



FIVE ACRES HIGH SCHOOL

RECRUITMENT PACK



Proud to be part of the

GREENSHAW
LEARNING TRUST

Five Acres High School,
Beech Avenue,
Coleford,
Gloucestershire GL16 7QW

Telephone: 01594 832263

Email: admin@5acreshighschool.co.uk



Dear candidate

Thank you for your interest in the role of **Lead Practitioner- Numeracy** 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 sits within the top 100 schools nationally in The Fairer Index list. It is also a designated lead setting for the RISE Attendance and Behaviour Support Programme. This is a school that will give you an opportunity to demonstrate you are remarkable and give you the best chance of success. Our values are ambition, confidence, creativity, determination and respect; 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.

Our 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.

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 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, Dawn Pearse, dpearse@5acreshighschool.co.uk.

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



Yours sincerely

A handwritten signature in black ink, appearing to read 'S. Phelps', enclosed in a light grey rectangular box.

Simon Phelps, Headteacher

ABOUT OUR SCHOOL

At Five Acres High School, 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 Five Acres 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.

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.

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/team information

The Mathematics department at Five Acres is made up of 1 full-time Head of Department, 1 very experienced full-time Second in Department, 1 Lead Practitioner and 2 outstanding teachers. We also have a superb HLTA assigned specifically to Mathematics. The team is innovative, enthusiastic and supportive, dedicated to instilling a love of Mathematics in our students. The Mathematics Department builds on pupils' prior learning, using a stringent knowledge-led approach, with a focus on developing our pupils' understanding and ability to transfer those skills. Excellent use is made of objective data to set demanding targets and monitor progress. The department has been highly successful over the last 5 years. Constantly hitting 75% for grade 4+ but more importantly a very high Progress 8 score for all levels of ability. The last published figures put the maths results at Five Acres within the top 4% in the country.

The success of the mathematics team is embedded through collaboration and all working to the same goal. Everyone has a voice and we work independently and collaboratively so we all have equal ownership on how we move forward as a department.

Resources

The resources we use are extensive and used across the Greenshaw Learning Trust. We start every lesson with a Low Stakes Quiz either pre-set or developed by the teachers here at Five Acres, everyone uses these for consistency. We follow the very explicit model of I do/We do/You do.

A range of resources within our extensive Google Drive and subscriptions allow staff to deliver the mathematics curriculum in a fashion conducive to bringing about the sustained development of the students' mathematical knowledge-base; their conceptual understanding and their ability to utilise mathematics from across the attainment strands in order to solve abstract, in addition to, 'real-world' problems. Regular use is made of interactive whiteboard activities and deliberate practice. Cross-trust and cross-phase work is a continued focus. The school has developed links with feeder primary schools and contributes to the transition process.

We have one homework platform called Sparx that forms a huge part of our assessment process. Sparx links to our school curriculum so homework is preset and also adapts to individual students. This gives teachers more time to analyse and use the feedback data in their lessons planning.

The deliberate practice phase of the lesson is very much skill based and significant time and care is taken in selecting the correct exercise so students can make excellent progress.

We have department meetings scheduled into the timetable on a fortnightly basis that allow for CPD, general running of the department and check-ins with all staff. We also have on average a tri-weekly session afterschool dedicated to CPD within the mathematics team, focussing purely on Teaching and Learning. As a reading school, who recognise the importance of constantly looking to improve our pedagogy, we also discuss any relevant reading. All teachers are supported by the DDI process which involves a fortnightly drop in by a member of the mathematics team and/or a member of the SLT. This replaces formal observations and is purely a coaching process to improve everyone's teaching.

Curriculum

The curriculum is much more than just lessons. It includes the ethos, attitudes and relationships which create high-quality life in all of our schools. Our aim is to provide a broad, balanced and rigorous curriculum that is world class and meets the needs and aspirations of every young person as 'we want' them to be well prepared for their future.

In Mathematics, our intent is that:

'Pupils will have the knowledge to make logical connections, with the confidence to approach any problem with resilience and determination in order to achieve and be successful. They will be fluent learners through representation, variation and structure. They will achieve this through mathematical thinking and coherence.'

The curriculum is divided up into the big ideas, which are:

Number, Algebra, Ratio & Proportion, Geometry, Probability & Statistics

At present we use the Sparx curriculum (Year 7,8,9,10) and a mix of tailored responsive curriculums where appropriate. It is truly a world class curriculum. This curriculum is split into year groups and changes to Foundation and Higher in Year 10 and the first term of Year 11. After Christmas in Year 11 the Scheme for Learning becomes a reactive one and is based on class question level analysis. We focus on closing the gaps in students' knowledge in readiness for their upcoming examinations. The curriculum here in Mathematics at Five Acres is forever developing and receiving tweaks to ensure students are provided with the best chance of success.

We assess students all the time through formative assessment but summative student assessments are carried out two or three times a year. After each summative assessment is marked and moderated, data is collated and question level analysis is created to inform staff and students on how to improve.

We frequently gather additional information regarding the students' current performance. We perform an additional activity called a Try It Now (TIN). The Try It Now is reactive to previous learning which has filtered through into homework and been well answered by students. This is then self / peer assessed.

TERMS AND CONDITIONS

CONTRACT

Permanent

SALARY

Salary calculated in line with Lead Practitioner pay scale 3 - 7 (£54,663 - £60,443 per annum)

HOURS OF WORK

This role will be on a leadership contract which is not subject to the 1265..

