



**GLADESMORE COMMUNITY
SCHOOL**



Head of Resistant Materials

Crowland Road Tottenham London N15 6EB

admin@gladesmore.com

www.gladesmore.com

Telephone: 0208 8000884

Letter from the Headteacher

Dear Prospective Candidate

Many thanks for considering the post we have available at Gladesmore Community School. I hope that, having looked at the information available, if you think the post might be suitable you will decide to make an application.

We have tried to provide information so that, in a short time, you can gain a useful picture of the school and some idea of what it will mean to become a member of our staff. If you have enquiries regarding this post please contact Mrs Naidoo, Personnel Manager, and we will endeavour to answer your questions.

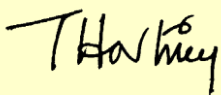
Gladesmore is an outstanding school with an excellent learning environment. We look to appoint staff who are ambitious for our children and are committed to promoting their life chances.

The staff are highly skilled and are also very positive and cheerful. We value these qualities highly.

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

I look forward to hearing from you.

Yours sincerely



Tony Hartney CBE
Headteacher



Advert



Head of Resistant Materials

TLR2b plus Inner London allowance

We are looking for a teacher to join our amazing Technology team. 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 with a rich ethnic and linguistically diverse staff and student community.

The ethos is inspiring and positive. In three 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: Monday, 2nd October 2017



An Introduction to the Technology Faculty

An Introduction to the Technology Faculty Head of Resistant Materials

We are looking to appoint an enthusiastic Head of Resistant Materials to join our Technology Faculty. The post is suitable for a teacher with successful experience as a teacher.

The Technology Faculty is an enthusiastic and successful team. There is a great strength of teaching in the Faculty which is made up of dedicated and hardworking staff. There is a lead practitioner in the Faculty so guidance and support is on hand.

Currently, students in Key Stage 3 have two rising to three hours a week of Technology. At Key Stage 4 students opt to take GCSE in Food Preparation and Nutrition or Design & Technology, ultimately focusing more on Graphics or Resistant Materials. All three are popular subject choices for students and the progress rates and examination results are extremely impressive.

The Technology Faculty is supported by a two full-time Technicians one based in Food and the other in Design & Technology. Our superb Technicians organise teaching materials, provides ongoing assistance in lessons and organises resources including placing orders. The accommodation and resources are outstanding and include interactive whiteboards in all classrooms. There are seven large purpose built rooms with attached storage and preparation facilities. ICT facilities are impressive. The rooms are situated together on the same floor. The Head of Faculty is supported by postholders with responsibility for subject areas.

There is an excellent atmosphere in Technology lessons; students enjoy this popular area of the curriculum.

Technology offers a skills driven curriculum that encourages independent learning and cooperative relationships. The team adopts new and innovative learning and teaching strategies, and as a result, schemes of work are consistently updated and refined. The faculty has cohesive, well thought through systems in place. Staff have excellent opportunities for professional growth.

The post would suit someone who is positive and forward looking, a team player who wants to enthuse children. We have gained wide acclaim for the support we provide for new staff.

We are looking to appoint an enthusiastic and well organised teacher who will be able to effectively contribute towards raising the faculty to the next level. The position is a superb opportunity. Applicants will be given ample opportunity to see the school in action at interview and will have good opportunities to speak with staff and pupils and get a flavour of what the school is like.



Candidate Specification Head of Resistant Materials

Person Specification

Education and Training

- Qualified teacher status
- Recent relevant professional development in areas related to the post
- Strong subject knowledge
- Strong GCSE curriculum knowledge

Experience

- Successful secondary teaching experience to GCSE
- Experience of making a positive, profound impact on student attainment

Skills and Attributes

- Excellent leadership skills
- Excellent team building and collaborative working skills
- Ability to get the best out of team members
- Excellent verbal and written communication
- Able to promote high expectations
- Belief, commitment and ability to inspire and implement actions to foster academic achievement of all students.
- Able to develop excellent working rapport with students in an inner city context
- Excellent student discipline skills
- Excellent organisation skills
- Ability to inspire students and staff
- Effective organisation and administration skills
- Ability to foster team vision and direction to effectively lead staff and implement change
- Ability to effectively support staff well-being and promote high morale.
- Ability to plan, develop and organising curriculum development and securing their successful implementation.

