



**GREENSHAW**  
LEARNING TRUST

**Teacher of English**  
**Fixed term**  
**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**



Five Acres High School  
Five Acres  
Coleford  
Gloucestershire  
GL16 7QW  
01594 738405  
dpearse@5acreshighschool.co.uk

Dear Candidate

Thank you for your interest in the role of **Teacher of English on a fixed term contract up 31 August 2025 at Five Acres High School**. We are looking for a qualified English teacher who is also ideally able to teach **Religious Education** as a second subject. 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 recently rated 'Good' by OFSTED 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. Our values are ambition, confidence, creativity, determination and respect and 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.

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 over thirty schools in South London, Berkshire, Surrey, Gloucestershire, South Gloucestershire and 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.

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 websites provide a clear picture of our aspirations and our vision; however, please do not hesitate to contact us to seek further information by contacting Dawn Pearse, HR Manager using the contact details at the top of this letter.

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

Yours sincerely



Simon Phelps  
Headteacher

## **Department and Subject Information**

### **Our English Department**

#### **Context and Background:**

We are a proud member 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 their own distinctive character. Our outstanding GCSE results over the past three years places Five Acres High School in one of the top 3.5% of schools nationally in terms of progress and we continue to be driven by our aim to ensure that our students will have a better chance of success than if they went anywhere else.

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.

#### **The Department:**

The English department at Five Acres is made up of seven full-time members of staff and a full-time literacy teacher who also oversees the library. We are all passionate about our subject and have a range of complementary subject degrees. Some of the team started in the primary sector and then moved into secondary teaching; giving us a unique insight into how best to ensure that students continue to make excellent progress when they join us from Y7. The team is made up of individuals with a wide range of experiences teaching across other schools. What makes us so strong as a team is our commitment to excellence.

We are committed to improving our own subject knowledge and spend time developing this, both individually and as a team. We believe that we make sense of the world through stories and that we can build greater empathy and understanding of the world and people around us by exploring through these through literature.

#### **Resources:**

Lessons and resources are planned centrally by GLT. We then work collaboratively to adapt these lessons to support our students best, using assessment information to help us prioritise specific pedagogy and content. We have worked alongside the Director of English to help develop a GLT curriculum that is broad and balanced.

We are an evidence and research-informed department and lessons are made up of a range of tasks that have been shown to have the most significant impact on student outcomes. We are committed to ensuring our students build confidence through oracy and have developed a ‘communicate like an expert’ strategy that aims to place disciplinary literacy at the core of our lessons.

The school’s developmental drop ins help us to develop our practice as we understand that we can always make improvements. We actively seek to better our performance so that students get a better chance of success at Five Acres than at any other school.

### **Curriculum:**

The curriculum has evolved around the concept of 'Being Human.' We believe that this underpins all literature. It teaches us and the stories and characters help us to make sense of our world and ourselves.

The curriculum is designed to build core knowledge throughout KS3, starting in Y7 with the myths and origin stories that permeate so many other texts. Across the three years students will learn about different literary genres and time periods as we impart our own passion for the subject with them. At GCSE we follow the AQA examination course for both literature and language. The texts that we study are: Macbeth, Lord of the Flies, A Christmas Carol and Love and Relationships Poetry.

## **Department and Subject Information**

### **Our RE Department**

#### **Context and Background:**

We are a proud member 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 their own distinctive character. Our outstanding GCSE results over the past three years places Five Acres High School in one of the top 3.5% of schools nationally in terms of progress and we continue to be driven by our aim to ensure that our students will have a better chance of success than if they went anywhere else.

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.

#### **The Department:**

The RE department at Five Acres High school is made up of three experienced and specialist teachers, with a range of religious and philosophical degrees. The team is enthusiastic, supportive and dedicated to extending and deepening students' knowledge and understanding of a range of religions and beliefs, both in their local and global context. The RE Department builds on pupils’ prior learning, using a stringent knowledge-led approach, with a focus on supporting students to reflect and develop their values and beliefs to become active citizens and to show our core value of ‘respect’ by becoming courageous advocates in society, to challenge injustice and to foster empathy and tolerance to all.

#### **Resources:**

Lessons are centrally planned and resourced incorporating Rosenshine’s principles. They are supported by rich content ‘unit readers’ that ensure our students are well versed in the contextual knowledge required to achieve the very highest standards. All teachers are also supported with specifically curated wider reading and CPD material for every unit to develop ourselves as masters of our subject. This is supported by a wider CPD program directed by the Teaching and Learning Lead and the Developmental Drop In (DDI) process which provides every member of staff across the school with an informal lesson drop in every fortnight which highlight areas of strength, and provides staff with an actionable next step to drive their practice on even further. Every teacher has their own fully equipped classroom with visualisers to allow for modelling in all lessons. We are supported widely by whole school programs, starting the day with our challenging Tutor Time Reading Program every morning and ending the day with independent Drop Everything And Read time.

