



George Green's School

Aspiration • Equality • Excellence

Lead Practitioner

Information to Candidates **2025** | **26**

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Job Ad

Lead Practitioner

Lead Practitioner Scale

Points 12-13 (£78,066 - £79,776)

Permanent Full-Time

Required for September 2026

We are seeking an ambitious and highly dedicated, enthusiastic and energetic Lead Practitioner with a real passion for learning and teaching, to join our successful Learning and Teaching department.

Whilst we already have very high levels of academic success, with excellent exam outcomes in Key Stage 4 and 5, we remain restless for further improvement. Our overriding ambition is to be an exceptional school, characterised by high expectations, inclusion and anti-racism.

We are an unapologetically values-driven organization. We want every young person at our school to live happy, safe and economically secure lives. We expect every one of our students to be a change-maker, with an uncompromising commitment to social justice. Everybody who works at George Green's School believes in our mission to teach our students to be the best possible people they can be.

We are a UNICEF Rights Respecting School Gold Award winner, which means that the rights of the child are at the heart of everything we do. We are a traditional school with a traditional approach to the curriculum and behaviour. Most importantly, we are a happy school, where children from a wide mixture of backgrounds, thrive and flourish on a daily basis. We are delighted that Ofsted recognised these things when they visited us in May 2022.

Aside from an opportunity to transform lives, a career at George Green's School has many benefits. These include:

Investing in you:

- A first-class CPL programme, including dedicated weekly CPL sessions and the opportunity to take part in NPQ programmes at a senior level
- Early paid start from July for ECTs
- Large A Level cohort
- Staff wellbeing programme, including in-house counselling
- Excellent amenities on site, including a gym, secure cycle storage and free parking
- A strong, supportive teaching culture
- Embedded strategies for improving the work-life balance for staff, including our marking policy
- Exciting development and teaching opportunities with our partners in City of London and Canary Wharf.

Our prized, historic location on the River Thames provides endless prospects for our members of staff:

- A diverse and vibrant borough 15 minutes from the centre of London.
- Excellent public transport links including DLR, tube, and bus
- Closely located to a hub of entertainment: Westfield Stratford, the Royal Naval College, the O2 arena, Greenwich and lush, green parks.
- A diverse range of lively restaurants and pubs dotted throughout the area.

If you believe that you are the exceptional candidate we are seeking for our exceptional school, we would love to hear from you.

Closing date of applications: 9am, Monday 20th April 2026
Interview date: Week commencing, Monday 20th April 2026

George Green's School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff, external agencies and volunteers to share this commitment. All appointments are subject to an enhanced DBS Check.

The postholder will be required to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection and safeguarding procedures adopted by George Green's School. Any safeguarding and child protection issues must be acted upon immediately by informing the Designated Child Protection Leads.



Letter from our Principal

Dear Candidate,

Thank you for your interest in the role of Lead Practitioner at George Green's School. This is a truly inspirational place to work. If you are interested in changing lives, this is the school for you.

We were visited by Ofsted in May 2022 for a Section 8 inspection. This reaffirmed our Good rating and gave us some incredibly positive feedback about our school, particularly our warm, inclusive and ambitious culture. They also gave us some things to work on, including improving our students' oracy and improving our approach to marking students' spelling, grammar and punctuation.

Our current offer includes a wide range of A levels and other L3 courses, together with a growing selection of L2 vocational courses. Full details of the current post-16 offer will be provided to all candidates invited to interview.

This is a tremendously exciting time to be joining us here at George Green's. All of us who work here are deeply proud of the improvements our school has made over recent years, particularly in relation to student achievement. Our results have improved rapidly, strong A level and GCSE results.

We attribute a significant degree of our success in this area to our commitment to and significant investment in the professional and personal development of every single person who works for the school in any capacity – and in our continuing belief in the importance of valuing and developing every single student.

Our commitment to Continuing Professional Learning (CPL) for all employees – both teaching and support staff – is absolute, as is our commitment to the personal development and empowerment of our students.

We are a values-driven school, utterly committed to providing our students with an exceptional education that impacts on both them and the community as a whole. We are proud to be a Rights Respecting Gold Award School, looking to 'do the right thing' by our students all the time.