Other Requirements

- A knowledge of, and commitment to, the promotion of Equal Opportunities.
- A willingness to participate in extra-curricular activities.
- Excellent attendance and punctuality
- Courage and ability to effectively deal with challenging situations
- Ability to represent the school well to parents and the community
- The ability to earn credibility through the discharge of role.

Head of Resistant Materials

Job Description **HEAD OF DEPARTMENT**

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.

This job description will be reviewed periodically.

Responsibilities of all teachers

| General outline of duties | Specific requirements |
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| PLANNING, TEACHING AND PUPIL MANAGEMENT | |
| <ul style="list-style-type: none"> Teach subject across the age and ability range; | <ul style="list-style-type: none"> Teach lessons and provide additional support as may be needed to enable pupils' to make sustained progress in line with national expectations (two sub-levels each year) |
| <ul style="list-style-type: none"> Identify clear teaching objectives, plan delivery, progression and assessments; | <ul style="list-style-type: none"> Take account of pupils' needs by providing structured learning opportunities Deliver schemes of work and examination syllabuses Prepare pupils for internal assessments and examination course requirements |
| <ul style="list-style-type: none"> Set tasks which challenge pupils and ensure high levels of interest; | <ul style="list-style-type: none"> Prepare and use appropriate teaching methods to ensure that all pupils are enabled to learn and make good progress according to their aptitude and ability. Identify and provide for the needs of pupils with SEN and able, gifted and talented; |
| <ul style="list-style-type: none"> Maintain high academic expectations of pupils; | <ul style="list-style-type: none"> Set clear targets, building on prior attainment; Make effective use of assessment for learning; |
| <ul style="list-style-type: none"> Ensure effective teaching and best use of available time; | <ul style="list-style-type: none"> Provide clear structures for lessons, maintaining pace, motivation and challenge Evaluate own teaching critically to improve impact and effectiveness |
| <ul style="list-style-type: none"> Ensure excellent discipline is maintained; | <ul style="list-style-type: none"> Establish excellent lesson routines and promote self discipline; Implement strategies to promote good behaviour including effective use of praise, issue of rewards and sanctions as appropriate |
| <ul style="list-style-type: none"> Effectively use a variety of teaching methods to enable pupils to acquire and consolidate knowledge, skills and understanding appropriate to the subject taught; | <ul style="list-style-type: none"> Encourage pupils to think and talk about their learning, to listen attentively, develop self-control and independence, concentration and perseverance; Using ICT to advance learning Develop pupils skills in literacy and numeracy; Promote enjoyment in learning |
| <ul style="list-style-type: none"> Develop teaching and learning materials; | <ul style="list-style-type: none"> Participate in the development of schemes of work; Develop and share curriculum resources. |

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| <ul style="list-style-type: none"> Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching; | <ul style="list-style-type: none"> Evaluate learning materials and methods to improve impact |
| <ul style="list-style-type: none"> Assess and record pupils' progress systematically; keeping records to check that work is understood and completed; monitoring strengths and weaknesses to inform planning and recognising the level at which a pupil is achieving; | <ul style="list-style-type: none"> Mark and monitor pupils' work and the acquisition of skills set learning targets to foster pupils' progress; Maintain adequate records Prepare and present informative Progress Reports to parents/carers |
| <ul style="list-style-type: none"> Manage other adults in the classroom. | <ul style="list-style-type: none"> Plan for, and make best use of, teaching assistants and success ambassadors to support learning |
| <ul style="list-style-type: none"> Maintain a well organised, orderly and stimulating learning environment. | <ul style="list-style-type: none"> Report any repairs to equipment or health & safety concerns Safeguard equipment and facilities |
| <ul style="list-style-type: none"> Contribute to, and promote, extra-curricular activities. | <ul style="list-style-type: none"> |
| <ul style="list-style-type: none"> Participate in cross-curricular developments relevant to the curriculum area. | |
| <ul style="list-style-type: none"> Act as form tutor and participate actively in year group activities | |
| OTHER PROFESSIONAL REQUIREMENTS | |
| <ul style="list-style-type: none"> Maintain a working knowledge of teachers' professional duties and legal liabilities e.g. child protection, equal opportunities, professional conduct | <ul style="list-style-type: none"> Carry out the duties of a teacher as outlined in the most recent National Standards for teachers |
| <ul style="list-style-type: none"> Operate at all times within the stated policies and practices of the school; | <ul style="list-style-type: none"> Ensure work is planned to take full account of school and departmental policies and programmes of study. |
| <ul style="list-style-type: none"> Establish effective working relationships with colleagues and set a good example in the fulfilment of the role; | <ul style="list-style-type: none"> 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 and other agencies as may be required. |
| <ul style="list-style-type: none"> To actively promote the Gladesmore Ethos and the REACH values (Respect, Enthusiasm, Attitude, Cooperation & Hardwork) | <ul style="list-style-type: none"> Endeavour to give every child the opportunity to reach their potential, to help them meet high expectations and positively support all round development Promote the five outcomes of The Children Act: staying safe; being healthy; enjoying and achieving; making a positive contribution; able to attain economic well being |
| <ul style="list-style-type: none"> Actively assist with the general smooth running of the school, | <ul style="list-style-type: none"> 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 a 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 |

