



Swanlea School Recruitment Pack



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Swanlea School
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EXECUTIVE HEADTEACHER'S WELCOME

We are an OFSTED outstanding school with a culture of high expectations based on our Swanlea Values. We are in the top 120 schools for progress at KS4 in the country and have an ALPs score of 2, making us the best performing sixth form for progress in Tower Hamlets. The vast majority of our students progress onto top universities including Oxford and Cambridge. We have the best attendance and behaviour figures in the local authority. Despite our successes, we are not complacent and believe that we have the capacity to further improve.

Swanlea is located in one of the most deprived areas in the UK; 60% of our students are Pupil Premium. Our students may come from disadvantaged backgrounds but they do not lack ambition for their futures, and neither do we. Our highly motivated and hard-working staff are driven by the moral imperative that our young people are capable of achieving highly.

At Swanlea we have an absolute commitment to young people, inspiring and supporting every child to be the very best that they can be. We see each child as an individual and look to develop socially confident, responsible, resilient and independent young people. Our curriculum nurtures aspiration and ambition, challenging all to achieve highly. We provide our young people with extensive extra-curricular opportunities including CEIAG, sport and cultural programmes.

Our highly dedicated and passionate staff are the key to our success. Driven by our Swanlea Values we are united by our shared common belief in the transformative power of education.

If you are ambitious about education and want to make a real difference to young people's lives, then we are the right school for you to grow your career. Joining our highly supportive team, you will access our comprehensive CPD programme, with its extensive opportunities for staff development. We provide a range of opportunities for career progression and many of our middle and senior leaders have been successful in achieving internal promotions.

Our young people are kind, engaged and determined for their futures. We believe that it is a privilege to make a significant difference to their lives. We are incredibly proud of their achievements and successes.

We look forward to receiving your application.

Kabir Miah
Executive Headteacher



OUR SCHOOL

Swanlea Mission, Values and Vision

Mission

To be exceptional in:

- Teaching
- Leading
- Learning

Values

- Respect
- Aspire
- Achieve

Vision

At Swanlea we will:

- Develop socially confident, responsible, resilient and independent learners
- Create respectful, empathetic and active citizens who value democracy, liberty and the rule of law in British society
- Develop highly numerate, literate and articulate young people, instilling a life-long love of learning
- Promote cultural capital and celebrate difference, instilling an understanding and appreciation of diversity
- Nurture aspiration and ambition challenging all to achieve, readying pupils for the global work place
- Promote student wellbeing, safety and healthy lifestyles, positively managing their academic, personal and social lives



OUR SCHOOL

Swanlea School is a large, vibrant and thriving secondary school in the centre of London. With approximately 1000 students on roll and a further 210 at KS5, staff at Swanlea work alongside outstanding colleagues to achieve outstanding student outcomes in all key stages.

In April 2024, OFSTED graded Swanlea as outstanding in all categories for the third time in a row. Prior to this, in July 2015, we were awarded Teaching School status as part of our journey to achieving excellence, and we continue to strive to deliver outstanding outcomes across all key stages and subject areas. We are committed to the continuous professional learning of all staff, fostering a culture of collaboration, innovation and reflective practice.

At Swanlea, we place a strong emphasis on high expectations, inclusion and student wellbeing, ensuring that every young person is supported to reach their full potential both academically and personally within a safe, ambitious and nurturing learning environment.



EXAMINATION RESULTS



OUR SCHOOL

EXAMINATION RESULTS



Swanlea School students celebrated outstanding GCSE results this year with 37% of all grades achieved as high as they could be, ranging from 7-9!

81% of our pupils achieved grades 4 or above in English and Maths (standard pass), while 64% accomplished grade 5 or above (stronger pass) in the same subjects. 76% of our year 11 students attained 5 GCSEs, including English and Maths at grade 4 or above (standard pass). 60% of pupils gained 5 GCSEs including English and Maths at grade 5 or above (stronger pass).

88% of students achieved a grade 4 or above in English with 75% of students achieving a grade 5 or above in English. Our pupils are also celebrating successful grades in Maths, as 85% of students achieved a grade 4 or above and 67% of students accomplished a grade 5 or above in this equally important subject.

41% of Swanlea School students achieved the highest possible grades of 7-9 in Maths and 42% of students achieved 7-9 in English!

OUR SCHOOL

EXAMINATION RESULTS



Swanlea School is proud to celebrate another year of outstanding A Level and BTEC results, with 100% of students passing, a reflection of the hard work, determination and commitment shown by our students, staff, parents and carers.

