



Trinity

LEARNING • LOVING • LIVING

JOB APPLICATION PACK 2024-2025

Assistant Headteacher – Behaviour Lead

(Application welcome from non- teachers)

Mr David Lucas - Executive Headteacher

PRIMARY PHASE

Leahurst Road, London SE13 5HZ Tel: 0208 325 4551

SECONDARY PHASE

Taunton Road, Lee, London SE12 8PD Tel: 0208 852 3191

admin@trinity.lewisham.sch.uk
www.trinitylewisham.org





Trinity

LEARNING • LOVING • LIVING

Results within the top 20% of the country...


*Join
the
family*
LEARNING • LOVING • LIVING


www.trinitylewisham.org.uk

#learninglovingliving

#proud2betrinitarian

 @news4Trinity

 @trinitylewisham

 Trinity_Lewisham



Trinity

LEARNING • LOVING • LIVING

LEARNING • LOVING • LIVING

Assistant Headteacher Application Pack

Welcome to Trinity Church of England School.

Thank you for your enquiry about the post of Assistant Headteacher at Trinity Church of England School, Lewisham. I hope this pack gives you all the information you need at this stage, and that we can look forward to your application. If you require any additional information or have any questions, please do not hesitate to contact us straight away.

Trinity is a thriving community, where our staff and pupils are enthusiastic, conscientious, talented and caring. We take appointing new staff very seriously and seek other professionals who are committed to young people and supporting Trinity to continue to move forward. We are very proud of our school and are seeking like-minded people to join us with our vision and ethos of making all pupils succeed in a happy and caring environment. The successful candidate will help support our inclusive vision in providing the very best education for all children and help us to achieve the next level of success. Here at Trinity we live life in all its fullness.

We are a two-form intake Primary School at one site (Leahurst Road, London, SE13 5HZ) and a four-form intake Secondary School down the road (Taunton Road, Lee, London SE12 8PD).

The Primary Phase is in a renovated Victorian building that has a vast amount of space and facilities. We have a dedicated music room, food technology room and a large computer room alongside our library. We have 2 indoor spaces to use for PE / Whole School Worship and other events. We are lucky to have a large outdoor space as well.



The Secondary Site is a modern purpose-built building that has all the latest facilities. The building has a sense of space for all the school community. The Primary and Secondary Phase operate as one school to enable all pupils to gain the benefits from the through school ethos.

Transition, Curriculum and Assessment is shared across the phases, as well as Staff Expertise. Students from both phases benefit from being part of a through school as well as our staff. The two sites are geographically apart, but with our 1000 pupils, they work together as one school whilst keeping distinctive characteristics.

We have a strong Character Education that ties us together from early years through to Year 11. This way we are developing from the start young people who are skilled, nurtured and supported through a family structure.

We have a strong Christian community, in which children and adults can flourish. A community where pupils fulfil their potential and achieve the very best educational outcomes, enabling them

to make good life choices, to uphold British Values, and to take their place as citizens of the wider world.

Our ethos says:

- We are a **Learning** Community
- We are a **Loving** family
- We are **Living** good lives

To find out more about our school please do visit our website, www.trinitylewisham.org.uk where you can look at the all-through school elements or the distinctiveness of each of the two phases as well.

This post is a crucial part of our school structure. The successful person will lead behaviour at the secondary school and work across both sites in setting common goals to ensure we have clear consistency. This person will monitor, evaluate and update all our school's policies and procedures when it comes to behaviour. They will line lead all the heads of year, oversee the behaviour team, and have oversight of all the behaviour interventions that happen at Trinity. They will attend the borough wide Fair Access Protocol meetings, run our stages of intervention and have extremely high standards and expectations of the pupils here at Trinity. The person appointed will lead the school's behaviour and attitudes ethos and ensure it is attuned to the whole school vision and the strategic priorities set out each year.

This job is appropriate for those who have QTS looking for promotion into the SLT, or an experienced member of staff without QTS that has worked for a significant amount of time within schools dealing with behaviour.

The specific Job Description and Person Specification gives the details for the job and highlight what we are looking for through this selection process. This booklet also provides you with our strategic plans which outlines our vision, ethos, distinctive characteristics and our priority work streams to help us develop towards outstanding. If you are interested, please do complete the application form. The details of the deadline can be found in the job advert attached at the back of this pack, as well as on our website.

We look forward to welcoming you to our family.