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| <ul style="list-style-type: none"> Take responsibility for own professional development in relation to subject area, school policies and practices; | <ul style="list-style-type: none"> Participate in appropriate CPD/Professional Development. |
| <ul style="list-style-type: none"> To represent the school in a positive manner and liaise effectively with parents/carers, governors and others as relevant; | |
| <ul style="list-style-type: none"> To undertake any duties as may be reasonably expected. Postholders may deal with sensitive material and should maintain confidentiality in all school-related matters. 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. | |

TEACHING AND LEARNING RESPONSIBILITY

Teaching and Learning Responsibility (TLR) allowances are made to teachers for undertaking sustained and additional responsibility for ensuring high-quality learning and teaching for which s/he is made accountable. The post requires the post holder to lead the work with relevant colleagues.

HEAD OF DEPARTMENT


| General outline of duties | Specific requirements |
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| EXERCISE PROFESSIONAL JUDGEMENT AND SKILLS | |
| <ul style="list-style-type: none"> Actively contribute to the achievement of the school goals, aims, targets and action plans | |
| <ul style="list-style-type: none"> Relate and plan the subject priorities to the development of the school as a whole | <ul style="list-style-type: none"> Prepare, implement and review development plans appropriate to curriculum responsibility Work with ASTs and HoF to support the effective delivery of the Subject Development Plan. |
| <ul style="list-style-type: none"> Implement any statutory requirements relating to the area of responsibility (curriculum, assessment/examination, recording and reporting of pupils' attainment and progress, child protection and health & safety requirements). | <ul style="list-style-type: none"> Keep abreast of developments in teaching of curriculum area and communicate key aspects to relevant colleagues |
| <ul style="list-style-type: none"> Promote and guide colleagues in the delivery of high quality teaching to maximise impact on learning and pupil progress | <ul style="list-style-type: none"> Support, monitor and evaluate teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupil groups in the curriculum area responsible for. |
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| <ul style="list-style-type: none"> • Make excellent use of ICT in advancing organisation, procedures, learning and in effective management and administration | <ul style="list-style-type: none"> • Responsibility for health and safety within the department. • Act as a Fire Warden if so designated |
| <ul style="list-style-type: none"> • Implement the Code of Practice for Special Educational Needs for teaching and learning and inclusion | |
| <p align="center">ACCOUNTABILITY FOR LEADING, MANAGING AND DEVELOPING A CURRICULUM ASPECT</p> | |
| <ul style="list-style-type: none"> • Lead and/or actively contribute to regular meetings that relate to area of curriculum responsibility | <ul style="list-style-type: none"> • Undertake preparation, recording and follow up actions from meetings to further the work of the curriculum area |
| <ul style="list-style-type: none"> • Take lead responsibility for organisation and management of designated area of curriculum responsibility | <ul style="list-style-type: none"> • Prepare and maintain a handbook. • Make returns as requested on internal and external examinations and provide necessary support for examinations in subject area. • Organise records of meetings, correspondence, requisitions, resources distribution etc. • Ensure adequate security and maintenance of specialist equipment and resources • Report any health and safety problems to staff with designated responsibility. • Manage the budget for the curriculum area and comply with financial standards and procedures obtaining good value for money • Oversee resources and monitor the use of • Complete necessary administrative tasks required for external examinations and communicate as necessary with staff that are affected by orals and examination entries etc. • Ensuring the internal examinations are set and marked. • Liaise with other curriculum areas where there are possibilities of co-operation or integration |
| <ul style="list-style-type: none"> • Ensure that all pupils, irrespective of gender, cultural background or disability enjoy equal access to a broad, balanced and appropriate curriculum which enables them to achieve. | <ul style="list-style-type: none"> • Ensure delivery of curriculum which is differentiated and accessible to all pupils • Liaise with other departments within the faculty as appropriate on curricula themes and approaches to teaching and learning. • Liaise with Head of Faculty and lead departmental discussions regarding course content, methodology, assessment, examinations etc. • Develop and implement faculty and departmental policies, as appropriate. • Decide, in consultation with Head of Faculty and department staff, the external examination syllabuses to be taken. • Prepare and maintain a complete curriculum map of the schemes of work. • Devise, review and update schemes of work. • Assist and train colleagues to create, update and evaluate schemes of work; • Lead and support the implementation of schemes of work, policies and procedures, as appropriate; • Devise, review and update assessment activities • Liaise with other staff, as appropriate, on procedures and approaches to improving teaching and learning.. |
| <ul style="list-style-type: none"> • Provide leadership of the pupils at key transition points | <ul style="list-style-type: none"> • Lead, organise and communicate as required to ensure the delivery of appropriate provision and processes at year specific transition |

