



HILLSIDE PRIMARY SCHOOL

RECRUITMENT PACK

Proud to be part of the
GREENSHAW
LEARNING TRUST

Hillside Primary School,
Underhill Road,
Matson,
Gloucester, GL4 6HE



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WELCOME TO HILLSIDE PRIMARY SCHOOL

Thank you for your interest in the role of **Class Teacher**.

At Hillside Primary School, we are dedicated to creating an environment where all children, parents, and staff are supported to be the absolute BEST versions of themselves. We believe that true education is a collaborative journey. By working closely with parents, our staff ensures that every child learns to believe in their unique potential and makes continuous progress toward achieving it. We are a community built on a shared vision and a vibrant culture for learning—one that perfectly balances a high level of genuine care with constructive challenge. Every day, we strive to foster an authentic, welcoming space that makes Hillside the ultimate place to learn, grow, and work.

We believe a powerful curriculum is the foundation of lifelong success. At Hillside, our educational philosophy is anchored by five core pillars that shape how our pupils engage with the wider world:

- **Reading is the key to everything:** Reading is the gateway to our entire vision. We use a precisely sequenced journey to build the cultural capital our children need to belong, succeed academically, and navigate "hard thinking" with resilience.
- **Writing opens the door:** We teach the foundational knowledge required for children to become coherent, complex, and accurate writers. Through intentional, small steps, pupils explicitly learn to edit, refine, and improve their work.
- **Speaking starts the show:** Effective communication builds self-awareness and empathy. We empower children to voice their unique potential, engage deeply with their community, and show the resilience to be their most authentic selves.
- **Maths unlocks the world:** We cultivate the belief that through hard work and conceptual understanding, mathematical success is achievable for everyone. By developing fluency and reasoning through a small-steps curriculum, we teach that mistakes are essential steps toward embracing hard thinking.
- **Personal Development guides the way:** Through PSHE, assemblies, and community-led activities, we foster the self-awareness and empathy needed to belong. Our pupils learn to appreciate protected characteristics, celebrate a rich tapestry of backgrounds, and build the positive relationships required to succeed both personally and socially.

Inclusion is not an add-on at Hillside; it is the golden thread woven through everything we do. We are deeply committed to ensuring that every single child—regardless of background, ability, or circumstance—can believe in their potential. We achieve this through a high-quality universal offer combined with carefully tailored adaptations. By proactively identifying and removing barriers to learning, we empower all pupils to engage with our ambitious curriculum and make meaningful progress toward Age-Related Expectations. Through a compassionate, small-steps approach and high levels of care, we cultivate the resilience every learner needs to try, thrive, and be the BEST version of themselves.

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.

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 have schools across South London, Berkshire, Surrey, Gloucestershire and South Gloucestershire, and 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.

Hillside Primary School 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, Neil Ramsey: nramsey@greenshawlearningtrust.co.uk. We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.



Yours sincerely

Rebekah Millward, Headteacher

ROLE INFORMATION

We are recruiting a **Class Teacher** to join us on a fixed term basis for the 2026/27 academic year.

Hillside is a two-form entry primary school with its own pre-school, catering for children aged 2-11, with additional classes in Years 5 and 6 currently.

Our school opened this academic year, in our newly refurbished and decorated school buildings, following the amalgamation of Moat and Robinswood Primary Schools .

TERMS AND CONDITIONS

CONTRACT

Fixed term from 1st September 2026 to 31st August 2027

SALARY

Salary calculated in line with Main Pay Scale Range, points M1 – M6, Upper Pay Scale Range, points UPS1 – UPS 3 (England). Actual salary: M1-M6 (£32,916 - £45,352), UPS1 UPS3 (£47,472 - £51,048)

HOURS OF WORK

Full time, Monday to Friday

PLACE OF WORK

Hillside Primary School, Underhill road, Matson, Gloucester, GL4 6HE.

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.

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:	Class Teacher
Responsible to:	Headteacher or Deputy Headteacher
Responsible for:	Not applicable

ROLE OVERVIEW

We are looking for an enthusiastic Teacher. The successful candidate will motivate, challenge, support and inspire our students. They must also have relevant experience in a similar role with a proven track record.

MAIN ROLE OF THE JOB

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2012)
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school
- Must contribute and adhere to the overall ethos, vision and values of the school
- Must carry out all duties in accordance with the school's Health and Safety Policy and to contribute to the review of this policy
- Must be aware of and comply with policies and procedures relating to Safeguarding and Child Protection, confidentiality and data protection, reporting all concerns to an appropriate person

DUTIES AND RESPONSIBILITIES

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

TEACHING

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics (preferably Read Write Inc)
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document

BEHAVIOUR AND SAFETY

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils

- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

TEAM WORKING AND COLLABORATION

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document

FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Recognise and make a positive contribution to the wider life and ethos of the school, taking into account in particular the value of extra-curricular activities on the impact of developing pupils' self-esteem

ADMINISTRATION

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

PROFESSIONAL DEVELOPMENT

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012
- Engage proactively regular instructional coaching cycles, embracing purposeful feedback and incremental action steps to refine your craft in alignment with our "Always Learning" philosophy.

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		
Qualified Teaching Status	x	
Experience of teaching pupils in EYFS/KS1/KS2	x	
Have an up to date knowledge of child protection training and be committed to the safeguarding of children	x	
Understanding of responsibilities under SEN Code of Practice	x	
Have a secure knowledge of National Curriculum / Early Years Foundation Stage	x	
Have a working knowledge of the principles of Assessment for Learning and be able to use this knowledge in classroom practice	x	
Consistently demonstrate good to outstanding teaching	x	
Demonstrate how to use the most appropriate teaching and learning strategies and resources to meet the needs of all pupils	x	
Experience of using ICT effectively both in curriculum planning and teaching	x	
Respect for pupils' social, cultural, linguistic, religious and ethnic backgrounds with an understanding of how these may affect their learning	x	
Able to use a range of strategies to promote good behaviour	x	
Knowledge and experience of developing a purposeful learning environment	x	
If teaching early reading, proven track record of phonics teaching	x	
If teaching early reading, proven track record of phonics teaching with Read Write Inc		x
Personal and professional qualities and attributes		
Effective communication skills to develop the partnership with pupils, parents/carers and colleagues	x	
Awareness of the professional values and behaviour expected of teachers	x	
Commitment to professional development	x	
Ability to work creatively as part of a team	x	
Drive, determination, enthusiasm and flexibility	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 the **3rd July 2026**. 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 the **9th July**. 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 applicants will take up their posts on 1st September 2026.



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