Thank you,



David Lucas - BSc (Hons), MA, NPQH
Executive Headteacher



Janet Hills
Chair of Governors

Assistant Headteacher

Trinity is a sought-after school with 'Good' Ofsted and 'Excellent' SIAMS ratings.

We are looking for an energetic and enthusiastic Assistant Headteacher to continue and develop our high standards of education in a welcoming, inspiring and supportive environment. **As an Assistant Head the successful candidate will be part of a very dynamic and vibrant leadership team where we work closely together to share our expertise.** It is a great opportunity to further develop your leadership skills and experience in a supportive and productive partnership. We are blessed with a caring, dedicated and talented staff team and a strong, active and supportive governing body. Over the last 5 years we have had one member of the SLT get a promotion to Headship, two to deputy headship, and 3 onto Assistant Headship.

As Assistant Headteacher, you will be part of the Secondary SLT, which includes the Executive Headteacher, the two secondary Deputy Heads and four Assistant Headteachers. Supporting this team, we have a through-school Assistant Head responsible for Finance and Resources who works across the phases. The primary phase is made up of a Head of School, Primary Deputy and a Primary Assistant Head. We all work extremely closely together.

Trinity Church of England School very much believes in distributed leadership and shared accountability across the whole school. We are outward looking, always looking at research to help us develop our practices. Just before Christmas we were awarded the Research Plus Quality Mark for all we do in terms of application of research across the school. Over the past few years, our school has undergone a process of evidence and research informed improvement. **We began by engaging with the 'What Makes Great Teaching' report that was produced by the Sutton Trust in 2014.** Amongst other things, the report explained the importance of explicit instruction, modelling, retrieval practice and having teachers with strong subject knowledge. **Our teaching and learning policy are now based heavily upon Rosenshine's Principles of Instruction and we offer a knowledge rich curriculum where resources are centrally planned by the most experienced members of the department.** We use knowledge organisers to ensure that pupils are able to build strong background knowledge which they can then apply in lessons. Explicit vocabulary teaching and extended reading are now a focus across the school. **Please see a copy of our curriculum philosophy and Trinity Standards within this pack, which highlight our expectations within the classroom.**

We have extremely high standards when it comes to behaviour. All our pupils line up outside at the start of the day, after break, and after lunch to ensure we have smooth and purposeful entrance into school. We use zones of regulation for pupils through school, so pupils are able to self-regulate their behaviour. We have strict systems in place for moving around the schools and clear expectations in each classroom. Behaviour must be purposeful and enabling pupils to progress and achieve – enabling them to live life in all its fullness. At the start of each term we have a clear reminder of all our expectations – to ensure pupils arrive back at school remembering what is expected of them. We have daily detentions in place and a comprehensive reward system – to celebrate when pupils get it right – which is most of the time.

The continuing professional development of all staff at Trinity is a priority and we are devoted to providing opportunities for staff to further their career. The same applies to this role, where explicit support from the Executive Head, the Diocese and external support through national programmes will be used to further develop the successful candidate.





Trinity

LEARNING • LOVING • LIVING

The Interview Process

The best way to find out about the school is to visit and have a guided tour of the site.

- The deadline for applications will be at **noon on Wednesday 22 January, 2025**
- Please email our HR and Admin manager or post your application to her attention to ensure it arrives before this deadline.
- In the personal statement please give your reasons for applying for this post and say why you believe you are suitable for the position.
- Study the job description and person specification and describe any experience and skills you have gained in other jobs or similar environments which demonstrate your ability and aptitude to undertake the duties of the post. Continue on a separate sheet if necessary.
- Our governors are keen to ensure our staff team are representative of our schools diverse community and therefore welcome applicants from people from the BAME community.

The selection panel will shortlist from the application forms on **Thursday 23 January 2025**. Candidates will be informed soon after.

The Interview will be on **Tuesday 28 January 2025**.

Each task will be scored and those with the highest score will be offered the post. We will inform you at interview of when candidates will be informed of the outcome and some feedback will be given at this time.

Interviews are a two-way process, please ask as many questions and make sure you feel like this is the school for you.





LEARNING • LOVING • LIVING

Job Description

Job title: Assistant Headteacher – Behaviour and attitudes

Salary: L11-15 (inner London) £73,225 - £79,700

Contract type: full-time and permanent

Reporting to: Executive Headteacher

The Trinity Vision: To live “life in all its fullness” (John 10:10) Through the Ethos of: Learning – Loving – Living

“With you is Wisdom, she who knows your works, and was present when you made the world. Send her forth from the holy heavens; from the throne of your glory send her. That she may work at our side and that we may learn what is pleasing to you. For she knows and understands all things, she will guide us wisely in our actions and guard us with her glory”

Wisdom 9: 9-11

As a church school it is our vocation, moral obligation and delight to provide an excellent education for every student of all faiths and none.

