Gladesmore
Community School













Teacher of PE – Girls
Maternity Cover
Information Pack

Teacher of PE – Girls

Maternity Cover – Fixed Term Contract

Salary: Main Scale Inner London Allowance

Possible Start Date: 4th January 2027

End Date: 31st January 2028

We are looking for a teacher to join our amazing PE Faculty. This is a great opportunity for an enthusiastic teacher wanting to make a difference and grow professionally.

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: 11th December 2026
Interviews Week Commencing: 14th December 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

I am delighted to introduce myself as the Headteacher of Gladesmore Community School. I am incredibly excited to have been appointed to lead this wonderful school and am ambitious to provide our community with the highest quality learning environment.

Thank you for considering the post of Teacher of Art – Maternity Cover [fixed term post]. At Gladesmore, 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.

Gladesmore is an outstanding school with an inspiring "family" atmosphere. We are deeply committed to our REACH values of Respect, Enthusiasm, Aspiration, Cooperation, and Hard work. To thrive here, you will need energy, resilience and drive. We look to appoint staff who are ambitious for our children and are committed to promoting their life chances.

I hope that, having looked at the information available, if you think the post might be suitable you will decide to make an application. This information provides a clear picture of the school and an idea of what it will mean to become a member of our staff. If you have enquiries regarding this post please contact Mrs Naidoo, Executive Officer, and we will endeavour to answer your questions.

Staff at Gladesmore are committed to our vision; it is to provide an outstanding all-round education where our pupils make impressive progress in a positive, friendly, family community atmosphere.

We look forward to you joining the Gladesmore family and playing a key role in our future success.

If you would like to join our exciting enterprise, you will need energy and drive as well as the commitment to the principle of equality of opportunity.

I look forward to hearing from you.

Yours sincerely,

Paul Bernard
Headteacher

DREAM
REACH
ACHIEVE
respect | enthusiasm | aspiration
cooperation | hard work

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; Aspiration; **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







An Introduction to the PE Faculty

The Physical Education Faculty is a vibrant, ambitious and highly successful team, recognised for its consistently high standards of teaching, strong pupil engagement and excellent outcomes. Our staff share a genuine passion for Physical Education and work collaboratively to create an inclusive, supportive and challenging learning environment in which every pupil is encouraged to participate, develop and achieve their full potential. Pupils enjoy their PE lessons, demonstrate enthusiasm for the subject and benefit from the wide range of opportunities available to them.

We are seeking to appoint an enthusiastic, committed and motivated PE to join our successful faculty. This is an exciting opportunity for an individual who is passionate about their subject, dedicated to inspiring young people and keen to contribute to the continued development and success of Physical Education within the school. We are looking for someone who is willing to go the extra mile, embraces teamwork and shares our ambition to make a meaningful difference to pupils' lives and futures.

Physical Education holds a high profile within the school and plays a significant role in our wider success. We place great importance on providing pupils with opportunities to develop their physical competence, confidence, teamwork, leadership and understanding of healthy, active lifestyles. As a result, participation levels are consistently high, and pupils are encouraged to develop a lifelong enjoyment of sport and physical activity.

Our facilities provide an outstanding environment for teaching, learning and extracurricular sports. These include:

- A large multi-purpose sports hall

- A full-size Astroturf pitch

- All-weather outdoor sporting facilities

- A new fitness suite

- A dedicated gymnasium

- A specialist dance studio

- A multi-purpose games area

- A dedicated ICT suite

Markfield Park is situated adjacent to the school, providing access to extensive playing fields, which are regularly used for PE lessons and sporting activities, particularly during the summer months.

Our curriculum is broad, balanced and inclusive, ensuring that pupils experience a wide range of sporting and physical activities across all key stages. We currently deliver all areas of the National Curriculum, with activities including athletics, netball, football, handball, gymnastics, trampolining, badminton, table tennis, outdoor and adventurous activities, striking and fielding activities, and health-related fitness.

At Key Stage 3, our curriculum focuses on developing fundamental movement skills, physical literacy, confidence and a strong understanding of a range of sports. At Key Stage 4, pupils benefit from a more flexible and personalised approach, allowing them to refine their skills, pursue their interests and develop greater independence. GCSE Physical Education and BTEC Sport are popular option subjects, reflecting the strong interest and positive reputation of the subject across the school.

Lessons are predominantly taught in single-sex groups and organised by ability, enabling staff to tailor teaching and learning to meet the needs of all pupils. We place great emphasis on individual progress, personal achievement and developing pupils' ability to recognise, respect and appreciate the strengths and areas for development of others.

