



GLOUCESTER
ACADEMY



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Proud to be part of the

GREENSHAW
LEARNING TRUST

RECRUITMENT PACK

Gloucester Academy
Painswick Road,
Gloucester,
GL4 6RN



Telephone: 01452 428800

Email: info@gloucesteracademy.co.uk

Dear candidate

Thank you for your interest in the role of Behaviour Intervention Lead at Gloucester Academy. We are proud members of the Greenshaw Learning Trust, a 'family' of like-minded schools, that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing our own distinctive character.

Gloucester Academy ensures that students and staff can develop and learn in a disruption free environment with exceptional standards. Our school is dedicated to the achievement of all and as such we provide exceptional training and education not only for our students but also for our staff whom we value equally.

Gloucester Academy has an exceptional track record of improvement with results last year making us the 11th most improved school in the country. In our latest Ofsted inspection Gloucester Academy achieved Outstanding in Personal Development and Good in every other category putting it above the vast majority of schools in the area. Our Ofsted result is a testament to the dedication of all staff in the school, the students and the support of the community. Gloucester Academy is an exceptional and incredibly successful school and is looking for like minded individuals who are committed to making a difference.

We are based in central Gloucester which in itself is in a beautiful area of the country and provides access to the Cotswolds whilst maintaining close proximity to Bristol and Cheltenham. The area we serve is diverse, and therefore our catchment and students offer a range of expectations and exciting challenges. At Gloucester Academy we make a real difference to the lives of all we serve.

The Trust is a vibrant and forward-thinking community of teachers, support staff and learners committed to educating the 'whole child' to improve life chances, whilst securing the best possible outcomes for students. We encourage all young people to work hard and make the most of the opportunities they are given. Our amazing team of teachers and support staff themselves demonstrate and encourage a lifelong love of learning, both within and beyond our curriculum.

As one of the highest performing multi-academy trusts in the country, we currently comprise of thirty seven schools: eleven in South London, seven in Berkshire, one in Surrey, fifteen in Gloucestershire and South Gloucestershire, and three in Plymouth. We are continuing to grow and have further schools joining us on a regular basis.

We strive to be an inclusive and diverse employer and we encourage applications from underrepresented demographics. We recognise the need to achieve a good work-life balance and encourage discussions regarding

flexible working across our schools and Shared Service teams. We aim to create the conditions under which our colleagues are able to thrive and to deliver exceptional work for the young people and communities which we serve. To get a feel of life at Greenshaw Learning Trust, please download our ['Why you should work for GLT'](#) recruitment brochure on our jobs portal.

Gloucester Academy is committed to safeguarding and promoting the welfare of children and young people therefore this appointment will be subject to vetting, including an enhanced DBS disclosure.

The school website provides a clear picture of our aspirations and our vision: however, please do not hesitate to contact us to seek further information from our School HR Manager, Christine Osment: cosment@gloucesteracademy.co.uk. We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.



Yours sincerely

Phillipa Lewis, Headteacher

ABOUT OUR SCHOOL

At Gloucester Academy, we have built our ethos on a strong set of core values which underpin everything that we do. Our aim is to give students at Gloucester Academy a better chance of success than if they attended any other school in the country.

Ambition, excellence and pride run through all aspects of school life.

Ambition

We have a strong desire and determination to achieve success. We believe there are no limits to what can be achieved. We do what it takes for as long as it takes. In other words, we go for it every day!

Excellence

We strive for greatness in everything we set our minds to. We endeavour to do our very best and excel in all aspects of school life.

Pride

We are 'fiercely' proud of ourselves, our school, our community and our Trust. We hold our heads high and feel a sense of togetherness and joy in our school.

GREENSHAW LEARNING TRUST EMPLOYEE BENEFITS

The GLT recognises that our employees are our most important asset, and we are aware that the quality and commitment of our employees is critical to our success. We offer all our employees the following staff benefits:

- A supportive ethos and concern for the well-being of all colleagues
- Excellent CPD opportunities and career progression
- Employer contributions to Local Government (LGPS) or Teachers Pension Scheme
- Access to Blue Light Card Scheme
- Access to Teacher Art Pass Scheme (teaching staff only)
- Cycle to Work scheme
- Gym membership scheme
- Employee Assistance Programme
- Free eye tests
- Car benefit scheme
- My Health discounts

TERMS AND CONDITIONS

SALARY

Salary calculated in line with Main Pay Scale Range, points M1-M6 (£31,650-£43,607), Upper Pay Scale Range, points UPS1-UPS3 (£45,646-£49,084). TLR 2B

HOURS OF WORK

Hours of work are Monday to Friday, 32.50 hours per week. This is a permanent position, all year round role,

PLACE OF WORK

Gloucester Academy, Painswick Road, Gloucester, GL4 6RN.

