, and a strong school culture where every student achieves exceptional outcomes
- Lead and model the school approach to behaviour and relationships to ensure a safe, calm, and purposeful environment
- Provide strategic leadership of pastoral systems to remove barriers to learning and foster a culture of high expectations
- Be a high-profile presence within the school community and actively promote an inclusive culture for all students

### **Staff Development and Accountability**

- Support staff development, performance management, and leadership coaching to empower colleagues to excel
- Line-manage designated teams and middle leaders, supporting their professional growth while holding them to account for performance
- Support the induction of Early Career Teachers and new staff to foster a collaborative and reflective professional culture

### **Operational and Financial Management**

- Contribute to operational leadership including the strategic management of school systems, staffing, and communication protocols
- The management of designated budgets and financial resources to ensure school priorities are met effectively
- Ensure the smooth day-to-day running of the school

### **Safeguarding and Student Welfare**

- Ensure safeguarding and child protection requirements are consistently met in line with statutory guidance
- Support staff in understanding their safeguarding responsibilities

### **Additional Information**

The Deputy Headteacher will be required to safeguard and promote the welfare of children and young people and follow all school policies and the staff code of conduct. The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

Employees are required to comply with School Policies and to work cooperatively with colleagues to promote a positive school ethos.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role and is not a comprehensive list of all tasks that the Deputy Headteacher will carry out. The post holder may be required to undertake other duties appropriate to the level of the role, as directed by the Headteacher.

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

Employees may deal with sensitive material and should maintain confidentiality in all school-related matters.

It will be updated periodically. The duties may be varied at any time to meet the changing demands of the school at the reasonable discretion of the headteacher/line manager.



## PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## PART ONE: TEACHING

A teacher must:

### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

# Person Specification

## Deputy Headteacher

Criteria	Essential (E) / Desirable (D)	Evidence A-Application I-Interview R-References
<b>Qualifications</b>		
Qualified Teacher Status (QTS) and good honours degree	E	A
Evidence of relevant leadership development such as NPQSL or NPQH	D	A
<b>Experience</b>		
Sustained success as a high-quality classroom practitioner	E	R/I
Recent and significant leadership experience at a senior and middle level	E	A
Proven track record of leading whole-school improvement with measurable impact	E	A/I
Experience of using data to raise standards and close achievement gaps	E	A/I
Experience managing others through appraisal, coaching, and mentoring	E	A/I
<b>Knowledge and Understanding</b>		
Secure understanding of effective curriculum design and pedagogy	E	A
Expert understanding of safeguarding, KCSIE, and statutory requirements	E	A/I
Clear understanding of current educational policy and inspection frameworks	E	I
Awareness of the challenges and opportunities within Inner London schools.	D	A/I
<b>Skills and Abilities</b>		

Ability to think strategically and translate a vision into impactful action	E	A/I
Strong interpersonal skills with the ability to influence and inspire others	E	I
Ability to lead change, manage priorities, and deliver sustained improvement	E	A/I
Excellent oral and written communication skills for a wide variety of audiences	E	A/I
Ability to effectively develop and coaching staff	E	A
Strong analytical skills, including effective use of data to inform decision-making	D	A/I
<b>Personal Qualities</b>		
Integrity, resilience, and a high level of professionalism	E	I
Commitment to equality, diversity, and inclusion	E	A/I
Ability to maintain a sense of humour and proportion under pressure	D	I
Commitment to maintaining a healthy work-life balance for oneself and others	D	I
Strong organisational skills and ability to prioritise effectively.	E	I
<b>Other Requirements</b>		
Commitment to safeguarding and promoting the welfare of children and young people.	E	A/I

*The appointment is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers*

# How to Apply/Recruitment Process

## Application deadline

Completed application form and DBS declaration must be received by deadline in the advert.

## Applications may be submitted to:

**Email documents to:**

admin@gladesmore.com

## Completing the application

Candidates are asked to complete all the standard information required on the application form and to submit a supporting statement addressing the job requirements.

## References

Candidates are advised that references will be taken up immediately after shortlisting. Candidates are asked to ensure that their referees are aware of the need to respond within the timescale set. In all cases two professional references are required.

The posts will be offered subject to satisfactory completion of pre-employment checks.

## Safeguarding children

Gladesmore Community School is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. Appointment to this post will be subject to an Enhanced Disclosure via the Disclosure and Barring Scheme, confirmation of qualifications, experience checks and satisfactory references. An online check of publicly available information will be completed to assess shortlisted candidate's suitability to work with our children.

## Feedback

Please note that we do not confirm receipt of applications.

## Selection process

Candidates who are shortlisted will be contacted and invited in to participate in the selection process. We do not inform candidates if they have not been shortlisted.

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