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| | points e.g. induction, setting, curriculum offer, testing, target setting, alternative provision, increasing flexibility, GCSE/BTEC, next steps |
| <ul style="list-style-type: none"> Develop and implement spiritual, moral, social and cultural aspects within the curriculum area. | |
| <ul style="list-style-type: none"> Ensure that pupils are ready to learn (equipment etc) and achieve high standards of personal behaviour, attendance, punctuality and engagement. | <ul style="list-style-type: none"> Take a lead role in supporting faculty staff in the maintenance of good order and discipline. |
| <ul style="list-style-type: none"> Develop strategies which enhance the positive relationships between school, parents and the local community. | <ul style="list-style-type: none"> Inform parents of departmental initiatives and achievements Contribute to Parents' Information Events as applicable Prepare inserts for parents' curriculum and information booklets. Prepare subject information for the School Website Inform parents of individual achievements or concerns and liaise with pastoral staff over courses of action. Inform parents of departmental initiatives and achievements |
| <ul style="list-style-type: none"> Identify barriers to learning and develop intervention strategies to address these working with staff and parents/carers as necessary | <ul style="list-style-type: none"> Inform parents of individual achievements or concerns and liaise with relevant staff over courses of action. |
| <ul style="list-style-type: none"> Prepare and implement plans and participate in the review and evaluation of subject/curriculum area development; | <ul style="list-style-type: none"> Define and agree appropriate improvement priorities and actions In consultation with appropriate staff, devise, implement, monitor and evaluate relevant aspects of subject development plan. To prepare self review and evaluations of the subject development plan; prepare plans for the forthcoming year and forecast long term plans. Monitor ongoing progress towards targets and provide a detailed annual analysis and report of pupil progress across the year groups and of examination results. |
| <ul style="list-style-type: none"> Be a lead teacher; | <ul style="list-style-type: none"> Maintain a positive, organised and stimulating working environment in curriculum area Ensure that displays are appropriate and convey positive images both in teaching areas and areas surrounding. |
| <ul style="list-style-type: none"> Be a lead practitioner in the use of ICT | <ul style="list-style-type: none"> Promote the effective use of information technology within the subject Implement and monitor the use of information technology within the department. |
| ACCOUNTABILITY FOR IMPACT OF PUPILS' PROGRESS ACROSS CURRICULUM ASPECT | |
| <ul style="list-style-type: none"> evaluate the impact of all improvement activities on the quality of learning and teaching | <ul style="list-style-type: none"> Responsibility for the quality of learning and behaviour of pupils within the department; advise and assist departmental staff and pupils and, liaise with faculty and pastoral staff as appropriate. Monitoring of homework |