This is particularly important because we are in an area of such significant poverty. 70% of our students are dis-advantaged and our community, whilst a vibrant and wonderful place, is enormously complicated. Consequently, everything we do at George Green's - from the principles that underpin our curriculum, to its organisation, to our approach to learning and teaching, to our management of the physical environment - is designed to confront the injustices of poverty.

We really work hard to look after our students at George Green's School. Our ambitious vision is one of securing a happy future for every student. We have a range of systems and resources in place to help support our young people, including Place2Be, a full-time counselling service, funded directly out of our own resources, working with students across all our age groups.



We also have four full-time members of staff running our safeguarding team and three staff running our attendance team. CAMHS workers base themselves in school once a week. We have also built up our team of learning mentors over the past 2 years to include 6 fulltime members of staff working with a caseload of up to 80 young people.

We have developed strong, consistent and effective behaviour systems. As a result, student behaviour in lessons is nearly always excellent. We expect the highest standards at all times, best captured in our very simple school rules: 'Right place, right time, right thing. No excuses.'

Whilst our support for students is a given, our ethos is to be uncompromisingly supportive of our colleagues, too. The George Green's ethos is that every member of staff - no matter what their role, teaching or support – has a vital role to play in our students' achieving their own ambitions and our ambitions for them. SLT's proudest moments come when colleagues talk about how they have been helped to do their jobs even better or supported when something has not gone to plan.

Our continuing aspiration is for George Green's to be a learning organisation, where calculated risks are taken and mis-takes treated as an opportunity to receive feedback that drives improvement.

If George Green's sounds like the sort of place where you would like to work – and where you feel you could make a major contribution to its continuing success – then we would love to hear from you.

I hope you will feel suitably excited and encouraged to **submit an application by the closing date 9am, Monday 20th April 2026. Please return your completed application form and letter by email to the HR Department - hr@georgegreens.com**. If you do not hear from us within two weeks of the closing date, then your application has been unsuccessful on this occasion. I am sorry that we cannot reply personally to all applications.

I very much look forward to receiving and reading your application.

Best Wishes,

Jon Ryder
Principal.

Jon Ryder
Principal



Job Description

Lead Practitioner

Grade: Leading Practitioner Scale 12-13

(£78,066 - £79,776)

Department: Learning and Teaching

Hours: Permanent Full-Time

Line Managed by: Deputy Headteacher

In a time of rapid educational and administrative change, job descriptions cannot be prescriptive. It may be that some alteration is necessary as circumstances dictate and new needs arise. This job description is additional to the basic duties outlined in the latest School Teachers' Pay and Conditions Document in accordance with the School's policies and under the direction of the Principal. A summary of the key accountabilities is included below. The School is managed through a network of inter-related teams.

Key focus of the role:

- Work with colleagues across the school to improve the quality of learning and teaching, particularly in relation to literacy, including oracy
- Lead a whole-school reading strategy, encouraging both students and staff to read for pleasure and engage with discussions around reading
- Proactively mentor individual teachers as directed by line manager, particularly ECTs

Key Responsibilities

Learning & Teaching

- Lead best practice in relation to all aspects of literacy, including oracy
- Plan and deliver high quality Continuing Professional Learning in relation to literacy and oracy
- Model outstanding teaching across all key stages
- Coach, mentor and support individual teachers as directed
- Disseminate materials and advise on practice, research and CPL provision, as appropriate

Leadership and Management

- Lead the whole-school reading strategy
- Undertake additional wider responsibilities, as requested by line manager, as commensurate with pay grade

Mentoring

- Provide high quality guidance, coaching and feedback to ECTs in line with the Early Career Framework (ECF), ensuring each ECT receives their statutory entitlement to support and professional development
- Monitor progress of ECTs against the Teachers' Standards and ECF expectations
- Contribute to formal ECT assessment reports, as required by statutory guidance
- Ensure each ECT understands and adheres to the school's policies, procedures and expectations
- Proactively intervene to address any concerns arising
- Maintain good communication with relevant school staff and, where appropriate, external providers
- Promote the well-being of each ECT, encouraging a healthy work-life balance, alerting the ECT Tutor and/or DSL to any related concerns
- Provide coaching and mentoring support to other identified teacher colleagues, as directed by SLT
- Undertake training to become a StepLab coach

Safeguarding

“We are a ‘Good’ School”

Ofsted May 2022



“ The School as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the school on its behalf ”.

