



GREENSHAW
LEARNING TRUST



Maths 2iC

Recruitment Pack

**ALWAYS
LEARNING**

Contents

- **Candidate Letter**
- **Introduction - Greenshaw Learning Trust (GLT)**
- **GLT Mission Statement**
- **GLT Employee Benefits**
- **Terms and Conditions**
- **Main Responsibilities and Duties**
- **Job Description**
- **Person Specification**
- **The Recruitment Process**

Dear Candidate

Thank you for your interest in the role of Maths Second in Charge (2iC) at Coombe Wood School.

This is an exciting opportunity to join the school as an integral member of the Maths Department, to work alongside existing colleagues to also help support other local schools in the cluster.

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 thirty four schools: eleven in South London, five in Berkshire, one in Surrey, fourteen 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 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.

Coombe Wood 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 *please contact the schools HR manager: hhammond@coombewoodschool.co.uk*. We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.

Yours sincerely



Ms N Williams
Headteacher

Greenshaw Learning Trust – ‘Always Learning’

GLT is one of the highest performing multi academy trusts in the country that provides high quality comprehensive 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 3,700 people and educates over 23,500 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
- 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

Line Managed by:	Head of Maths
Line Management:	Of approximately 2-4 members of the Maths Department
Contract:	Permanent
Salary:	M1-6, UPS1-3.
Hours of Work:	32.5 hours per week, Monday to Friday.
Place of Work:	30 Melville Avenue, South Croydon, CR2 7HY.
Medical Examination:	The appointment is subject to a satisfactory medical report
Superannuation:	<p>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.</p> <p>GLT will recognise continuous local government service for redundancy purposes in line with the Redundancy Payments (Continuity of Employment in Local Government, etc) (Modification) Order 1999.</p>
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

Responsibilities

Ensuring high standards in: Teaching, Learning and Assessment; Outcomes for Students; Personal Development and Behaviour and Welfare.

CWS has a clear Learning and Teaching methodology that lends structure and consistency across all classrooms, whilst at the same time allowing middle managers and class teachers to style their departments and classrooms in a way that suits their educational beliefs. 'Structure liberates' but too much structure stifles and CWS is constantly reviewing the balance in this regard to allow teachers to teach in their own style within organised classroom environments.

Significant work has been done by teachers and middle leaders thus far, to establish clear schemes of work and lesson structures that enable all students to make at least expected progress on their individualised GCSE flight paths.

Head of Department roles will have overall responsibility for the development, content and delivery of GCSE and A level courses, plus continuing and extending the departmental expertise through staff training at all levels. 2i/c will additionally lead on some projects.

Ensuring high standards of Teaching, Learning and Assessment:

- Deliver high quality lessons in the spirit of the vision for learning set out by the Leadership Group of the school and the Learning and Teaching principles of the school.
- Plan effectively for high quality teaching, learning and assessment through the creative design and effective implementation of Assessment Schedules and Schemes of Work.
- Engage in a collaborative approach to planning as far as possible.
- Engage in or deliver appropriate Continual Professional Development opportunities to enhance the quality of teaching, learning and assessment.
- Maintain a high awareness of current pedagogical and subject specific developments and adopt as appropriate.
- Assist in, and engage with, the monitoring and evaluation of the quality of teaching, learning and assessment within your Subject Area, in line with school policy, through the frequent use of learning observations, drop ins, works samples, student/parent/staff voice and assessment moderation.
- Ensure homework is used effectively to enhance and develop student learning.
- Accept and use regular feedback from monitoring and evaluation exercises.
- Plan and lead high quality educational trips and events that will enhance learning.
- Create a high quality learning environment in the Subject Area through learning focussed displays and resources.

Ensuring excellent outcomes for students:

Students must be exceptionally well prepared for the next stage of their education (Key Stage 4 and Key Stage 5), comparing well against national progress measures. All staff at CWS support the objectives that:

- Staff maintain a high awareness of how students can secure excellent outcomes in public examinations within their subject area through CPD, examination board training and thorough analysis of past papers, recalled scripts and examiners' reports.

- Assessments and Schemes of Work in all Key Stages are designed to give students a high awareness of how to be successful and equip them with the skills to achieve at target grade and beyond.
- Students receive effective feedback in line with the School's assessment policy that is responded to effectively to enable them to be successful.
- School and departmental systems track student attainment, progress, effort, conduct and organisation.
- Staff use internal and external attainment, progress and attitudinal data to identify and support students or groups of students causing concern for any reason including low attainment, slow rates of progress, poor effort, poor conduct or poor organisation.
- Attainment and progress data is used to differentiate effectively in lessons to ensure appropriate levels of challenge for students.
- Staff liaise with Form Tutors, Year Leaders, Senior Leaders and any other relevant people to communicate key information about student attainment, progress and behaviour.
- Staff communicate key information about students to parents/carers in a timely manner through appropriate forms of communication such as email, phone calls, face to face meetings or parent / carer evenings.
- Relevant SEND data is used to ensure personalised provision and high rates of progress for disadvantaged students.