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| <ul style="list-style-type: none"> Take lead responsibility to ensure pupils' progress across the area of curriculum responsibility (subject) meets national expectations of two sub-levels per year. | <ul style="list-style-type: none"> Monitor achievement within the curriculum area, and in liaison, implement measures to generate improvement Analyse Raise On-Line, FFT and Progress Report data to address areas for improvement across curriculum responsibility Design, implement and lead systems to address pupils not making consistently strong rates of progress Ensure assessment marks are recorded (e.g. on SIMs) and regularly review data so as to work with other staff on strategies to support pupils/groups who are not making the expected rate of progress. Address feedback from headline data, course assessments, work scrutinies, colleagues delivery of schemes of work, pupil motivation; |
| <ul style="list-style-type: none"> Take lead responsibility to ensure pupils' progress across the area of curriculum responsibility (subject) meets national expectations of two sub-levels per year. | <ul style="list-style-type: none"> Maintain overview of pupils' progress in curriculum area to inform improvements to schemes of work, delivery, staff development needs, intervention and liaison with other school teams such as RAT, AEN, Pastoral Monitor progress of pupils in all curriculum responsibility related teaching groups Liaise and guide staff to address curriculum provision and delivery development Provide frequent feedback to HoF/senior postholders to inform on area of curriculum responsibility including, curriculum development, pupil progress, progress on development plan, day-to-day duties and impact of intervention strategies. |
| <ul style="list-style-type: none"> Foster excellent pupil behaviour, engagement in learning, attendance and punctuality | <ul style="list-style-type: none"> Responsible for the quality of learning and behaviour of pupils within the curriculum responsibility area; advise and support departmental staff, liaise with faculty and pastoral staff as appropriate. Monitor and address attendance and punctuality issues within area of curriculum responsibility Monitor and lead homework provision, quality and completion within area of curriculum responsibility |
| <ul style="list-style-type: none"> Lead strategies where improvement needs are identified | <ul style="list-style-type: none"> Monitoring of achievement within the department and taking the necessary measures to improve levels of achievement Coordinate enrichment activities, clubs, Saturday sessions, closure day and holiday classes for target groups including communication with staff, pupils and parents/carers Ensure pupils are regularly rewarded for progress, effort, improvement and homework. Ensure pupils have enrichment opportunities to widen their subject experience. Lead teachers in your areas to implement agreed schemes and teaching and learning strategies. Work collaboratively with HoF and other Postholders to ensure progression across Year groups and Key Stages. |
| <ul style="list-style-type: none"> Harmonise area of curriculum responsibility within faculty and with other appropriate curriculum areas as may be relevant | <ul style="list-style-type: none"> Liaise with other staff to maximise the impact of pupil learning in the curriculum area Undertake planning, share data and curriculum materials as may be relevant to further the progress of pupils. Liaise with the librarian and Literacy Team regarding suitable materials. Liaise with other the AEN Faculty and others where there are possibilities of co-operation or support. |
| <ul style="list-style-type: none"> Ensure that, in public examinations and internal assessments relevant attainment targets are met. | <ul style="list-style-type: none"> Use curriculum map to outline moderation, standardisation of work, book looks and work sampling across the year Make returns as requested on internal and external examinations and provide necessary support for examinations in subject area. |

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| | <ul style="list-style-type: none"> Complete necessary administrative tasks required for external examinations and communicate as necessary with staff who are affected by orals etc. |
| <ul style="list-style-type: none"> define and agree appropriate improvement priorities | <ul style="list-style-type: none"> To prepare self review and evaluations of the subject development plan; prepare plans for the forthcoming year and forecast long term plans. Monitor the implementation of priorities highlighted in the development plan. |
| <ul style="list-style-type: none"> co-ordinate relevant CPD needs and opportunities | <ul style="list-style-type: none"> Provision and support of the professional development of departmental staff. |
| LEADING, DEVELOPING AND ENHANCING THE TEACHING OF OTHERS | |
| | <ul style="list-style-type: none"> Disseminate good practice within the curriculum area. Interpret agreed policies to subject staff and ensure that they have full information and are enabled to carry out such policies. |
| <ul style="list-style-type: none"> act as a role model of good classroom practice for other colleagues, modelling effective strategies and coaching, for instance exemplifying, preparing and leading on the use of ICT to advance learning, | |
| <ul style="list-style-type: none"> Monitor and evaluate standards of teaching, identifying areas for improvement | <ul style="list-style-type: none"> Establish systems for recording pupil progress and achievement. To review, in consultation with appropriate staff, the quality of teaching and learning in the curriculum area and highlight aspects/priorities to generate further improvement Monitoring the work of subject staff in relation to record keeping and the quality of teaching and learning. Monitor lesson planning and delivery in relation to area of curriculum responsibility monitor curriculum coverage and learning outcomes Ensure the assessment and record keeping policies are administered. Supporting and monitor the quality and completion of assessments and Progress Checks Undertake work sampling and moderation tasks, across the area of curriculum responsibility and feedback to HoF. Support development of learning & teaching in Faculty and contribute to any preparations necessary for meetings, CPD or initiatives to support Provide support in the professional development of subject staff. |
| <ul style="list-style-type: none"> Plan and implement strategies to improve teaching where needs are identified | <ul style="list-style-type: none"> Participate actively in the conduct of Faculty meetings and initiate and lead subject meetings as appropriate. Deputise for the Head of Faculty at meetings and play an active role in discussions as necessary. Dissemination of good practice within the department. Interpret agreed policies to departmental staff and ensure that they have full information and are enabled to carry out such policies |
| <ul style="list-style-type: none"> Induct, support and monitor staff | <ul style="list-style-type: none"> Supervise and support supply teachers as appropriate. Liaise with, and support, newly appointed staff including introduction to the school and ongoing mentoring and guidance. Support and monitoring of trainee teachers. Act as a performance manager for identified staff. |