This year's results once again highlight the strength of our Sixth Form provision:
A Level Results:

- 20% of all grades awarded at A*-A
- 53.5% of all grades awarded at A*-B

BTEC Level 3 Extended Diploma Results:

- 54% of students achieved a Distinction*-Distinction grade
- 92% achieved a Distinction*-Merit grade
- 100% BTEC Level 3 pass rate

These results are a testament to the high aspirations, resilience and dedication of our students.

Many of our students will now take up places at some of the UK's most prestigious and competitive Russell Group universities, with 58% progressing to institutions such as University College London (UCL), King's College London, University of Bristol, University of Warwick, University of Manchester, SOAS University of London, and Queen Mary University of London.

They will be going on to study a wide range of subjects, such as Mechanical Engineering, Law, Economics, International Relations, and Pharmacology.

OUR SCHOOL



SAFEGUARDING SUMMARY

School Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils.

We endeavour to provide a safe and welcoming environment where children are respected and valued.

We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

While working in our school we expect you to take care of our pupils and follow our procedures.

Key facts about child abuse

Abuse and neglect can happen to any child, boy or girl, of any race, culture, ethnicity or sexuality. Disabled children and children with SEN are particularly vulnerable.

SAFEGUARDING SUMMARY

Many children are unable to disclose what is happening to them and rely on us to interpret their behaviour and spot signs of abuse.

A pupil may:

- have a bruise, burn or injury that seems suspicious
- show signs of pain or discomfort
- be unnaturally passive or withdrawn
- be unpredictable and challenging
- seem anxious, fearful or distressed
- provide an unlikely explanation for their injury or their behaviour.

If you are concerned for a child's health, welfare or safety in any way you must speak to the designated senior person (DCPP) or the child protection officers. At Swansea School these are Mr Kabir Miah & Ms Emily Tighe.

Do not question the pupil or try to secure evidence. Your responsibility is to report your concern, not to investigate.

If a pupil tells you something that suggests they are at risk of harm, allow them to tell you as much as they wish and let them know that you must pass the information on to the DCPP or the child protection officers.

If you become concerned about a pupil's immediate safety, notify the designated senior person or the child protection officers.

If you have any questions or wish to see our full Safeguarding / Child Protection Policy please contact the DCPP.

Safeguarding Children Whistleblowing Policy

Staff members must acknowledge their individual responsibility to bring matters of concern to the attention of the senior leadership team and/or child protection officers. This is particularly important where these are matters involving the safeguarding of children, be that in Swansea School, in the child's home or community. Although this can be difficult it is the responsibility of us all to share information which will protect children from harm.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or other members of the community, or you may fear harassment or victimisation. These feelings, however, natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who are targeted or are at risk.

These children need someone like you to safeguard their welfare.



JOB DESCRIPTION (EXAMPLE)

Deputy Lead for Safeguarding & SME Mentor

Start Date: January 2023 (one year maternity cover)

Salary: Scale 6 (£28,514 - £29,475)

Term Time Only (39wpy)

Swanlea is a large, vibrant and thriving school in the centre of London. With c.1000 students on roll, a further 210 in KS5, staff at Swanlea have the opportunity to work alongside outstanding colleagues to deliver the curriculum and outstanding student outcomes across KS3-5.

In July 2013 Swanlea was graded as OFSTED outstanding in all categories for the second time. In July 2015 we were awarded Teaching School status. However, we are not complacent and aim to continue to deliver outstanding student progress.

We are looking for an outstanding practitioner to join our Inclusion Faculty as our Deputy Lead for Safeguarding. Experienced in working with vulnerable students you will work alongside and under the direction of our safeguarding lead to ensure the welfare and wellbeing of all students. Knowledge and application of current safeguarding practices and procedures would be advantageous.

As expected, we're looking for the best. A good honours degree and relevant experience are essential. You will be able to demonstrate unwavering commitment to raising progress and standards and like us, you believe that social disadvantage is no barrier to achievement and that every student can share in the joy of education and attainment.

Most importantly, you will possess integrity, good humour and moral purpose.

Application process

To apply, please visit: <https://www.tes.com/jobs/vacancy/>

For further information, please contact: recruitment@swanlea.co.uk

Closing date: 9am on Friday 27th February 2026

Interviews: Wednesday 4th March 2026

We reserve the right to interview and appoint prior to the closing date. Early applications are encouraged.

Swanlea School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post is subject to an enhanced DBS check, satisfactory references and pre-employment checks in line with Keeping Children Safe in Education guidance. Any online searches will be limited to publicly available professional information and carried out in accordance with data protection legislation.