As leaders we will:

- embody the Trinity Vision: Live Life in all its Fullness
- demonstrate the Trinity distinctive characteristics
- ensure that the three pillars: Learning, Loving and Living underpin all our work
- be reflective, mindful people demonstrating the character we wish to foster in pupils
- lead learning by being outstanding models of learners and teachers by following and embedding the Trinity Standards
- foster the school’s inclusive ethos by nurturing everyone regardless of race, gender, sexual orientation, religion or ability
- share direct accountability for making the school outstanding in every area
- discover and develop the skills and talents of all members of the community
- play an active part in the life of the school and the wider community leading and supporting staff and pupils and representing the school at public events
- Undertake any other duties that may reasonably be required by the Executive Headteacher.

Trinity is working towards Outstanding – the appointed person will be driven in raising standards and expectations for all. We expect all of our pupils to be fully prepared and highly aspirational of their journey beyond our school. We want all of our community, including staff and pupils, to live life to the full.

Main purpose

The Assistant Headteacher, under the direction of the Executive Headteacher will take a major role in:

- Formulating the intent and implementation of Trinity School (4-16)
- Establishing and consistently applying policies for achieving these aims and objectives
- Managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- Reviewing the impact of schools activities and practices to ensure they are having the desired effect
- Strategically leading specific key stages, curriculum areas and/or other areas of school-wide responsibility, as directed by the Executive Headteacher

The specific responsibilities of all the members of the SLT are agreed each year and for professional development are often rotated to enable staff to broaden their leadership skills and understanding of how all aspects operate within a school. Initially this role will be our Leader of Behaviour – but there will be opportunities to expand the leadership skills of whoever gets the post.

In addition to carrying out the professional duties of a teacher, the Assistant Headteacher will:

- Model the vision and ethos of the school to ensure all members of the school community strive to be terrific Trinitarians.
- Lead learning by being outstanding models of both learners and teachers
- Have a teaching commitment to meet the needs of the school
- Work alongside the Executive Headteacher to enhance a positive culture
- Take responsibility for their own learning and development as educational professionals
- Ensure their own wellbeing and that of others by establishing an appropriate balance between life and work
- Work closely with staff and members of the community so that no child is left behind, so that all can flourish and all those with SEND / PP (any identified group) are given appropriate support to minimise any gaps in performance.
- Play an active part in the life of the through school and its community leading and supporting staff and pupils and representing the school at public events during and beyond the school day
- To take an active role with governors within at least one committee group as directed by the executive headteacher

Duties and responsibilities

Qualities and knowledge

Under the direction of the Executive Headteacher:

- Support with the day-to-day management of the school
- Communicate the school's vision compellingly and support strategic leadership
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
- Build positive relationships with all members of the school community, showing positive attitudes to them
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
- Work with political and financial astuteness, translating policy into the school's context
- Seek training and continuing professional development to meet own needs

Pupils and staff

Under the direction of the Executive Headteacher:

- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes
- Ensure excellent teaching in the school, including thorough training and development for staff
- Establish a culture of 'open classrooms' as a basis for sharing best practice
- Create an ethos within which all staff are motivated and supported to develop their skills and knowledge
- Identify emerging talents, coaching current and aspiring leaders
- Hold all staff to account for their professional conduct and practice
- Provide opportunities for continuing professional development for all staff including provision of opportunity for all staff to contribute to curriculum development.

Systems and processes

Under the direction of the Executive Headteacher:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Work with the governing board as appropriate

- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school

The self-improving school system

Under the direction of the Executive Headteacher:

- Create an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils across all phases
- Develop effective relationships with fellow professionals across all phases within Trinity as well as across the Diocese, the Local Authority and other outside organisations
- Model entrepreneurial and innovative approaches to school improvement and leadership
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education
- The Assistant Headteacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.
- Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Assistant Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Executive Headteacher.

Note: This job description may be amended at any time in consultation with the postholder.

