



GREENSHAW
LEARNING TRUST

Head of Religious Studies

Recruitment Pack



**ALWAYS
LEARNING**

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Five Acres High School
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Dear Candidate

Thank you for your interest in the role of **Head of Religious Studies at Five Acres High School**. We are looking for a committed individual who is passionate about education and invested in supporting our students to be as successful as possible. This is an excellent opportunity to join a successful forward-looking school set in a dynamic community. Our world class school quality mark and school of character kitemark plus show this. This is a school that will give you an opportunity to demonstrate you are remarkable.

Five Acres High School is one of the top 3.5% of schools nationally for progress and recently rated 'Good' by OFSTED Our world class school quality mark and school of character kitemark plus show this. This is a school that will give you an opportunity to demonstrate you are remarkable. Our values are ambition, confidence, creativity, determination and respect and we pride ourselves on ensuring students work towards our mission which is to encourage students to 'Aim High, Work Hard and Be Kind'.

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 comprise of over thirty schools in South London, Berkshire, Surrey, Gloucestershire, South Gloucestershire and Plymouth. We are continuing to grow and have further schools joining us on a regular basis.

We are ambitious about diversity and inclusion and very much look forward to receiving applications from candidates whose personal qualities and values reflect those in the person specification and whose experiences also place them in a strong position to deliver the challenges set out in the job description. We encourage applications from candidates regardless of age, disability, gender identity, sexual orientation, pregnancy, marital status, religion, belief, or race.

Five Acres High 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 websites provide a clear picture of our aspirations and our vision; however, please do not hesitate to contact us to seek further information by contacting Dawn Pearse, HR Manager using the contact details at the top of this letter.

We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.

Yours sincerely



Simon Phelps
Headteacher

Department and Subject Information

Our Religious Studies Department

Context and Background:

We are a proud member 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 their own distinctive character. Our outstanding GCSE results over the past three years places Five Acres High School in one of the top 3.5% of schools nationally in terms of progress and we continue to be driven by our aim to ensure that our students will have a better chance of success than if they went anywhere else.

Our school maintains high expectations, with a strong focus on staff development and strong behavioural expectations and routines embedded within the school. This allows teachers to focus on planning and delivering excellent lessons which enable all students to make progress and feel successful. Our school is focused on enabling students to develop into well-rounded young adults who are instilled with the school’s core values of ambition, determination, respect, creativity and confidence. We are able to achieve this through our Character Education programme as well as our embedded practices such as our reading programme and knowledge rich curriculum.

The Department:

The RE department at Five Acres High school is made up of two experienced and specialist teachers. In addition, the team is supported by enthusiastic and dedicated staff who are committed to extending and deepening students' knowledge and understanding of a range of religions and beliefs, both in their local and global context. The RE Department builds on pupils’ prior learning, using a stringent knowledge-led approach, with a focus on supporting students to reflect and develop their values and beliefs to become active citizens and to show our core value of ‘respect’ by becoming courageous advocates in society, to challenge injustice and to foster empathy and tolerance to all.

Resources:

Lessons are centrally planned and resourced incorporating Rosenshine’s principles. They are supported by rich content ‘unit readers’ that ensure our students are well versed in the contextual knowledge required to achieve the very highest standards. All teachers are also supported with specifically curated wider reading and CPD material for every unit to develop ourselves as masters of our subject. This is supported by a wider CPD program directed by the Teaching and Learning Lead and the Developmental Drop In (DDI) process which provides every member of staff across the school with an informal lesson drop in every fortnight which highlight areas of strength, and provides staff with an actionable next step to drive their practice on even further. Every teacher has their own fully equipped classroom with visualisers to allow for modelling in all lessons. We are supported widely by whole school programs, starting the day with our challenging Tutor Time Reading Program every morning and ending the day with independent Drop Everything and Read time.

Curriculum:

Our RE curriculum at Five Acres High School is academic, ambitious, rich and varied. Our carefully planned and interleaved KS3 curriculum is stimulating and engaging. Our KS3 curriculum provides opportunities for students to understand a range of both religious and secular viewpoints and deliberate practice tasks support extended writing and opportunities for students to construct, evaluate and debate a range of topics, such as; evil and suffering, existence of the universe and life

after death. Students will explore a wide range of religions, philosophers and sacred writing or text in order to develop the skills required to excel in their GCSEs and beyond. At KS4, all students are prepared for the AQA GCSE in Religious Studies. They study the religions of Christianity and Buddhism.