Details of selection 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

Post or hand deliver documents to:

Gladesmore Community School, Crowland Road, Tottenham, London, N15 6EB

Fax documents to: 0208 809 8500

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

Prior to appointment, formal checks will be made in accordance with the current requirements relating to child protection this will include an enhanced DBS check.

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.

Our School

Our Motto

Dream it, REACH for it, Achieve it!

Our Vision

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

Our REACH values

Respect, Enthusiasm, Attitude,
Cooperation and Hardwork



School Website

Gladesmore Community School website can be found at www.gladesmore.com

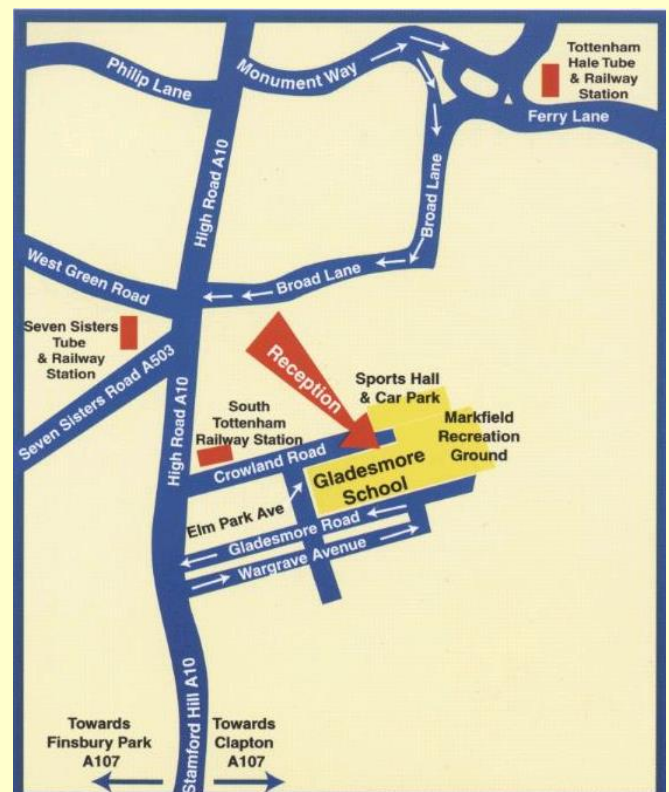
Ofsted Report


For the latest reports on Gladesmore Community School, please [click here](#).

Haringey

Further Information about Haringey borough is available at www.haringey.gov.uk

School Location Map





Information about the School

See school website for further information:

www.gladesmore.com

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.

School Population

The school has nine forms of entry. It has an impressive reputation locally and has the highest number of first choices of all the Haringey schools. It is oversubscribed in every year group with a roll over 1250. Numerous staff chose to send their 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 comprehensive school our intake consists of a broad ability range including children with special educational needs and very able, gifted and talented pupils.

The school serves an economically disadvantaged community. Over 60% of our pupils are eligible for free school meals. There is a vibrant, positive family atmosphere in the school, pupils make remarkable all round progress and there is a culture of each year group out performing all previous records.

The pupils are a delight to work with and are highly appreciative of the efforts made on their behalf by the 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 has risen well above the national average to over 96%.

Staffing

Although the school has some excellent facilities its greatest asset are the staff. We have a superb staff team that create a warm, cheerful atmosphere and forge an effective climate for learning. Colleagues express that working at Gladesmore is stimulating and inspiring. Morale is excellent and we actively promote the strong ethos of mutual support. Visitors invariably comment favourably about this. We go out of our way to ensure that staff are 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 an appropriate programme of professional development which emphasises teamwork and the sharing of good practice. Our programmes for trainees and NQTs are particularly strong and have been highly praised by HMI. Staff are valued highly, morale is high and there is strong recognition that all play an important role to enable our school to succeed and operate harmoniously.