PENSION SCHEME

Under the Social Security Act 1986 the post holder has the right to make their own pension arrangements. They may choose to contribute to the Teachers' Pension Scheme or a Personal Pension Scheme.

Details of the Teachers' Pension Scheme are available at: <https://www.teacherspensions.co.uk>

HOLIDAY ENTITLEMENT

Subject to Working Time provisions of the School Teachers Pay and Conditions Document your holidays coincide with periods of school closure.

PROBATION PERIOD

New employees are required to complete a six-month probationary period.

STATUTORY CHECKS

All employment offers are made subject to checks in line with Government guidance (some of which are dependent upon the role/individual). These include: online checks, evidence of identity and right to work in the UK, an enhanced Disclosure and Barring Service check, overseas criminal record check if the successful candidate has worked or resided overseas in the last five years, confirmation of a satisfactory medical report, satisfactory references, evidence of qualifications, DfE teaching/management barred list check.

JOB DESCRIPTION

Post:	Behaviour Intervention Lead
Responsible to:	Assistant Headteacher, Behaviour and Culture Ethos
Responsible for:	INtervention support

ROLE OVERVIEW

We are looking for an enthusiastic subject specialist to join our committed Behaviour Team. The successful candidate will motivate, challenge, support and inspire our students. The ideal candidate ideally will have relevant experience in a similar role with a proven track record.

The role of the Behaviour Intervention Lead is to coordinate and deliver initiatives put in place to support our hardest to reach students. The role will ensure that resources are put in place to help us to realise our vision of ensuring that every child is able to climb their own personal mountain to the very best Universities or Professions.

The Behaviour Intervention Lead will lead an onsite provision to ensure students are accessing the curriculum whilst receiving the right provision to ensure a successful exit into full time education within Gloucester Academy. The post will be supported by the Behaviour Support Lead, the Early Help coordinator, pastoral support and Assistant Headteacher leading on behaviour. The role is to support students with multiple RFL or suspension episodes ensuring that they have the right access to support mechanisms to re-engage them with education. The role will involve working closely with parents or carers, work placement providers where applicable, alternative schools and external agencies.

MAIN DUTIES AND RESPONSIBILITIES

Leadership

Under the direction of the Assistant Head

- Coordinate with RSLs the delivery of a curriculum , using a mixture of online lessons and face to face teaching
- Coordinate with the Early Help Coordinator to ensure assessments in place to identify needs and appropriate intervention is in place
- Ensure the curriculum is fit for purpose and having the desired impact.
- Coordinate regular reviews of the progress of students within the provision.
- Work closely with the local authority on additional support available.
- Ensure that parents are engaged at every step of the process.
- Ensure resources available for the most challenging students to re-engage them with education and assess needs.

Managing staff

Under the direction of the Assistant Head

- Manage a member of support staff who will be in the provision

Systems and processes

Under the direction of the Assistant Headteacher

- Ensure that the school's referral and review processes for the alternative provision are rigorous and fit for purpose.
- Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding pupils and extremely high expectations of exemplary behaviour
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and expecting excellent practice
- Work with the SLT as appropriate, presenting on the impact of the alternative provision and other interventions on a fortnightly basis

TEACHING, LEARNING AND STUDENT PROGRESS

- To undertake a designated programme of planning and teaching across all key stages (KS3, 4 and 5) and to teach consistently high-quality lessons.
- To be a role model for students, inspiring them to be actively interested in your subject.
- To ensure the effective/efficient deployment of classroom support.
- To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and home learning.
- To lead, monitor and evaluate the assessment and feedback to students in line with whole school and department policy.
- To follow department monitoring and tracking systems relating to student's attainment, progress and achievement.
- To mark, grade and give written/verbal and diagnostic feedback as required.
- To undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To update professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology.
- To liaise with the relevant pastoral leaders to ensure the implementation of the Student Support system.
- To prioritise and manage time effectively, ensuring continued professional development in line with the role.
- To follow the school policies and procedures.

