



GLOUCESTER
ACADEMY



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ACADEMY**



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 Lead Practitioner Maths 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.

At Gloucester Academy the term Lead Practitioner gives the successful candidate a chance to work on a whole school initiative that the successful candidate is most interested in or has most experience of whether that be raising attainment across the school, teaching and learning or curriculum development. Equally if your interest lies primarily in Maths rather than whole school then this is also an extremely valuable asset. At Gloucester Academy we ensure the development of our staff is tailored to the interests of the staff in conjunction with the needs of the students to ensure we get the best of both. At the Academy we also run a Lead practitioner programme so that we can enhance the experience of staff that may not otherwise have the experience they feel they need to jump straight into a whole school role. Come in and have a tour and chat if this sounds of interest to you.

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 Head's PA , cgasher@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.

DEPARTMENT INFORMATION

The Mathematics department is made up of passionate teachers, including one Edexcel examiner (with more in the process of becoming examiners) plus an equally passionate maths HLTA. Improving ourselves as teachers is paramount to the team through weekly PD sessions, subject knowledge enhancements, online courses, and exam conferences. We are always looking to be at the forefront of the latest mathematical pedagogy; this year we ran subject specific PD based on Craig Barton's "ReflEct, Expect, Check, Explain" book. Furthermore, as part of the Greenshaw Learning Trust we are active participants in the GLT Maths Book Club with guest speakers so far including Doug Lemov, Peter Mattock, Mark Mcourt, David Didau and John Mason.

Resources:

In each classroom there is a visualiser which the maths team uses during the input part of every lesson. Each student has their own mini whiteboard enabling teachers to assess their class with ease. There are also textbooks for KS3 and KS4 which are used to support student's learning.

We use Sparx with our Y7-11s. Students have weekly homework tasks set on these platforms, the tasks are centred around retrieval practice. There are lunchtime drop-in sessions available to support and we also have Sparx Ambassadors who give up their own lunchtime to support other students.

The team works on and embed the latest mathematical pedagogy into our continually developing shared lesson bank. Each lesson has been designed with a retrieval segment to start the lesson, the main body of the lesson focuses on *I Do, We Do, You Do*, with students completing at least 20 minutes of silent independent work (use of GCSE questions is encouraged for all year groups) the end of the lesson has at least two diagnostic questions which students answer using their mini whiteboards. The use of live marking in lessons, when permitted, is used, resulting in our students being able to correct mistakes before they become embedded.

Curriculum:

Students are examined through Edexcel, and our Schemes of Learning allow for a seamless transition between KS3 and KS4, with topics mapped out from one year to the next. Assessments are completed during the school assessment windows, with time built into the schemes of learning for students to work on their individual gaps of knowledge. All Year 11s attend a weekly period 6, this time is used for exam practice and to support students with essential exam topics.

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.

TERMS AND CONDITIONS

SALARY

Salary calculated in line with Lead Practitioner Range, points L1-L6 (£50,025-£56,593) *5 point salary range**.

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:	Lead Practitioner Maths
Responsible to:	Assistant Headteacher
Responsible for:	N/A

ROLE OVERVIEW

We are looking for an enthusiastic subject specialist to join our committed Mathematics Department. 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. You will work with colleagues, Trustees, and parents/carers, in partnership, sustaining and improving the quality of education;

- To enable all students to realise their individual talents to the full
- To prepare all students for the changing demands of future adult life
- To encourage a view of education as an enjoyable lifelong process

Creating an appropriate working environment which promotes students' aspirations to climb the mountain to the very best universities or professions.

MAIN DUTIES AND RESPONSIBILITIES

Within the Department

- Role model excellent Key Stage 4 teaching in Maths
- Teaching excellent and rigorous lessons at all Key Stages.
- Leading on the planning, sequencing and assessment of the KS4 curriculum
- Being responsible for KS4 Maths outcomes
- Supporting the department by leading on pedagogy within the department, contributing to meetings, and helping to resource the curriculum
- Working collaboratively with colleagues in the department and across the Academy and Greenshaw Learning Trust to plan lessons which ensure outstanding progress for all students
- Adhering to the school's principles of a knowledge led curriculum
- Analyse progress and attainment data to make data-driven changes to curriculum design, and pupil interventions
- Meticulously plan and teach engaging and challenging lessons

Across the school

- Work in close partnership with the Assistant Headteacher for Teaching and Learning and other Lead Practitioners to develop and deliver the school's Teaching and Learning strategy
- Fully engaging in the Developmental Drop In (DDI) process by both giving and receiving feedback
- Deliver whole staff training and evaluate the effectiveness of current training
- Setting the highest standards and behavioural expectations in lessons and around the school
- Committing to and supporting the school's policy and practice in relation to safeguarding and child protection
- Undertaking such other duties and responsibilities as may be reasonably requested by the Head of Maths or the Senior Leadership Team, in accordance with the relevant Pay and Conditions document
- Provide school improvement support to other schools within the Greenshaw Learning Trust as and when appropriate
- To undertake a designated programme of teaching across all key stages
- 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 complete the relevant documentation to assist in the tracking of students
- To set expectations for staff and students in relation to standards of achievement and the quality of learning & teaching
- To prioritise and manage time effectively, ensuring continued professional development in line with the role
- To follow the school policies and procedures
- 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.

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, including subject knowledge and teaching methods.
- 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
Evidence of excellent impact on outcomes over a period of time		x
Working effectively as a lead/HoD/Middle Leader - showing positive impact on outcomes.		x
Experience of leading on whole school development		x
Leading colleagues to support improving outcomes		x
Leading initiatives beyond your own subject area		x
Conduct lesson drop ins and coaching colleagues		x
Developing new and innovative ways of delivering the curriculum efficiently i.e. use of visualisers and booklets		x
Skills and experience		
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	
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 the 22nd March 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

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 September 2026 .



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ORU Sutton,
7 Throwley Way,
Sutton SM1 4AF



020 3988 0218



info@greenshawlearningtrust.co.uk



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Painswick Road
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