



GREENSHAW
LEARNING TRUST



WIDDEN
PRIMARY SCHOOL



Phase Leader
Recruitment Pack

**ALWAYS
LEARNING**

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Dear Candidate

Thank you for your interest in the post of Phase Leader at Widden Primary School. Due to the promotion of staff, we are looking to expand our team.

The Phase Leader will have a classroom responsibility. They will also have pastoral responsibility for the phase they lead – KS1, Lower KS2 or Upper KS2. In addition to their PPA allowance for their classroom responsibility, the Phase Leader will also be released from class for additional leadership time per fortnight.

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.

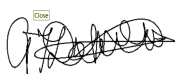
As one of the highest performing multi-academy trusts in the country, we currently comprise of thirty six schools: eleven in South London, six in Berkshire, one in Surrey, fifteen in Gloucestershire and South Gloucestershire, and three in Plymouth. We are continuing to grow and have further schools joining 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.

Widden 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 websites provide a clear picture of our aspirations and our vision; however, please do not hesitate to contact us to seek further information or arrange a visit to the school by calling the main school office on 01452 520571 or by emailing admin@widdenprimary.co.uk
We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.

Yours sincerely



Headteacher
Mrs De N'Yeurt

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:	Deputy Headteacher/Headteacher
Contract:	Permanent
Salary:	<p>Salary calculated in line with Teachers Pay Scale, points M1 - M6, 31,650 - £43,607 / Upper Pay Range, points 1 - 3, 45,646 - £49,084 (Depending on experience)</p> <ul style="list-style-type: none">- Plus a TLR 3A (£3,300) in relation to the Phase Lead, fixed term until 31st August 2026 with a view to continue. <p>(starting salary and pay points will be aligned with relevant regional NJC spine on appointment, dependent on the location of the postholder)</p>
Hours of Work:	1.0 FTE (32.5 hours per week)
Place of Work:	The successful post holder(s) will be based at Widden Primary School, Sinope Street, Gloucester, GL1 4AW
Medical Examination: Superannuation:	<p>The appointment is subject to a satisfactory medical report</p> <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

The Phase Leader shall carry out the professional duties of a teacher (other than a Headteacher) as stated in the current 'School Teachers Pay & Conditions Document' and as circumstances may require. The post holder is responsible for ensuring that the school's safeguarding and child protection policy is adhered to and concerns are raised in accordance with this policy.

The Phase Leader will have a classroom responsibility. They will also have pastoral responsibility for the phase they lead – KS1, Lower KS2 or Upper KS2. In addition to their PPA allowance for their classroom responsibility, the Phase Leader will also be released from class for additional leadership time per fortnight.

In doing this, the post holder will:

Lead and Manage a Phase

- Secure a positive ethos, high quality provision and high standards of learning and achievement in the phase they lead.
- Work with colleagues, parents and others to ensure a smooth transition for all pupils.
- Work with parents to support a positive learning environment within the school.
- Support colleagues in the management of children's behaviour.
- Meet with parents, alongside class teachers to help resolve ongoing concerns with pupils' learning and behaviour.
- Ensure effective organisation of additional curriculum activities.
- Lead assemblies as required.
- Lead and promote the ongoing professional development of staff.
- Work with members of the Headship Team and wider Senior Leadership Team to support the raising of standards within their phase.
- Organise and lead Phase Meetings
- Motivate colleagues by personal influence, enthusiasm and excellent practice.
- Work with teachers to ensure that learning environments are interesting and welcoming and that children's work is celebrated through display and assemblies.
- Lead and manage the efficient deployment of staff in close liaison with the Headteacher and Deputy Headteacher on a daily basis.

Contribution to Whole School Leadership and Management:

- Attend weekly SLT meetings.
- Responsible for the performance management for teachers and Teaching Partners, as assigned by the Headteacher.
- Take a lead in running the school in the absence of the Headship Team as and when required.
- Ensure general expectations are being met (e.g. classroom environment, dress code, time keeping, professional standards) by all staff.

- Be a focal point for staff in terms of day to day administration and organisation.
- Assist with the setting of targets, writing and evaluation of the SIP.
- Liaise with appropriate agencies and ensure requests for reports and data are responded to promptly.
- Manage the practical administration of SATs or other related statutory assessment tests.
- Assist with the recruitment of teaching and support staff and contribute to the induction of support staff, teachers and trainees as required.
- Contribute to the development and delivery of whole school initiatives and activities as required.
- Ensure staff understand and are actively implementing the school's Safeguarding, Equal Opportunities and Behaviour Policies.
- Ensure good communication amongst staff and to bring to the notice of the Headteacher areas of concern voiced by the staff.
- Contribute to the positive and effective management of behaviour as appropriate

Lead and Manage a Subject

- Ensure that the subject curriculum supports the school's wider curriculum vision.
- Monitoring pupil progress by sampling pupils' work and interviewing pupils in the time framework of the SIP.
- Reporting to teachers and SLT on pupil progress at the end of the monitoring process.
- Monitoring subject delivery as per the school improvement cycle.
- Preparing action plans for meeting the needs of the subject within the framework of the school improvement plan.
- Monitoring planning for the subject each term or as appropriate and feeding back to colleagues in writing on what is working well and what requires development.
- Reviewing the curriculum policy for the subject and presenting it to Governors within the policy review cycle.
- Attending leaders meetings and maintaining a record of issues and initiatives in the subject file.
- Disseminate relevant information to colleagues.
- Supporting colleagues through teaching and team teaching in relationship with PMDR objectives.
- Advising year groups on resources.
- Audit and record what each year group has for the subject.