PLACE OF WORK

Five Acres High School, Beech Avenue, Coleford, Gloucestershire GL16 7QW.

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:	Lead Practitioner - Numeracy
Responsible to:	Assistant Headteacher for Teaching and Learning
Responsible for:	N/A

ROLE OVERVIEW

To raise standards of student attainment and achievement for all students.

To develop and implement teaching and learning initiatives and strategies throughout the school to raise and enhance the teaching practice of others and numeracy across the curriculum.

To be a model of excellent practice.

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

RESPONSIBLE FOR

Teaching and supporting all designated classes in subject area

JOB PURPOSE

- To develop high quality pedagogy throughout a department.
- Lead in Five Acres High School's Teaching and Learning team
- Work collaboratively with other middle leaders including department leads and other lead practitioner colleagues to drive the school improvement priorities across the whole school
- Develop high quality pedagogy across the school
- Lead and deliver INSET across the school
- Promote the school's vision, culture and ethos of teaching and learning
- Create a culture of sharing best practice
- Lead and develop a coaching and mentoring programme to support colleagues
- Maintain an up-to-date knowledge of new ideas regarding teaching and learning pedagogy
- Be proactive in seeking out networks and research in order to identify best practice and the latest developments in pedagogy
- Use the outcomes from internal reviews to inform the delivery of school CPD
- To contribute to the school procedures for lesson observation
- Work in collaboration with the designated member of the SLT in planning induction programmes for new staff, including trainees, newly qualified teachers and teachers new to the school
- To produce Teaching and Learning updates through in the loop, tweak of the week etc
- To provide support to other schools within the Trust as agreed
- Engage fully in the Developmental Drop In (DDI) process, both giving and receiving feedback.

TEACHING

- Model outstanding teaching and learning in one's own lessons
- Support teaching staff to consistently and effectively plan lessons and sequences of lessons to ensure student progress targets are met
- To model / team teach and disseminate examples of effective planning practice within the school
- To take steps to ensure that feedback from lesson observation, work scrutiny and analysis of assessment data is appropriately reflected in teacher's planning and supports effective practice
- To ensure curriculum resources including long term plans, schemes of learning and individual lesson resources are available and used effectively across one's own subject area
- To ensure homework is effective in raising achievement and supporting excellent teaching and learning across one's own subject area

ASSESSMENT, FEEDBACK AND TRACKING

- Quality assure teaching and learning across the school
- To evaluate and report on the effectiveness of practice, suggesting areas and issues for further improvement
- Produce reports within the quality assurance cycle

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 CPD programmes
- To take part in the staff development programme by participating in arrangements for further training and professional development.
- To actively engage with the DDI process.

STUDENT SUPPORT AND PROGRESS

- To be a tutor to an assigned group of students if and when required
- To promote the general progress and well-being of individual students and the Tutor Group as a whole.
- To liaise with the relevant pastoral leaders to ensure the implementation of the Student Support system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required
- To contribute to the preparation of action plans and other reports as required
- To alert the appropriate staff to problems experienced by students
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To apply the Behaviour Policy so that effective learning can take place

- To meet with students over whom there are concerns and contact home where necessary in conjunction with year head or department head as appropriate
- To participate fully in the tutor time reading programme.
- To provide student involvement in the character education programme.

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, Parents Evenings, 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		
Qualified Teacher Status.	x	
Relevant degree or equivalent level	x	
Evidence of continuing professional development	x	
Accreditation as a Lead Practitioner Designate OR An expectation that this will be completed within the first 18 months of being in the role.		x
Post graduate qualification		x
Evidence of wider professional development		x
Skills and experience		
An outstanding classroom practitioner	x	
Awareness and or involvement with ITT/appropriate CPD	x	
Able to identify strengths and weaknesses in students and act appropriately	x	
Experience of involvement in developing and supporting colleagues through coaching and mentoring	x	
Knowledge of recent developments in teaching and learning pedagogy	x	
Evidence of active involvement in school-wide provision initiatives	x	
Excellent interpersonal and teamwork skills	x	
Excellent communicator – sensitive & effective	x	
An ability to establish good working relationships with a wide range of people including students, parents, governors and colleagues	x	
Knowledge of strategies to inspire and improve outcomes for students	x	
Ability to plan, monitor, evaluate and review	x	
The knowledge and vision to put strategies into practice to meet current and future challenges	x	
Outstanding organisational skills to ensure efficient and effective operation	x	

Confidence and experience in the use of ICT for learning, teaching and admin	x	
Excellent logistic and organisational skills	x	
Experience of policy review. development and implementation		x
Experience of implementing systems and processes to aid learning, teaching and student development		x
Proven experience of maximising student outcomes at all levels		x
Personal attributes		
A willingness to become involved in all aspects of school life	x	
A commitment to high standards and expectations	x	
High levels of professional integrity	x	
The ability to work independently and have a willingness to take tough decisions	x	
Able to face challenges and be adaptable to change	x	
A commitment to sustaining and raising achievement, attainment and aspirations of all students.	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 Monday 16 March 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 Friday 20 March 2026. 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 ASAP.



GREENSHAW LEARNING TRUST



ORU Sutton,
7 Throwley Way,
Sutton SM1 4AF



020 3988 0218



info@greenshawlearningtrust.co.uk



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