The staff is highly diverse and this reflects the pupil population. 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. Because people enjoy working at the school the turnover of staff is very low. Opportunities for professional development and growth is impressive; subsequently numerous staff have gained a series of promotions within the school. Those who leave tend to do so for promotion or retirement.

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 and 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.

We also have a nursery provision for the children of staff. Located in the outstanding rated Crowland Primary School on the same site, accommodates children from 6months of age.

Achievement

| KS4 Results Historic | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| 5+A*C Eng & Maths | 4 | 6 | 14 | 21 | 29 | 28 | 34 | 39 | 38 | 42 | 46 | 41 | 54 | 54 | 63 | 65 | 47 | 63 | 66 |
| EBACC | | | | | | | | | | | | | 3 | 7 | 19 | 24 | 28 | 33 | 36 |
| 9-4 Eng & Maths | | | | | | | | | | | | | | | | | | 63 | 68 |
| Progress 8 | | | | | | | | | | | | | | | | | | +0.3 | +0.5 |


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 astonishing. 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. But we intend to improve further.

Curriculum and Assessment

We have taken bold decisions when planning the curriculum and as a result, the offer caters appropriately for the needs of our pupils. They have clear pathways which can lead to their success. Much smaller group work takes place to support children who need extra help with their learning.

We have a very simple but rigorous system of monitoring pupil progress which enables us to issue reports to parents/carers and pupils every half-term.

In recent years we have obtained numerous awards, examples include, the ICT Mark; Investor In People, Gifted & Talented School, Peace Prize, ArtsMark Gold; SportsMark Award; International Schools Award; Healthy Schools accreditation; CISCO award; and, Mathematics and Computing specialist status. We also have strong international links and frequently work with schools overseas. Our success has given Gladesmore a strong profile.



Leadership

New staff are surprised by many things at Gladesmore but particularly noteworthy are the high profile presence of senior staff around school, the positive ethos plus the care and top quality support we have for children.

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: **Respect; Enthusiasm; Attitude; Cooperation; and, Hardwork.** REACH to be a Star!

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

We have simple but ambitious Goals for the school. All subject, intervention and year 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.

Consecutive OFSTED inspections in 2008/9, 2009/10 and 2013/14 inspection teams have judged Gladesmore to be an 'outstanding school'. The school gained outstanding grades in every aspect and within these deemed to be exemplary. It is very rare that a school gains such an accolade. HMI's explained that they had never been more impressed by what they had seen. Gladesmore has been recognised by the DFE as a Flagship School.

Nevertheless, 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 improve. We want to be exceptional. 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. For instance, we have a strong need to accelerate children's improvement in reading.

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. Faculty areas have a dedicated ICT suite plus an office base with a sink and adjacent toilet.

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 and Community Activities

We have an impressive Saturday and Summer School called Shine@Gladesmore. Year 7 pupils together with Year 4, 5 and 6 pupils from Crowland Primary School participate in a comprehensive programme. Older pupils attend Mathematics, English, French, Spanish, Mandarin, 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 partnership with our feeder schools and are neighbours with Crowland Primary School. A number of our staff have children there including in the nursery.

We are genuinely a community school and find our parents/carers are supportive and appreciative.

In Conclusion

Gladesmore is a welcoming, warm and friendly school. Staff are highly committed and work together to meet the needs of pupils. Essentially, we shape Gladesmore into be the kind of school we'd be thrilled to send our own children to. The school is optimistic and forward looking. We enjoy a happy working atmosphere and consider the all round development of children to be as important as examination results. We are proud of our achievements but not complacent.

In 2011, HM Queen Elizabeth II awarded Gladesmore with the **Royal Crest**. It is the top national award for organisations and very rare for a school to gain this accolade. Although we are proud of our achievements, we believe there are many more rungs to climb up the ladder. We have goals for the school that defy usual expectations and we have a staff team who are determined to help our children to excel.

Working in a school is hard work, but at Gladesmore it is also rewarding and provides a range of exciting opportunities. If you feel that you have the necessary skills and commitment to work at Gladesmore and relish the opportunity to contribute and make a difference then I look forward to hearing from you.

Tony Hartney CBE
Headteacher





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