Other Responsibilities:

- Take responsibility for their own professional development through keeping abreast with current educational initiatives, self-directed reading, attending network meetings and seeking advice from other relevant training organisations.
- Maintain a high quality of teaching practice at all times so that it is continually recognised as offering a model of Excellent Practice.

- To attend occasional meetings during evening hours, at weekends or in school holidays, as required.

The post holder reports to the Deputy Headteacher and the Headteacher.

The post holder will carry out any reasonable task as directed by the local governing body, Headteacher or the GLT Director of Primary Education.

This job description is not exhaustive and serves only to highlight the main requirements of the post holder. The line manager may stipulate other reasonable requirements. The job description will be reviewed regularly and may be subject to change.

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
Training, qualifications and school experience:	
<ul style="list-style-type: none"> ● Qualified Teacher Status (QTS); ● Evidence of on-going CPD (teaching and leadership); ● Substantial teaching experience (at least 4 years); ● Demonstrates the principles and practice of excellent teaching and learning; ● Subject or other leadership experience with evidence of impact in classrooms other than their own. 	<ul style="list-style-type: none"> ● Teaching experience in more than one phase or working with children in other settings or contexts; ● Team, phase or core subject leadership; ● Willingness to undertake NPQSML or NPQSL CPD.
Pedagogical knowledge and understanding:	
<p>The Phase Leader must have a highly developed knowledge and understanding of:</p> <ul style="list-style-type: none"> ● Effective teaching and learning techniques, including Assessment for Learning (AfL); ● The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies); 	<p>The Phase Leader may have knowledge and understanding of:</p> <ul style="list-style-type: none"> ● The principles of effective instruction (Rosenshine); ● Cognitive Load Theory; ● Growth mindset; ● Metacognition; ● The planning and teaching of guided and individualised reading; ● The planning and teaching of phonics (particularly Read Write Inc).

<ul style="list-style-type: none"> ● National Curriculum requirements at KS1 and KS2 and the requirements of the EYFS curriculum; ● The preparation and administration of statutory National Curriculum tests and assessment (EYFS, KS1 and / or KS2); ● The monitoring, assessment, recording and reporting of pupils' progress; ● The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Child Protection; ● The positive links necessary within school and with all its stakeholders; ● Effective behaviour management. 	
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Leadership and management skills:	
<p>The Phase Leader will be able to:</p> <ul style="list-style-type: none"> ● Analyse and use data to track progress and identify underachievement; ● Use a wide range of information, including data, work and planning scrutiny, lesson observation and pupil voice to monitor the school's performance; ● Take effective action to improve the quality of teaching and raise standards; ● Develop colleagues through 1:1 coaching / mentoring and lead whole school CPD; ● Give effective feedback in order to secure impact; ● Set and achieve ambitious, challenging targets and goals; ● Lead, manage and influence others; delegating where appropriate; ● Establish good relationships with children, colleagues, parents, governors and the wider community; ● Communicate effectively (both orally and in writing) to a variety of audiences; ● Collaborate and network with others in order to develop the quality of teaching and learning and improve outcomes; ● Create a safe, happy, healthy, challenging and effective learning environment. 	<p>The Phase Leader may be able to:</p> <ul style="list-style-type: none"> ● Provide specific musical, artistic, sporting or other skills that they may be willing to share with the children; ● Promote achievements of the school in the local community; ● Conduct formal performance management target setting and reviews; ● Manage a budget; ● Assist in the recruitment process.

Personal characteristics:	
<p>The Phase Leader will be / have:</p> <ul style="list-style-type: none"> ● High expectations of themselves, others and the children; ● Be flexible and adaptable; ● Organised, resourceful, and have excellent time management skills; ● Take decisions in a timely and decisive way; ● Approachable, empathetic, enthusiastic; ● Committed to the values and ethos of our school; ● Suitability to work with children. 	<p>The Phase Leader may:</p> <ul style="list-style-type: none"> ● Have ambitions to take a wider role in the Trust. ● Be willing to undertake further professional qualifications / status.

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 Thursday 3rd April 2025**. Applications received after this date will not be considered.

2. Shortlisting

Shortlisting will be finalised on **Friday 4th 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

Interviews will be held on **Wednesday 9th April 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

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

6. Additional information

For further information, please contact Jade Douglas, HR Manager jdouglas@widdenprimary.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.