Our safeguarding policy can be found on our website: <https://swanlea.co.uk>

JOB DESCRIPTION (EXAMPLE)

Join a School That Values Wellbeing

At Swanlea School, we know that happy, supported staff create the best environment for our students. That's why we prioritise staff wellbeing through:

- Mental Health Support: confidential counselling and wellbeing resources including weekly fitness classes and on site gym access free of charge
- Flexible Working: options to support your work-life balance
- Professional Growth: training, mentoring, and development opportunities
- Inclusive Culture: a supportive, respectful, and collaborative community

We're committed to helping our staff thrive because when our team flourishes, so do our students.

PERSON SPECIFICATION (EXAMPLE)

Qualifications	Essential	Desirable
Good honours degree	✓	
Commitment to continuing professional development activities.	✓	
Accredited or certified further CPL (Continuous Professional Learning) or training.		✓
Qualification in counselling		✓
Experience	Essential	Desirable
Evidence of working with vulnerable young people across a range of ages.	✓	
Evidence of taking responsibility for own professional development.	✓	
Experience of working in schools.		✓
Experience of delivering therapeutic interventions.		✓
Experience of positively impacting on the lives of vulnerable young people.	✓	
Knowledge/Skills (ability to)	Essential	Desirable
Develop a broad and imaginative range of strategies to engage young people.	✓	
Knowledge of current developments in SME.	✓	
A deep commitment to inclusion and equality of opportunity.	✓	
A strong commitment to working with disadvantaged young people.	✓	
High level communication and presentation skills applicable to a range of audiences.	✓	
Think creatively and imaginatively to solve challenges and identify priorities within the Inclusion team.	✓	
Ability to use new technologies effectively to support teaching and learning.		✓
Make informed use data to identify need and plan provision.	✓	
Ability to anticipate problems and identify opportunities.	✓	
Personal Attributes	Essential	Desirable
Commitment to the highest standards of child protection and wellbeing.	✓	
Ability to use appropriate interpersonal skills when relating to staff, pupils and parents/carers.	✓	
Enjoy working with young people.	✓	
Demonstrate energy, vigour and perseverance and promote a 'Can Do' philosophy.	✓	
Ability to work under pressure and meet deadlines.	✓	



GUIDANCE FOR APPLICANTS

We aim to attract and recruit only the best skilled and committed people in order to fulfil our mission and strategic objectives.

We have a strong commitment to working towards the implementation of equality of opportunity in our recruitment and selection processes and will not discriminate against any applicant on grounds of race, religion, gender, disability, age or sexual orientation.

We aim to ensure that the process is as objective and fair as possible.

You should have received an information pack containing the following documents:

- Job description and success criteria
- Application form

Rehabilitation of Offenders Act 1974: This ensures that anyone convicted of a criminal offence is not permanently disadvantaged in the job market. In essence, people are given another chance. Please see other notes on this subject on the Application Form under the heading **CRIMINAL CONVICTIONS**.

Prevention of illegal working: Under Section 8 of the Asylum and Immigration Act 1996 it is a criminal offence to employ anyone who is subject to immigration control unless he or she is entitled to be employed in the UK. We are obliged to ask all successful applicants to provide evidence that they are entitled to work in the UK before we can confirm the offer of employment.

School Procedures:

- 1.** The Job Description gives an outline of the broad responsibilities and the main tasks involved in order to undertake the post successfully.
- 2.** Every vacancy advertised is based on a person specification which describes the skills, experience and qualifications required.
- 3.** When filling in the work history section of the application form please remember that all experience, e.g. minding children, voluntary work etc. can be relevant. We will check this experience carefully against the school's pay policy in order to arrive at a correct salary assessment. Please show TLR points (formerly called responsibility points) and if you already hold a Recruitment and Retention Allowance. Show clear details of full or part-time working and the amount of part-time work eg 0.6 or 60%. Please show months as well as years e.g. from Mar '98 to Aug '00 and not '98 to '00.