Person Specification

Criteria	Qualities
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status (Optional) • Good Degree (or equivalent qualification) • Professional development in preparation for a leadership role
Knowledge	<ul style="list-style-type: none"> • Thorough knowledge and understanding of successful and effective secondary practice and ability to act as consultant to staff. • An understanding of educational issues and challenges. • Understanding of secondary education or a willingness to get involved in strategies across the 4-16 age range. • Understanding of effective school management. • Ability to promote the Christian character of the school and play a leading part in its spiritual life including school worship. • Awareness of performance management. • Demonstrate the skills to use Information Communication Technology (ICT) effectively as a tool for management and educational purposes. • Understanding of systems and policies in place within a school that are related to behaviour and attitudes.
Experience	<ul style="list-style-type: none"> • Successful leadership and management experience in a school. • Outstanding teaching experience in a multi-ethnic context in inner city schools. • Clear evidence of involvement in the pastoral structure of a school. • Involvement in school self-evaluation and development planning. • Line management experience. • Experience of contributing to staff development. • Experience of leading change within a school context . • SEN experience (desirable).
Skills and Knowledge	<ul style="list-style-type: none"> • Understanding of data / impact measures to demonstrate effectiveness of school action in the cycle of school improvement. • Understanding of high-quality teaching, and the ability to model this for others and support others to improve. • Effective communication and interpersonal skills. • Ability to communicate a vision and inspire others. • Ability to build strong partnerships with staff, pupils, parents/ carers and the wider community. • Ability to work closely with other members of the senior leadership team to embrace their support and challenge, for the benefit of the School and pupils.



Trinity

LEARNING • LOVING • LIVING

Personal qualities

- A commitment to getting the best outcomes for all pupils and promoting the schools ethos and values.
- Ability to work under pressure and prioritise effectively.
- Commitment to maintaining confidentiality at all times.
- Be Equity driven, acknowledging that we do not all start from the same place and consequently adjust imbalances.
- Commitment to safeguarding.
- Be a practicing Christian of any denomination who understands the importance of their active Christian faith and how this relates to upholding and promoting the Church of England character, ethos and worship of the School (desirable).
- Has excellent inter-personal skills.
- Ability to motivate colleagues by example.
- The ability to lead and foster positive professional relationships and work effectively with teaching staff of varying experience.
- Is approachable.
- Can seek support and advice when needed.



Trinity

LEARNING • LOVING • LIVING



Trinity

LEARNING • LOVING • LIVING

TRINITY CHURCH OF ENGLAND VISION AND STANDARDS 2024-2025

Trinity Strategy Document 2024-2025

Please find below a summary of our school priorities as an all-through school, and how this translates to specific actions for the Secondary Phase. There is an Improvement Plan in place that shows how each of these parts are being implemented through the year.

Key priorities – 24/25

Ethos	Learning	Loving	Living
Distinctive characteristics: Terrific Trinitarians	Open minded. Knowledgeable. Insightful.	Caring. Principled. Resilient.	Reflective. Courageous. Independent.
Priority work streams	Preparation: Metacognition	Socialisation: Faith	Autonomy: Self-Regulation
	Trinity Culture <small>Becoming a Trinitarian Christian Foundation Personal development Attendance and Punctuality Communication</small>		
	Pedagogy <small>Adaptive Learning Pre/Post Teach Homework</small>	Trinity Family <small>Parent curriculum School of choice</small>	Impactful Leadership <small>Pupil Leadership Subject Leadership Leadership at all levels</small>
	Literacy Development <small>Reading Writing</small>	Positive behaviour <small>Behaviour for play Behaviour for learning</small>	
	Curriculum Audit <small>"Fit for the Future"</small>		
Inclusion <small>Quality first teaching SEND Mental Health and Wellbeing BCR</small> <small>IQM: Flagship – moving from "equity" to "justice for all"</small>			

LEARNING • LOVING • LIVING



Trinity

LEARNING • LOVING • LIVING

Trinity Standards

Our Trinity Standard is expressed in the grid below – showing the different strands expected under each of the 7 categories. These are not expected to be seen in every lesson, but instead they should be evident over time. Observations will be looking at areas of strengths and highlight areas to develop from these categories.

Intent

To deliver the content of the national curriculum augmented with knowledge and understanding which will enable our pupils to **“live life in all its fullness”**.

Trinity has created a **knowledge engaged progress model** which clearly outlines the:

- key **knowledge and vocabulary** to the delivered and;
- **character developing experiences** to be offered

at specific milestones from reception through to Year 11

Implementation

Through seven key principles that make up the Trinity Standard for Teaching and Learning.



Impact

For our pupils to:

- achieve academic success;
- be prepared for the next step of their journey through Trinity and beyond;
- gain cultural and social capital;
- be able to procedurally engage with a rich web of knowledge;
- become courageous advocates who fight social injustices.