Greenshaw Learning Trust – ‘Always Learning’

GLT is one of the highest performing multi academy trusts in the country that provides high quality comprehensive, non-selective and inclusive education. The Trust is committed to meeting the needs of every student and our schools offer a broad curriculum and wide range of special needs provision in a welcoming and challenging environment.

We are extremely proud of our success, but we are not complacent. We believe that we can – as an academy trust, as schools and as individuals – always improve. We are all ‘Always Learning’.

Each school in GLT is led by its own leadership team and a governing body, which have the support of the wider Trust to help them achieve their objectives for their school. Being part of the Trust provides our schools with an effective structure, collaboration, and support. Our culture of trust and openness fosters mutual support and continual improvement.

At GLT it is really important to us that our classrooms are disruption free and the schools are calm and orderly. Our shared behaviour policy assists to make this happen and enables our teachers to have the greatest impact on the educational outcomes of the children in their classes.

School-to-school collaboration is enabled by regular contact between school leaders. Our shared services professionals provide a wide range of effective, rapid and flexible support, advice and guidance to our schools, including curriculum support, school improvement, staff training and development, admissions, attendance, behaviour, safeguarding and SEND, pupil services, estates, finance, HR, IT, catering, clerking, procurement and governance.

From its establishment as a multi academy trust in 2014, the Trust has grown significantly and currently employs around 3,400 people and educates over 22,000 students. Further information about our schools can be found [here](#).

The Greenshaw Learning Trust Mission Statement

We are ambitious for our schools and their students. We believe that there is no ceiling on what can be achieved by anyone, regardless of their circumstances or background.

We are committed to providing a supportive and inclusive learning environment, giving every young person the opportunity to fulfil their potential now, and in the future.

We seek to realise the power of individuals and organisations working together in collaboration whilst retaining their individuality, and we recognise that we can always improve.

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
- Cycle to Work scheme
- Gym membership scheme
- Employee Assistance Programme
- Free eye tests
- Car benefit scheme
- My Health discounts

Terms and Conditions

Line Managed by:	Assistant Headteacher
Line Management:	Not applicable
Contract:	Permanent
Salary:	Salary calculated in line with; Main pay scale 1 – 6 (£31,650 - £43,607) per annum Upper pay scale 1 – 3 (£45,646 - £49,084) per annum
TLR:	TR2b - £5,641.00
Hours of Work:	Monday to Friday, 32.5 hours per week
Place of Work:	Five Acres High School. Five Acres, Coleford, Gloucestershire, GL16 7QW
Medical Examination:	The appointment is subject to a satisfactory medical report
Superannuation:	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
Disclosure & Barring Service Check:	This appointment is subject to the receipt of a satisfactory enhanced Disclosure and Barring Service check
Right to Work Check:	This appointment is subject to verification of the right to work in the UK. Where the successful candidate has worked or been resident overseas in the last five years, such checks and confirmations may be required in accordance with the statutory guidance

Job Description

Head of Religious Studies

This job description forms part of the contract of employment of the successful applicant. The appointment is subject to the conditions of employment of Teachers contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation.

Responsible to: Headteacher

Strategic Leadership

To develop, promote and monitor whole school policies and procedures with specific responsibility for improving outcomes within the department

To audit and plan the curriculum provision and enrichment within the department

To identify areas for improvement within the department and contribute to whole-school self-evaluation and improvement planning

To set expectations and targets for staff and students in relation to student achievement and monitor progress towards these targets

To contribute to the appointment of staff to the department

To deploy teaching and support staff within the department

To carry out Performance Management in line with whole school procedures

To manage a budget and oversee effective allocation of material resources within the department

Teaching and Learning

To support curriculum development for the whole department

To ensure that teaching and learning in the department is of a consistently high standard and provides challenge and engagement

To create (or support staff to create), to review and to update effective schemes of work for all key stages which support the highest quality teaching and enable progression for all students

To keep up to date with national developments in the subject area, teaching practices and methodology

To actively monitor and respond to curriculum development and initiatives at national, regional and local levels

To teach consistently high-quality lessons

To plan and deliver schemes of work and lessons that meet the requirements of KS3 and 4

To be a role model for students, inspiring them to be actively interested in your subject.

