



GREENSHAW
LEARNING TRUST



**Teacher of Science
Recruitment Pack**

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,

October 2024

Thank you for your interest in the post of Teacher of Science at Blaise High School.

Blaise High School is a disruption free environment. This ensures that teachers can teach and students can learn every second of every lesson, day by day. Teachers at Blaise High School are the experts in the room; our school is set up to ensure that teachers can teach in an environment in which they are truly able to make a difference. We prioritise knowledge, delivering a knowledge rich curriculum that is carefully selected based on knowledge that students will study at University. We believe in direct instruction, and understand that the quickest way for children to learn something is to be told it. We work closely with The Greenshaw Learning Trust in the design and development of our curriculum. We teach in a traditional fashion; hard work and effort are emphasised and we have extremely high expectations of our children every minute of every day. Our lessons, and units of work, are structured in line with cognitive science, and we lean heavily on Rosenshine's principles, and the Teach Like a Champion series. We are genuinely inclusive, and we expect that all children will access every aspect of our school day. Our school is a fantastic place to work for those who are committed to the eradication of the disadvantage cycle.

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.

Blaise 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 Ms J Bristow Via email bristowj@blaisehighschool.co.uk. We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.

Yours sincerely,

Nat Nabarro - Headteacher

Blaise High School – About Us

We are very clear on our core values and beliefs in the primary areas of our school and we are then deliberate in how we enact these in our school.

Curriculum

We teach a knowledge rich curriculum, not a knowledge heavy curriculum. Our resources are centrally planned, allowing our teachers to **intellectually prepare**, not spend time making PowerPoints. We focus on the teaching of **powerful knowledge**, enabling students to move out of their lived experiences, and access the best universities or careers of their choosing. Our curriculum sequencing is underpinned by our knowledge organisers. These form the backbone of our curriculum and homework. The curriculum in each subject area is underpinned by big ideas; the progression through which enable children to access that discipline in higher education.

Behaviour

The SLT own behaviour at this school. Teachers use a set of micro scripts to implement a centrally administered policy. SLT and non - teaching staff run the referral room, detentions and all parent contact regarding behaviour. Teachers at Blaise High School are able to teach in a **disruption free environment**. Every classroom is consistent and staff have the complete support of SLT when challenging behaviour. We emphasise personal responsibility on behalf of children when we discuss their behaviour.

Character Development

We believe outcomes are the most important function of a school, however we are also committed to the development of children's characters. We do this through explicit teaching of our values; 'Aspiration, Integrity and Pride' We have a series of mantras which we use to give children practical steps in being successful, for example 'Work Hard. Be Kind' Our character programme equips every child with the necessary character to achieve excellent outcomes and to succeed at one of the country's very best Universities or careers of their choosing.

Teaching

We teach in a traditional style. At Blaise High School teachers are the experts in the room. Our lessons utilise an I, We, You structure and there are visualisers in every classroom to enable effective guided practice. All of our staff take part in weekly, 15 minute CPD that is generally based on techniques from Teach Like A Champion. This is supplemented by fortnightly practice sessions, and regular departmental intellectual preparation opportunities. We keep the main thing, the main thing and focus on enabling teachers to teach great lessons.

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 3,000 people and educates nearly 19,000 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
- Childcare Voucher scheme
- Car benefit scheme
- My Health discounts

Terms and Conditions

Line Management:	None
Contract:	Permanent
Salary:	Salary calculated in line with MPS pay scale, points 1-6 or UPS points 1 -3
Hours of Work:	Monday to Friday – 32.5 hours per week.
Place of Work:	Station Road, Henbury, Bristol, BS10 7QH
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. 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
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 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.

We have an opportunity for an enthusiastic Teacher of Science to join our popular and successful department that delivers an engaging and exciting KS3 and KS4 curriculum. The Science team embodies our values and ethos, they ensure that teaching and learning practices are research led, they provide engaging content through explicit instruction, and ensure that the most recent research on cognitive science is at the forefront of their teaching practices.

The successful candidate will join a team who are passionate about engaging and inspiring young people in their learning, and supportive in their endeavours to better the department. We are looking to recruit a colleague with both the commitment and relevant skills to drive our raising standards agenda across the whole ability range.

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.

Key Responsibilities and Duties

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area (Science) as appropriate
- To monitor and support the overall progress and development of students as a Teacher
- To deliver our reading programme during Tutor Time Reading in the mornings
- To deliver high quality, academically rigorous lessons, in line with the principles of cognitive science.
- To contribute to raising standards of student attainment across the school
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth
- To engage in the intellectual preparation of shared resources.

Teaching, Learning and Student Progress

- To undertake a designated programme of planning and teaching across all key stages and to teach consistently high-quality lessons.
- Where central resources are available, to intellectually prepare for their delivery.
- To be a role model for students, inspiring them to be actively interested in your subject
- To maintain up to date expert subject knowledge.
- To ensure the effective/efficient deployment of classroom support
- To manage behaviour in line with the school's behaviour policy.
- 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 engage with the school's rank order assessment process.
- To liaise with the relevant pastoral leaders to ensure the right students are flagged for support.
- To prioritise and manage time effectively, ensuring continued professional development in line with the role
- To follow the school policies and procedures.

Staff Development

- To continue personal development in the relevant areas, including subject knowledge and teaching methods
- To engage in our developmental drop-in programme and to attend weekly briefings and professional development sessions.
- 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.

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.

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.

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.

Criteria	Essential	Desirable
Training, Qualifications and Experience: On their application form, candidates will demonstrate that they have the following training, qualifications, and school experience:		
	<ol style="list-style-type: none"> 1. Qualified teacher status 2. Relevant Degree 3. Evidence of / Commitment to continuing professional development 4. A high-quality teacher 5. Able to identify strengths and weaknesses in students and act appropriately 	<ol style="list-style-type: none"> 6. Post graduate qualification 7. Evidence of wider professional development 8. Management and experience of curriculum planning. 9. Knowledge of the latest subject specific thinking, including research and subject associations.
Personal and Professional Qualities and Attributes: In their statement of suitability and during the selection process, candidates will demonstrate the ability to:		
	<ol style="list-style-type: none"> 1. Excellent interpersonal and teamwork skills 2. Excellent communicator – sensitive, compassionate and effective 3. Able to establish good working relationships with a wide range of people, both students, colleagues 4. Knowledge of strategies to improve outcomes for students 5. Outstanding organisational skills to ensure efficient and effective implementation of the role 6. Knowledge of strategies to recognise and reward efforts and achievements and the ability to encourage students to become self-reliant and independent learners. 7. A willingness to become involved in all aspects of school life 8. A desire to consistently improve in their practice. 	

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 11.59am on Thursday 17th *October 2024*. Applications received after this date will not be considered.

2. Shortlisting

Shortlisting will be finalised on Thursday 17th October. Shortlisted applicants will be invited by telephone / email to attend an interview. Please make sure you have indicated clearly day and evening telephone numbers and email addresses on which you can be reached. References will be taken up after shortlisting.

3. Interview Process

Interviews will take place on Wednesday 23rd October 2024 and will be confirmed following the shortlisting process. Applicants will 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 in January 2025.

6. Additional information

For further information, please contact Ms J Bristow, Headteacher's PA & HR Lead on 0117 9030117 or bristowj@blaisehighschool.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.