1.High Expectations and Behaviour for Learning

- 1.1 Challenge is consistently high (see Challenge section)
- 1.2 Pace of session maintains pupil motivation and is responsive to pupil need
- 1.3 Up to half of session is dedicated to modelling, questioning and feeding back to pupils before practice begins with pupils' attention maintained throughout
- 1.4 Pupils are appropriately greeted and have access to resources / prompts / scaffolds / books as soon as they enter classroom
- 1.5 Pupils respond appropriately and swiftly to transitions within sessions and are well routinised – expectations have been put in place and demanded at each stage of the session
- 1.6 Silence during key phases of sessions is demanded – including during modelling and independent practice (where appropriate)
- 1.7 Pupils know appropriate responses to key parts of session – when to put hands up / when to talk aloud / how to speak to partners / adults
- 1.8 Positive body language is demanded from all pupils at all stages of session (sitting up straight, all pupils participating when asked to, no swinging on chairs or slouching)
- 1.9 Rewards / praise given throughout session to motivate and reinforce high expectations
- 1.10 Trinity Behaviour policy is adhered to by teachers and pupils
- 1.11 Use of Trinity Language (age appropriate) reinforces expectations at all stages of session - 'never give up'; 'Terrific Trinitarian'; 'open minded'; 'knowledgeable'; 'insightful'; 'caring'; 'principled'; 'resilient'; 'reflective'; 'courageous'; 'independent'.

2.Challenge

- 2.1 Top down teaching – one lesson purpose for all – appropriately scaffolded
- 2.2 Pupil engagement is high – thinking is required for all
- 2.3 Cognitive load is balanced – tasks are not over sugar coated / too experiential
- 2.4 High quality procedural tasks set – learning/knowledge is applied to other contexts
- 2.5 Next steps/learning/extensions are clear, understood and available to all pupils

3. Modelling

- 3.1 Makes use of direct instruction – ‘just tell them’ when introducing new concepts – experiential learning to take place *after* new learning is introduced
- 3.2 Uses pre-prepared models pitched at or above national expectations
- 3.3 Live Modelling is clearly broken up into small, well defined steps – ensuring cognitive load is balanced
- 3.4 Modelling is focussed on learning objective taken from KAOs or Knowledge organisers or Key Stage curriculum
- 3.5 Makes use of concrete – pictorial - abstract strategies/models to embed understanding
- 3.6 Models ‘thinking aloud’ whilst demonstrating – to further embed metacognitive strategies
- 3.7 Models making mistakes to avoid future misconceptions
- 3.8 Provides prompts/scaffolds and explicitly models how to use them
- 3.9 Uses pupils’ learning to provide high quality models (use of visualizers)
- 3.10 Provides opportunities for pupils to model to class
- 3.11 Nearly all new learning / tasks / written responses are modelled to pupils before task begins

4. Questioning

- 4.1 Questions used at all stages of session – spread across as many pupils as possible
- 4.2 Declarative questions used to recall, review and apply (predominantly closed responses)
- 4.3 Procedural questions used to apply, analyse, evaluate and create (predominantly more open-ended questions)
- 4.4 Targeted/pre-prepared questions used specific to pupils and/or objectives
- 4.5 Mixture of response required – hands up / all respond (thumbs up / whisper etc.) / random responders / bounce or share question
- 4.6 ‘Serve – return – raise the challenge’ format used to up-level responses
- 4.7 A/B/C questioning techniques (pupils asked to Agree/Build upon/Challenge other pupils’ responses)
- 4.8 Questions are ‘anchored’ – enough time given / repeated to ensure pupils have time to think

5.Practice

- 5.1 Guided practice is used ('we' section from gradual release model) and interwoven with questioning and modelling
- 5.2 Scaffolds/prompts made available to guide practice for pupils
- 5.3 Opportunities for pupils to demonstrate knowing what they do/do not know at the guided practice stage to further embed metacognitive strategies
- 5.4 Opportunities for collaborative practice – primarily in mixed prior attainment pairs, predefined by teacher, with clear roles defined
- 5.5 Opportunities for independent practice to aid 'over learning' for later automatic recall
- 5.6 Opportunities for independent practice through procedural tasks to embed new learning
- 5.7 Teacher regularly circulates the room and checks for understanding across all groups during stages of practice