Ensuring high standards in Personal Development, Behaviour and Welfare:

This includes students' spiritual, moral, social and cultural development which must equip them to become thoughtful, caring and active citizens in school and in wider society.

- Ensure students are confident and self-assured learners. They are proud of their achievements and of their school.
- Ensure students are provided with opportunities to discuss and debate issues in a considered way showing respect for others.
- Deliver a curriculum that successfully enhances students' social, moral, spiritual and cultural development and reinforces key British values.
- Ensure there is a positive culture within your areas of work in which students are passionate about learning and conduct themselves impeccably.
- Build excellent, professional relationships with students based on mutual respect and trust.
- Use the School's Behaviour and Culture and Ethos policies correctly and effectively.
- Ensure students in your care are safe at all times and work in accordance with current School and nationwide child protection procedures.
- Record and log all sanctions, praise and intervention in accordance with Subject Area and School policy.
- Model high standards of professional conduct and dress at all times when representing the school.
- Deliver high quality form time sessions following guidance provided by Heads of Year.
- Mentor and intervene with members of your form group where appropriate, accurately logging interventions and monitoring their impact.
- Encourage your students to understand the importance of staying fit and healthy and to make informed choices about healthy eating, fitness and their emotional and mental well-being.
- Promote an excellent understanding of how students can stay safe online and encourage an awareness regarding the inappropriate use of technology which includes social networking.

Leadership and Management (where appropriate):

- Maintain high quality working relationships with staff that contribute to creating a productive and happy working environment.
- Engage with the School's appraisal system and use it proactively to develop yourself and your team.
- Reflect on the effectiveness of subject delivery both informally and through the whole school Self-Evaluation Form and School Development Plan that are 'live' documents referred to and progress checked regularly at CWS.
- Prepare for Subject Area meetings using the 'common agenda'. Also attend all other meetings as timetabled or required in directed time.
- Support the School in fulfilling the School Development Plan targets and Self-Evaluation Form next steps.
- Work with school leaders internally and externally in reviews and partnerships to develop good practice.
- Contribute to the formulation and review of School policies and procedures.
- Support the training of PGCE students and ECTs within the school.
- Model and support safeguarding, equality of opportunity and diversity throughout all your practices.

Other duties

- Attend all training and events required as part of directed time.
- Perform supervision duties as required.
- Contribute to the wider life of the school.
- Perform all other reasonable requests from the Headteacher.

Outcomes

The work carried out helps raise student motivation, aspiration and achievement, improving behaviour and contributing to a wide range of school objectives within the School Development Plan (SDP).

Final responsibilities will be agreed with successful applicants.

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"> ➤ Good Honours Degree ➤ PGCE, QTS ➤ For subject lead or HOD roles a minimum of 2 years' teaching at A level ➤ Experience of teaching good and outstanding lessons ➤ Experience of raising student attainment in an aspect of school work ➤ Experience of planning and managing change within an aspect of subject based school work ➤ Experience of working with a group of students offering pastoral support 	<ul style="list-style-type: none"> ➤ Higher degree or evidence of further study ➤ A commitment to obtain further qualifications ➤ Teaching Advanced Level ➤ Experience of researching and initiating subject focussed initiatives ➤ Experience of subject focussed self-evaluation ➤ Teaching across two Key Stages ➤ Teaching Advanced Level ➤ Experience of researching and initiating subject focused initiatives ➤ Experience of subject focused self-evaluation
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"> ➤ Evidence of relevant Continuing Professional Development (CPD) ➤ An outstanding subject knowledge and understanding of its place within the national curriculum ➤ The ability to teach good and outstanding lessons ➤ The ability to communicate how to teach outstanding lessons ➤ Strong interpersonal and communication skills ➤ Highly effective time management, organisational and administrative skills ➤ Up-to-date knowledge of best pedagogic practice and an 	<ul style="list-style-type: none"> ➤ Ability to analyse data for specific subject and pastoral focused purpose

	<p>understanding of strategies to improve Learning & Teaching</p> <ul style="list-style-type: none"> ➤ Familiarity with or understanding of specific subject focused curriculum development initiatives for students aged 11-19 ➤ Advanced ICT skills and an imagination about the future impact of ICT on learning ➤ Aware of how to deal effectively with child protection issues ➤ Ability to swiftly earn respect from staff and students ➤ A drive for continuous improvement ➤ High standards embracing honesty, integrity, loyalty and trustworthiness ➤ Strong intellect, energy and a positive approach to opportunities and challenges and resilient in times of adversity ➤ Capacity to think incisively and strategically ➤ Ability to be flexible and to welcome change ➤ Ability to maintain sound judgement under pressure ➤ Good team player and collaborative worker ➤ Supportive of the drive for health and fitness among the school community ➤ A good sense of humour 	
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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 11.59pm on **21st April 2025**. Applications received after this date will not be considered.

2. Shortlisting

Shortlisting will be finalised week commencing **21st April 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

Interview date is to be confirmed. 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

The successful applicant will take up the post from 1st September 2025.

6. Additional information

For further information, please contact Helen Hammond, HR Manager (hhammond@coombewoodschool.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.