(Ref: Safeguarding Children and Safer Recruitment in Education 2007).

The postholder will be required to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection and safeguarding procedures adopted by George Green’s School. Any safeguarding and child protection issues must be acted upon immediately by informing the Designated Child Protection Leads.

The postholder will support and promote the school’s values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.



Person Specification

Qualifications

- Degree Level qualification
- Qualified Teacher Status
- Evidence of professional development relevant to the role

Knowledge and Understanding

- Excellent knowledge and understanding of all aspects of literacy development and successful strategies to promote it
- Excellent understanding of assessment processes and how to use these to support planning and raise student achievement
- Excellent knowledge of a wide range of pedagogic approaches to cater for different learning styles and secure student engagement
- Excellent communication and interpersonal skills

Experience

- Minimum 4 years teaching experience in a relevant secondary school environment, teaching English and/or other literacy-focused subjects
- Proven experience of sustained excellent performance as a classroom teacher
- Proven experience of successful leadership of strategies to raise the standard of learning and teaching and an excellent knowledge of current research into effective pedagogy
- Proven experience of leading effective continuing professional learning (CPL)
- Proven experience of ongoing commitment to own continuing professional learning
- Current or very recent experience of effective delivery of learning and teaching with a strong focus on literacy
- Experience of one or more leadership roles in a relevant environment, including designing and developing resources to support learning
- Experience of effective working with other teachers and with support professionals to extend their understanding of educational issues
- Experience of successfully coaching other staff to improved levels of understanding and effectiveness
- Experience of successfully preparing and leading professional development sessions

Skills and Qualities

- A positive attitude to work and life
- Absolute honesty and integrity
- A calm and clear-thinking approach to problem-solving
- Able to adapt quickly to changing circumstances and take speedy appropriate action when circumstances require it.
- Confident in handling information of an exceptionally confidential nature
- Exceptionally hard-working, resilient and professional but with an appreciation of the need to maintain work-life balance
- Commitment to own continuing professional development and to leading the continuing professional development of others

SAFEGUARDING

"The School as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the school on its behalf" (Ref: Safeguarding Children and Safer Recruitment in Education 2007).

The postholder will be required to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection and safeguarding procedures adopted by George Green's School. Any safeguarding and child protection issues must be acted upon immediately by informing the Designated Child Protection Leads. The postholder will support and promote the school's values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This job description is subject to annual review. Once the appointment has been made, specific responsibilities will be decided.

Application Process



All the details you need are available on the school website:

<https://www.georgegreens.com/Vacancies/>

We would prefer applicants to use the online facility to complete applications and return via email to the HR Department at

hr@georgegreens.com

However; you may download, print, and complete the application by hand if you wish. Please be aware that should you choose to do this you will need to allow plenty of time when using the postal service.

Below are details of how to complete the application electronically.

1. Having completed the application form, you should keep a copy for your own reference.
2. You may attach any other documents as additional information i.e. personal statement.
3. Send the application form and any other attachment via email to:
hr@georgegreens.com

About us



George Greens' School was founded 184 years ago by George Green, a local businessman and philanthropist. The site on which the school now stands – and a number of other properties in the area - are owned by the charitable trust, established by George Green. The trust uses the income that derives from its properties to support enrichment opportunities for students attending the school.

The school has also, over more recent years, enjoyed very good financial and other support from the many businesses operating out of nearby Canary Wharf – and from the many community organisations with which it has partnered.

At the time the school moved to its current site in 1976, it was very much smaller than it is today and much of the current building did not exist. Over the years, however, with the numbers of prospective Year 7 parents putting George Green's as their first preference regularly outstripping the numbers of places available, the school took the decision to embark on a building programme - which not only increased its overall capacity but also maximised disabled access.

A number of years ago now, George Green's also welcomed into the school a number of students with complex and additional needs, from a local special school, which was closing – ensuring, through judicious use of the additional funding made available at the time, that these students were and remain fully integrated into the daily life of the school..