GUIDANCE FOR APPLICANTS

4. When filling in the qualifications section please ensure that you indicate the level of any first degree qualification e.g. Honours 2:1.
5. Long listing is the initial process of matching applicants against the relevant criteria in the person specification. The panel will make judgements based on the evidence presented in your application form and attached papers in order to produce a short list of candidates for interview. In order to stand the best chance of success it is important that you tailor the statement in support of your application in the order shown in the person specification. Write concisely but in enough detail. If you do not send a statement your application is incomplete and will not be considered. Please note we do not provide feedback on applications.
6. Every effort will be made to provide appropriate facilities for candidates at interviews. Please contact Naviya Azmin (extension 207) should you have any special requirements such as access to a computer, internet access, flip chart etc. Please note that disabled access is available to all parts of the building. Applications from candidates with disabilities are welcomed.
7. The decision on appointing the best candidate for the job will be taken on the basis of all the evidence made available to the panel throughout the selection process in relation to the criteria stated in the job description.
8. The appointment will be subject to two satisfactory references. Your present or most recent employer should normally be one of these referees. (It is advisable to state reasons why you may have decided not to use this person). This person will normally be the head of the organisation. The other reference should be from someone who knows you, your work and ability well. References will be requested prior to interview. The reference will be used to supplement the panel's decision or to distinguish between candidates. The panel may request that further enquiries are made to either the referee and/or the candidate, where there is an omission in the reference giving rise to doubt or concern. It is Borough policy that a reference will not be disclosed to a candidate.
- There will also be medical, police checks and social media checks on those appointed. It is necessary to disclose all convictions except traffic offences such as speeding or parking fines, no matter how long ago they occurred. They will not be taken into account unless there are serious implications of working with children. Please contact Naviya Azmin (207) to request feedback.
9. If you are unsuccessful at the interview, you will be contacted as soon as possible, normally by mid-day on the day following the interview, and offered a debriefing by telephone by the panel host unless you request an interview.
10. It is our policy to offer travel expenses only to candidates who live outside London. Where overnight accommodation is necessary, agreement with the School Bursar (extension 305) must be obtained beforehand.

GUIDANCE FOR APPLICANTS

- 11.** Job shares, where applicable, will be shown in the information pack
- 12.** Information is collected on all applicants via the supplementary Equal Opportunities Monitoring Form, with reference to gender, race, disability and job-share. This information will be used to monitor and review the School's Equal Opportunities Policy.
- 13.** If you have not heard from us about an interview by two weeks after the closing date, please assume that you will not be invited. We do not normally inform candidates not called for interview.

Thank you for applying and your interest in Swanlea School.



POLICY STATEMENT ON EQUALITY AND COMMUNITY COHESION

Swanlea School is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some colleagues extra support may be needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to students, staff, parents/carers, and through our School Council.
- We aim to make sure that no one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.



INDUCTIONS PROGRAMME

We are committed to providing a supportive and high-quality induction experience to help you settle into your role with confidence.

A lead member of staff oversees and coordinates the induction programme. All new classroom-based staff are invited to attend a structured induction day during the summer term. This provides an opportunity to meet colleagues, gain key information and begin to familiarise yourself with our systems and expectations.

Heads of Faculty play an important role in welcoming and supporting new colleagues within their teams, ensuring that you receive a tailored faculty-based induction relevant to your role.

Support staff and mid-year starters will also receive an induction at the point they join us. In addition, all new members of staff are allocated a mentor who will be on hand to offer guidance, answer questions and provide support during your early weeks and months at Swanlea.



TRAINING AND KEY INFORMATION

To help us maintain a safe, supportive and professional environment for our students and staff, all colleagues are required to complete regular training in:

- Safeguarding and Child Protection
- PREVENT
- Health and Safety
- GDPR

You will also be asked to familiarise yourself with key school policies, which are available on the J Drive (Help Files > Policies). In particular, please ensure you read:

- Special Leave Policy
- Attendance Management Policy
- Data Protection Policy
- Privacy Notices
- Data Breach Procedures
- Acceptable Use Policy
- Code of Conduct
- Fire Evacuation Procedures
- Mobile Phone Policy

These policies and training sessions are designed to support you in your role and ensure that we continue to provide the highest standards of care and professionalism across the school.

If you are ever unsure about anything during your induction period, don't hesitate to get in touch with our HR team.



STAFF WELLBEING AT SWANLEA SCHOOL

At Swanlea School, we recognise that our staff are our most valuable asset. We are committed to creating a working environment that supports your wellbeing, professional growth, and work-life balance.

Our wellbeing initiatives include:

1. Mental Health & Emotional Wellbeing

- Access to confidential counselling services
- Wellbeing workshops and webinars
- Regular wellbeing check-ins with line managers

2. Flexible Working & Work-Life Balance

- Flexible working options where possible
- Supportive approach to personal commitments
- Encouragement of healthy boundaries between work and home life

3. Professional Development & Growth

- Access to training and development opportunities
- Mentoring and coaching support
- Recognition of achievements and contributions

4. Health & Lifestyle Support

- Staff wellness programmes and resources
- Information on local health and wellbeing services
- Initiatives to promote physical activity and healthy habits

5. A Supportive & Inclusive Culture

- Leadership committed to staff wellbeing
- Open-door policy for feedback and support
- A community that values respect, collaboration, and inclusivity

At Swanlea, your wellbeing is not just a policy, it is part of our culture. We aim to ensure you feel supported, valued, and empowered to thrive in your role.



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