#### **Curriculum:**

Our RE curriculum at Five Acres High School is academic, ambitious, rich and varied. Our carefully planned and interleaved KS3 curriculum is stimulating and engaging. Our KS3 curriculum provides opportunities for students to understand a range of both religious and secular viewpoints and deliberate practice tasks support extended writing and opportunities for students to construct, evaluate and debate a range of topics, such as; evil and suffering, existence of the universe and life

after death. Students will explore a wide range of religions, philosophers and sacred writing or text in order to develop the skills required to excel in their GCSEs and beyond. At KS4, all students are prepared for the AQA GCSE in Religious Studies. They study the religions of Christianity and Buddhism.



## 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 3,400 people and educates over 22,000 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
- Car benefit scheme
- My Health discounts

## Terms and Conditions

<b>Line Managed by:</b>	Head of English
<b>Line Management:</b>	Not applicable
<b>Contract:</b>	Fixed Term until 31 August 2024
<b>Salary:</b>	Salary calculated in line with; Main pay scale 1 – 6 (£30,000 - £41,333) per annum Upper pay scale 1 – 3 (£43,266 - £46,525 per annum)
<b>Hours of Work:</b>	Monday to Friday, 32.5 hours per week
<b>Place of Work:</b>	Five Acres High School. Five Acres, Coleford, Gloucestershire, GL16 7QW
<b>Medical Examination:</b>	The appointment is subject to a satisfactory medical report
<b>Superannuation:</b>	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.
<b>Holiday Entitlement:</b>	Subject to Working Time provisions of the School Teachers Pay and Conditions Document your holidays coincide with periods of school closure
<b>Probation Period:</b>	New employees are required to complete a six-month probationary period
<b>Disclosure &amp; Barring Service Check:</b>	This appointment is subject to the receipt of a satisfactory enhanced Disclosure and Barring Service check
<b>Right to Work Check:</b>	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

### Teacher of English

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.

**Responsible for:** Teaching and supporting all designated classes in subject area

#### Job Purpose

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.

To monitor and support the overall progress and development of students as a Teacher/Tutor.

To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.

To contribute to raising standards of student attainment.

To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

#### Teaching

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.

### **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

### **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.

### **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

### **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.

***This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.***

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
<b>Training, Qualifications and Experience: On their application form, candidates will demonstrate that they have the following training, qualifications, and school experience:</b>		
	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Relevant Degree or equivalent level</li> <li>• Evidence of continuing professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Post graduate qualification</li> <li>• Evidence of wider professional development</li> </ul>
<b>Personal and Professional Qualities and Attributes: In their statement of suitability and during the selection process, candidates will demonstrate the ability to:</b>		
	<ul style="list-style-type: none"> <li>• An outstanding classroom practitioner</li> <li>• Awareness and or involvement with ITT/appropriate CPD</li> <li>• Able to identify strengths and weaknesses in students and act appropriately</li> <li>• Excellent interpersonal and teamwork skills</li> <li>• Excellent communicator – sensitive &amp; effective</li> <li>• An ability to establish good working relationships with a wide range of people including students, parents, governors and colleagues</li> <li>• Knowledge of strategies to inspire and improve outcomes for students</li> <li>• The knowledge and vision to put strategies into practice to meet current and future challenges</li> <li>• Outstanding organisational skills to ensure efficient and effective operation</li> <li>• Confidence and experience in the use of ICT for learning, teaching and admin</li> <li>• Excellent logistic and organisational skills</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of policy review, development &amp; implementation</li> <li>• Experience of implementing systems and processes to aid learning, teaching and student development</li> <li>• Proven experience of maximising student outcomes at all levels</li> </ul>
<b>Additional Requirements: In their statement of suitability and during the selection process, candidates will demonstrate that they can meet the following requirements:</b>		
	<ul style="list-style-type: none"> <li>• A willingness to become involved in all aspects of school life</li> <li>• Commitment to high standards and expectations</li> </ul>	

	<ul style="list-style-type: none"><li>• High levels of professional integrity</li><li>• The ability to work independently, willingness to take tough decisions and face the challenges of managing change</li></ul> <p>A commitment to sustaining and raising achievement, attainment and aspirations of all students</p>	
--	---	--



## 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 Sunday 3 November**. Applications received after this date will not be considered.

### 2. Shortlisting

Shortlisting will be finalised on **Monday 4 November**. 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 either **7 November or Tuesday 12 November 2024**. 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

**We can be flexible with the start date but this should be 1 February 2025 at the latest.**

### 6. Additional information

For further information, please contact Dawn Pearse, HR Manager by emailing [dpearse@5acreshighschool.co.uk](mailto:dpearse@5acreshighschool.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.