The school was also in the vanguard of the movement to provide Extended Services to students and the wider local community beyond the normal parameters of the school day – and in seeking to partner with local businesses, community and other groups. The school now works with a very wide range of partners to provide a range of services to both students and the wider community, both within the school day and out of hours.

For several years until very recently, the school also delivered Youth Services for the Isle of Dogs – during which time it consistently outperformed all annual targets within the local authority. Having outsourced it for some years, Tower Hamlets decided to return all aspects of Youth Service provision to centralised management. That notwithstanding, the school remains wholly committed to fostering existing community partnerships - and developing new ones wherever it can.

Our Vision and Values

- To be an exceptional school, characterised by high expectations and a commitment to inclusion and antiracism
- For all our students to be happy, safe and economically secure throughout their lives
- To inspire our students to be change-makers, committed to social justice for all
- To teach our students to be the best people they can be



We will achieve this by:

- Creating a high performing, inclusive and anti-racist culture that embraces the diversity of its community, provides opportunities for all and reflects our Rights Respecting ethos
- Teaching high quality lessons that utilise the pedagogies we know are most effective for our students
- Teaching an ambitious curriculum that emphasises powerful knowledge and secures excellent exam outcomes, so that our students can become active citizens and are economically secure in adulthood
- Organising our curriculum so that it promotes durable and flexible learning, so that powerful knowledge is retained long into adulthood
- Providing exceptional levels of support to all our students and their families whatever their needs, including mental health support
- Supporting our staff through high quality professional learning, as well as broader support around wellbeing and workload, so that they can best serve our students
- We will build our action plan around 5 strands: what we will focus on in 2025/26 so that we can achieve our vision and values

Pastoral

- Promote inclusion and anti-racism through the pastoral system and the pastoral curriculum, including PSHE and Rights Respecting framework
- Maintain high standards of attendance, effort and behaviour for learning through improved pastoral systems and enhanced parental engagement
- Encourage good mental health through effective counselling services, trauma informed practice and improved awareness of SEAL (Social Emotional Aspects of Learning)

Teaching

- Deliver a high quality programme of CPL that promotes awareness of inclusion and anti-racism
- Continue to embed effective pedagogies and develop understanding of new ones that will improve learning
- Improve the teaching of students with SEND so that the transition to The Hub model is effective
- Improve further the use of IT systems and software to support student learning, particularly in the event of a school closure

Curriculum

- Review the curriculum and implement changes so that it better reflects our aim to be an inclusive and anti-racist school
- Implement the changes from the 2025/26 curriculum review so that we are entirely compliant with the National Curriculum
- Further develop systems around the sharing and dissemination of the curriculum to staff, students and parents

Outcomes

- To deliver high quality outcomes that reflect our aim to be an inclusive and anti-racist school, despite the barriers created by Covid-19
- Further develop systems and strategies to ensure that outcomes reflect our high expectations of all students, including the use of Catch Up funding and the national tuition service
- Further develop systems for the quality assurance of teaching, assessment and the curriculum

Resources

- Ensure high levels of preparedness for a school closure, including detailed contingency plans
- Explore opportunities for building development
- Embed systems and procedures that ensure that the management of resources, including human resources, reflect the school's ambition to be inclusive and anti-racist

Our Strategic Goals

1. Curriculum and assessment, particularly in KS3

To improve curriculum and assessment so that students' learning and attainment is maximised, with a particular focus

2. Challenge and independence in lessons

To provide students with more challenging independent learning opportunities so that they have to think harder and as a result learn better

3. Student commitment to learning

To improve students' commitment to learning so that levels of engagement are at the highest possible level

4. Stakeholder engagement

To involve all stakeholders so that they are more engaged and have increased opportunities to contribute to the success of the school

5. Management of resources

To manage resources effectively so that they have the best possible impact on students' school experience

Our Curriculum Values

At George Green's School we believe that an effective curriculum:

1. Produces high levels of academic excellence and transcends exam success
2. Emphasises the role of knowledge in developing the critical thinking skills that are necessary for a successful adulthood and empowers students to be good decision-makers
3. Prioritises the important cultural, scientific and social knowledge that will enable students to understand the changing world around them and their place in it
4. Prepares students for life as culturally, democratically and economically engaged citizens
5. Is engaging and fosters a love of learning and a thirst for knowledge
6. Recognises the importance of all learning, formal and informal
7. Is organised in a way that encourages durable and flexible learning
8. Provides opportunities for students to develop high levels of literacy, including oracy, and numeracy
9. Includes regular opportunities to use formative assessment to check understanding and adapt teaching
10. Encourages students to be physically and mentally healthy
11. Provides choice, so students are encouraged to take ownership over their learning and develop specialisms in areas where they have a particular strength or interest
12. Uses time effectively, so that lessons are purposeful and meaningful
13. Reinforces our PACCAR principles (Principled, Adventurous, Creative, Collaborative, Analytical, Resilient)

Continuing Professional Learning (CPL)

Our commitment to ensuring all staff members receive the best possible training is a high priority for the school. Extended CPL takes place every other Wednesday in a scheduled session between 2.15pm and 4.30pm.

Students finish earlier than usual on this day. Whilst the school continues to make selective use of high-quality external courses, it provides much of the CPL available to staff in-house.



Organisation of the day

The school currently operates a 30-period two-week timetable, with 28 lessons lasting 100 minutes and 2 PSHCE lessons, delivered by tutors, lasting 30 minutes. The school has 50 minutes for lunch, a morning break of 20 minutes and registration sessions at the start and at the very end of the day.

The day currently starts for students at 8.45am and finishes at 3.15pm, followed by after-school clubs and Period 4 for Year 11 and Year 13 where applicable. The George Green's Community Bookings runs sports activities from 4.30pm to 10pm every evening.

Equal Opportunities

Policy Statement

This policy should be read in the context of George Green's School's policy statement on equality and diversity.

George Green's School wishes to make it clear that having a criminal record will not necessarily bar anyone from employment. This decision will depend on the nature of the post, and the circumstances and background of the offence(s).

Recruitment of ex-offenders

George Green's School is committed to the fair treatment of its staff and potential staff. As an organisation using the Disclosure and Barring Service (DBS) to assess applicants' suitability for positions in the School, George Green's School complies fully with the DBS Code of Practice and undertakes to treat all applicants for posts fairly.

George Green's School undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.

George Green's School has a statutory duty to request a Disclosure for all positions in the School. All posts in George Green's School are exempt from the Rehabilitation of Offenders Act 1974 and the School is entitled to ask questions about a candidate's entire criminal record, including 'spent' convictions and cautions, reprimands, warnings and bind-overs.

All applicants called for interview are encouraged to provide their criminal record at an early stage in the process. This information should be sent under separate, confidential, cover to the Principal, who guarantees that this information is only seen by those who need to see it as part of the recruitment process.

GDPR Information

Application forms of successful candidates will be kept for the duration of employment. In the case of resignation/retirement application forms and supporting documents will be kept for seven years from the date of termination and then securely destroyed. The supporting and supplementary forms (e.g. bank details, starter form, pensions details) will be sent to London Borough of Tower Hamlets Payroll for processing. Pre-employment health check information will be shared with the Local Authority's occupational health service. Unsuccessful application forms will be kept for a period of six months and then securely destroyed.

Privacy Notice for Job Applicants

In line with Keeping Children Safe in Education statutory guidelines, the School may use online searches, including social media searches, as part of due diligence checks on candidates in the course of recruitment.



George Green's School undertakes that all staff involved in recruitment and selection will be trained appropriately. They will also be made aware of relevant legislation pertaining to the employment of ex-offenders.

At interview, or in a separate discussion, opportunities will be pursued to ensure that all necessary evidence is collected upon which selection decisions can be fairly based. This will include the relevance and circumstances of offences.

Failure to reveal information which is directly relevant to the post will lead to a subsequent withdrawal of any offer of employment.

George Green's School makes every subject of a DBS aware of the existence of the DBS Code of Practice and will make a copy available on request. George Green's School will undertake to discuss any matter revealed in a Disclosure with the person seeking the post before any decision is made to withdraw a conditional offer of employment on the basis of the Disclosure.



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We are proud to be a Rights Respecting Gold Award School. ”



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Aspiration • Equality • Excellence

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