6.Reviewing

- 6.1 s begin with review of previous learning/knowledge/vocabulary taken from knowledge ers / KAOs
- 6.2 Review of learning often 'top and tails' session
- 6.3 During session links are constantly being made between prior and current learning – often elicited from pupils themselves
- 6.4 Low stakes quizzes used – taking different format/style/order of questioning in order to interleave knowledge
- 6.5 Spacing of knowledge recall through weekly/monthly/half termly cumulative reviews

7.Feedback

- 7.1 Whole class feedback/feedforward given
- 7.2 Live verbal feedback given and acted upon during session
- 7.3 Live written feedback given to agreed prompts/scaffolds/priorities and acted upon during the session
- 7.4 Opportunities for peer assessment to agreed/predefined objectives/success criteria
- 7.5 Opportunities for self-assessment to agreed/predefined objectives/success criteria to aid metacognitive strategies
- 7.6 Feedback clearly results in progress over time in books and data
- 7.7 Acting on feedback is modelled to pupils clearly – often under visualizer with actual pupil's learning
- 7.8 Feedback about the process rather than specific outcome is given to further develop metacognitive strategies

7.9 Feedback takes place at all stages of session – particularly during guided, collaborative and independent practice stages – consistent checks for learning linked to the lesson purpose

7.10 Feedback from previous learning links sessions together over time


Please visit: www.trinitylewisham.org for more information

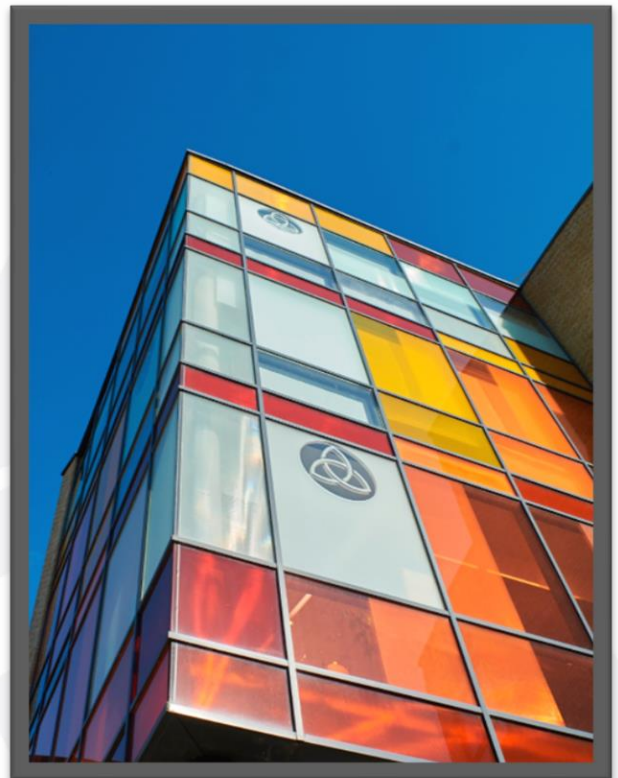


Follows Us on:

 @news4Trinity

 @trinitylewisham

 Trinity_Lewisham



Trinity

LEARNING • LOVING • LIVING

JOB ADVERTISEMENT



Trinity Church of England School Lewisham

Executive Headteacher: David Lucas BSc (Hons) MA NPQH

Secondary Phase: Taunton Road, Lee, London, SE12 8PD

Primary Phase: Leahurst Road, London SE13 5HZ

Trinity is a successful 4-16 co-educational Church of England school with a passion for learning.

Assistant Headteacher – Behaviour Lead
(Non-teachers are welcome)
L11 – L15 (Inner London)

Required for April 2025

Trinity has a vacancy for a dynamic and inspirational Assistant Headteacher to join our flourishing family. Trinity is a fantastic place to work with motivated and well-behaved pupils, a committed and experienced governing body, dedicated staff and supportive parents. Children of all abilities thrive.

We are graded Excellent from our SIAMs inspection and Ofsted rated Good with Outstanding features.

If you think you can contribute to the future success of Trinity and wish to join our thriving community, please review our application pack and apply for the position. For any questions or if you wish to visit the school, please contact our Admin and HR Manager Mrs Uloma Ezirim on 0208 8523191, email u.ezirim@trinity.lewisham.sch.uk or visit our website for more information: www.trinitylewisham.org.

Closing date: 12pm on Wednesday 22 January 2025

Interview: Tuesday 28 January 2025

Our governors are keen to ensure our staff is representative of our school's diverse community and would therefore welcome applicants from people from the BAME community.

Trinity is committed to safeguarding and promoting the welfare of children and young people

LEARNING • LOVING • LIVING