ASSESSMENT, FEEDBACK AND TRACKING

- To lead, monitor and evaluate the assessment and feedback to students in line with whole school and department policy
- To follow department monitoring and tracking systems relating to students attainment, progress and achievement
- To mark, grade and give written/verbal and diagnostic feedback as required
- To undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- To complete the relevant documentation to assist in the tracking of students
- To follow department policy regarding department tracking of student progress and use information to inform learning and teaching
- To follow setting and co-ordinating assessment arrangements in history at all Key Stages, and in all areas as required by school policies, including standardising those assessments.

STAFF DEVELOPMENT

- To continue personal development in the relevant areas.
- To engage actively in the Performance Management process.
- To participate in whole school professional learning programmes.
- To take part in the staff development programme by participating in arrangements for further training and professional development.

COMMUNICATIONS, MARKETING AND LIAISON

- To communicate effectively with the parents of students as appropriate
- Where appropriate, to communicate and cooperate with persons or bodies outside the school.
- To follow agreed policies for communications in the school
- To take part in marketing and liaison activities such as Open Evenings, Academic Review Days, liaison events with partner schools, etc.

SAFEGUARDING

- Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding Policy within the school.
- Comply with the school's Safeguarding Policy to ensure the welfare of children and young persons.
- Greenshaw Learning Trust is committed to safeguarding and promoting the welfare of children and young people therefore this appointment will be subject to vetting, including an enhanced DBS disclosure.

Greenshaw Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff and volunteers to share this commitment.

The duties and responsibilities in this job description are not restrictive and you may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

PERSON SPECIFICATION

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples, within their application.

	Essential	Desirable
Qualifications and training		
Good Hons. Degree.	x	
Qualified Teacher Status.	x	
Willingness to undertake further CPD.	x	
Relevant postgraduate studies.	x	
Evidence of wider professional development		x
Skills and experience		
Experience in Pastoral / Behaviour support or relevant work with young people in one of a range of fields such as education, youth work, health and social work.	x	
Excellent interpersonal and teamwork skills	x	
Excellent communicator – sensitive, compassionate and effective	x	
Knowledge of strategies to inspire and improve outcomes for students	x	
Outstanding organisational skills to ensure efficient and effective implementation of the role	x	
Knowledge of strategies to recognise and reward efforts and achievements and the ability to encourage students to become self-reliant and independent learners	x	
Excellent subject knowledge and a genuine passion for teaching your subject	x	
Understanding of Exam Board specifications	x	
Detailed knowledge of current curriculum and pedagogical developments in the teaching of your subject and the wider curriculum	x	
Able to demonstrate empathy; to be supportive, patient and caring and be able to manage potentially volatile situations.	x	
Able to adapt to changing role requirements.	x	
Able to support the implementation of the school's Behaviour Policy.	x	

Personal attributes		
Able to establish good working relationships with a wide range of people - students, colleagues and parents	x	
A willingness to become involved in all aspects of school life	x	
Committed to the safeguarding of children	x	

THE RECRUITMENT PROCESS

APPLICATION

To apply for a vacancy, please register for an online account and complete the online application form on the GLT website. In the application form you should demonstrate how you meet the requirements set out in the person specification. Include specific examples which support your application. You will have the opportunity to upload additional documents in support of your application if required.

Please ensure you enter your correct email address when registering for your online account. This is the email address we will use to contact you about your application.

Applications must be received no later than 11.59pm on Wednesday 20th May . Applications received after this date will not be considered. We reserve the right to interview candidates as applications are received and close the advert prior to the closing date should an appointment be made.

INTERVIEW PROCESS

Interviews will be held on a date to be confirmed. Shortlisted applicants will be invited by email to attend an interview. References may be taken up after shortlisting. Please indicate on your application form if you are happy for us to do so. As part of your interview, you may be asked to undertake a practical test related to the knowledge and abilities in the person specification.

TAKING UP POST

The successful applicant will take up the post on 1st September 2026 or sooner if possible.



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