To maintain appropriate records and to provide relevant accurate and up-to-date information for Bromcom, registers

To set expectations for staff and students in relation to standards of achievement and the quality of learning & teaching

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 homework

To update professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology.

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 Academy monitoring and tracking systems relating to students' attainment, progress and achievement

To make use of analysis and evaluate performance data provided

To identify and take appropriate action on issues arising from data, systems and reports, setting deadlines where necessary and reviewing the progress on the action taken

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

Personal Development

To continue personal development in the relevant areas including subject knowledge and teaching methods

To engage actively in the Performance Management process

To participate in whole school CPD 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.

Personal Responsibilities

To play a full part in the life of the school community and to encourage staff and students to follow this example

To actively promote school policies and procedures

To comply with the school's Health & Safety policy and undertake risk assessments as appropriate.

To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment

To undertake duties before the school day, at break and after the school day on a rota basis

To attend meetings scheduled in the school calendar punctually

To set cover work during any leave of absence

To adhere to the School's Safeguarding Policy.

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 in order to ensure the welfare of children and young persons

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties and responsibilities in this job description are not restrictive and the post holder 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.

Criteria	Essential	Desirable
Training, Qualifications and Experience: On their application form, candidates will demonstrate that they have the following training, qualifications, and school experience:		
	<ul style="list-style-type: none"> • Qualified teacher status • Relevant Degree or equivalent level • Evidence of continuing professional development 	<ul style="list-style-type: none"> • Post graduate qualification • Evidence of wider professional development
Personal and Professional Qualities and Attributes: In their statement of suitability and during the selection process, candidates will demonstrate the ability to:		
	<ul style="list-style-type: none"> • An outstanding classroom practitioner • Awareness and or involvement with ITT/appropriate CPD • Able to identify strengths and weaknesses in students and act appropriately • Experience of implementing systems and processes to aid learning, teaching and student development • Proven experience of maximising student outcomes at all levels • Excellent interpersonal and teamwork skills • Excellent communicator – sensitive & effective • An ability to establish good working relationships with a wide range of people including students, parents, governors and colleagues • Knowledge of strategies to inspire and improve outcomes for students • The knowledge and vision to put strategies into practice to meet current and future challenges • Outstanding organisational skills to ensure efficient and effective operation • Confidence and experience in the use of ICT for learning, teaching and admin 	<ul style="list-style-type: none"> • Management and experience of curriculum innovation • Experience of policy review, development and implementation • Experience of successful leadership of a department • Link to/with the wider world of work • Actively seeks additional opportunities to engage students in their subject outside of the mainstream curriculum.

Additional Requirements: In their statement of suitability and during the selection process, candidates will demonstrate that they can meet the following requirements:

- | | | |
|--|---|--|
| | <ul style="list-style-type: none"> • A willingness to become involved in all aspects of school life • Commitment to high standards and expectations • High levels of professional integrity • The ability to work independently, willingness to take tough decisions and face the challenges of managing change • A commitment to sustaining and raising achievement, attainment and aspirations of all students • Potential and capacity to grow professionally. | |
|--|---|--|

The Recruitment Process

1. Application

Visit our website to view our current vacancies [here](#)

To apply for a staff vacancy, please register for an online account and complete the online application form. The recruitment process is managed via your online account and you will receive regular notifications regarding the progress of your application.

You have the opportunity to upload an attachment to support your application if desired. In the application form you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples which support your application.

Applications must be received no later than **Tuesday 21 January 2025**. Applications received after this date will not be considered.

2. Shortlisting

Shortlisting will be finalised on **Wednesday 22 January 2025**. Shortlisted applicants will receive an email inviting them to select their preferred interview time. Please ensure you enter your correct email address on your application form and provide a contact telephone number. References may be taken up after shortlisting. Please ensure you indicate clearly on your application form if you are happy for us to do so.

3. Interview Process

Interviews will be held on either **Tuesday 28 or Thursday 30 January 2025**. Applicants may also be asked to undertake a practical test related to the knowledge and abilities in the Person Specification.

4. Feedback

Unsuccessful shortlisted applicants will have the opportunity for professional feedback during the week following the interviews.

5. Taking up post

Start date 1 May 2025.

6. Additional information

For further information, please contact Dawn Pearse, HR Manager by emailing dpearse@5acreshighschool.co.uk

7. Safeguarding

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 successful applicant will be subject to an Enhanced DBS and barred list check.