Job Description
Subject Teacher

Responsible to: Designated Head of Faculty and Subject Leader

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 and other current legislation.

Responsibilities of all teachers

1. Ensure all elements of both parts of the DfE Teacher's Standards are met.

2. Planning, teaching and pupil management
    - Teach subject(s) across the full age and ability range.
    - Provide additional support as necessary for all groups of pupils to ensure strong and sustained progress in line with national expectations.
    - Prepare pupils for internal/external assessments, using schemes of work as directed.
    - Ensure tasks challenge and motivate pupils and offer high levels of interest.
    - Evaluate own teaching critically to improve impact and effectiveness.
    - Ensure excellent discipline is maintained in the classroom.
    - Use a variety of teaching methods to enable pupils to acquire and consolidate knowledge, skills and understanding.
    - Participate in the development of schemes of work and share curriculum resources.
    - Keep and maintain clear records to check that work is understood and completed.
    - Prepare and present informative Progress Reports to parents/carers.
    - Plan for, and make best use of, teaching assistants and success ambassadors to support learning.
    - Maintain a well organised, orderly and stimulating learning environment, safeguarding equipment and facilities and reporting any repairs as necessary.
    - Contribute to, and promote, extra-curricular activities.
    - Participate in cross-curricular developments relevant to the curriculum area.
    - Act as form tutor and actively participate in year group activities

3. Other professional requirements

- Actively promote the Gladesmore Ethos and the REACH values (Respect, Enthusiasm,Aspiration, Cooperation & Hard work)
- Maintain a working knowledge of teachers' professional duties and legal liabilities e.g. Keeping Children Safe in Education, Special Educational Needs code of practice, equalities legislation and data protection.
- Establish effective working relationships with colleagues and set a good example in the fulfilment of the role.

- Support colleagues and promote positive professional relationships to foster a helpful, collegial, happy, working environment.
- Represent the school in a professional manner in all dealings with parents/carers, pupils, governors and other agencies as may be required.
- Promote the five outcomes of The Children Act 2004: staying safe; being healthy; enjoying and achieving; making a positive contribution; attain economic well-being.
- Actively assist with the general smooth running of the school, Participate in meetings and management systems necessary for the operation and management of the school.
- Actively assist with the conduct of meetings, preparation of materials, presentations or note taking.
- Undertake an active role in general areas of the school to support the promotion of a calm, purposeful school climate.
- Undertake supervision duties at break, before and after school as required.
- Take responsibility for own professional development in relation to subject area, school policies and practices.

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

This job description is not necessarily a comprehensive definition of the post. It may be subject to modification or amendment.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of line manager/headteacher.

Person Specification Subject Teacher

Qualifications	· Graduate · Qualified teacher status · Secure track record of professional development
Experience	· Relevant successful teaching experience · Relevant experience of curriculum and assessment as it relates to subject.
Knowledge	· Good knowledge of recent developments in teaching and learning · Broad knowledge of the curriculum · Knowledge and understanding of data and its use in raising achievement · Knowledge of spiritual, moral, social, cultural and pshe education · Understanding of strategies for ensuring equal opportunities for pupils
Skills/ **Competencies**	· Excellent empathy and rapport with pupils in a diverse school context · Hardworking · Strong subject knowledge · Excellent ability to explain things clearly · Able to promote high expectations · Belief, commitment and ability to inspire and implement actions to foster the achievement of all pupils. · Excellent pupil discipline skills · Excellent organisation skills · Self-motivated to gain the best out of the pupils · Effective organization, communication and administration skills · Ability to effectively promote staff well-being and promote high morale. · Able to work well as part of a team. · Inspire confidence in pupils so that they can succeed and achieve their personal best · Excellent teacher of pupils across the full range of abilities · Excellent skills in the management of pupils from all backgrounds · Excellent communication and presentation skills, both written and oral · Commitment to high standards, best value and continuous improvement · A “can-do” approach and positive attitude to innovation and change · Personal impact and presence · Excellent team player · Adaptability to changing circumstances and new ideas · Ability to prioritise and manage own time effectively
Other	· A knowledge of, and commitment to, the promotion of Equal Opportunities. · A willingness to participate in extra-curricular activities. · Excellent attendance and punctuality · Ability to represent the school well to parents and the community · The ability to earn credibility through the discharge of role. · Willingness to be a form tutor and participate in the pastoral life of the school

Department for Education

Teachers' Standards

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.

The Teachers' Standards may be found on the DfE website: www.education.gov.uk/publications

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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