



GREENSHAW
LEARNING TRUST



**Teacher of French (Maternity Leave)
Recruitment Pack**

**ALWAYS
LEARNING**

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Dear Candidate,

Thank you for your interest in the role of Teacher of FRENCH (maternity leave) at Holmleigh Park High School.

Holmleigh Park is an ambitious academy located in Tuffley, Gloucester. We believe that all children have limitless potential, and are proud to offer a comprehensive education to all students in our local community.

We expect all staff, students and parents to embrace our three principles - **Work Hard, Be Kind, Take Responsibility** - so that our students leave school as ambitious, confident and successful young adults with the highest standards of integrity.

Why join us?

- **Impeccable behaviour:** Our centralised behaviour system is incredibly simple, meaning every minute of every lesson is disruption-free.
- **A common-sense approach to workload:** We only expect live-marking in class, and we work collaboratively across the trust to ensure all lessons are resourced centrally.
- **Our commitment to genuine development:** Our CPD is based on Rosenshine's principles of teaching, and all teaching staff (including the Headteacher) receive coaching feedback at least every fortnight.
- **The opportunity to make a difference:** Our school is improving incredibly quickly, and we're proud that our students achieved the tenth biggest improvement in Progress 8 in the country from 2019 to 2022.
- **The quality of living:** Our easily accessible location is just 15 minutes from the Cotswold Hills, and is within commuting distance from Cheltenham, Bristol and Cardiff.

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 schools: seven 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.

Holmleigh Park 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 at l.harrison@hphigh.co.uk. We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.

I look forward to hearing from you soon.



Dan Hudson, Headteacher

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

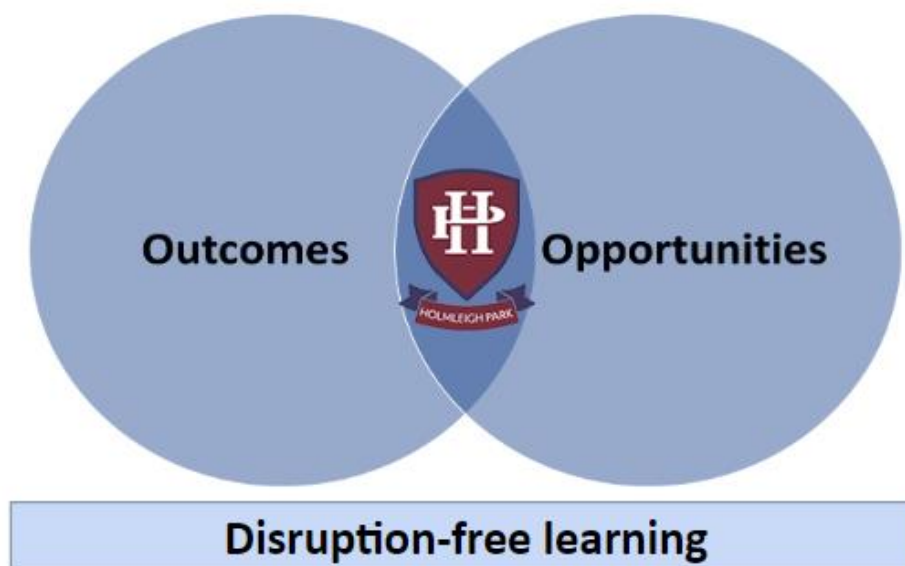
The GLT recognises that our employees are our most important asset, and we are aware that the quality and commitment of our employees is critical to our success. We offer all our employees the following staff benefits:

- 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

Working at Holmleigh Park

We are very clear about what we do and don't do:

What we do:	What we don't do:
Fully resourced curriculum for KS3-4	No disruption permitted in lessons
No-nonsense teaching – we prioritise expert modelling and deliberate practice	No fads – we have a School Improvement Plan and we stick to it!
Short, regular CPD with regular formative feedback for everyone (including the Head!)	No individual lesson plans
Simple and effective IT – dual screens and visualisers in every classroom	No graded or high-stakes observation
Large-growing Sixth Form	No gimmicks – card sorts, diamond 9s, posters, differentiated objectives
A commitment to staff wellbeing	No hours of marking – just 2x assessments a year and Whole Class Feedback
A commitment to continuously improving and never standing still as a school	No unnecessary bureaucracy – we only collect data we will use, and no written reports



Terms and Conditions

Line Managed by:	Director of MFL Faculty
Line Management:	
Contract:	Full-time and temporary to cover a maternity leave
Salary:	Salary calculated in line with the Teacher pay scale, points MPS 1-6/UPS 1-3 (Starting point and salary will be determined on appointment, subject to experience)
Hours of Work:	32.5 hours per week
Place of Work:	Holmleigh Park High School, Holmleigh Park, Tuffley, Gloucester. GL4 0RT
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.
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.

This job description forms part of the contract of employment of the successful applicant. The appointment is subject to the conditions of employment of Support Staff contained in the School National Joint Council Pay and Conditions document and other current educational and employment legislation.

Main Purposes of the Role:

Teaching and supporting all designated classes in the subject area. However French as a specialism would be advantageous.

- Believe passionately that all students can make outstanding progress, regardless of their starting point
- Have excellent subject knowledge and infectious enthusiasm for conveying knowledge
- Set exceptionally high expectations for students' behaviour and work ethic
- Reflect constantly on their own practice and welcome feedback
- Be flexible and relish the excitement of working in a rapidly improving school
- 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.

Duties and Responsibilities

- Teaching French up to Key Stage 5
- Playing a central role in the MFL department, contributing to department meetings, revision sessions and extra-curricular activities
- Working collaboratively with colleagues in the MFL Department and across the Greenshaw Learning Trust to plan lessons which ensure outstanding progress for all students
- Adhering to the school's principles of teaching, learning and assessment
- Fully engaging in the Developmental Drop In (DDI) process by being receptive to both giving and receiving feedback, and working with colleagues from across the trust
- Undertaking the role of form tutor by leading a group in our Tutor Time Reading Programme
- Setting the highest standards and behavioural expectations in lessons and around the school
- Committing to and supporting the school's policy and practice in relation to safeguarding and child protection
- Undertaking such other duties and responsibilities as may be reasonably requested by the Subject Leader of MFL or the Senior Leadership Team, in accordance with the relevant Pay and Conditions document.

Generic

- To participate in school initiatives where every person is expected to contribute to learner's progress.
- To participate in the school's professional learning programme as agreed.
- To play a full part in the life of the school community, supporting its distinctive mission and ethos, and encouraging and ensuring staff, pupils and students adhere to school expectations.
- Such other duties as may be reasonably allocated by your line manager or Academy Principal teacher.

Staff Development

- To continue personal development in the relevant areas
- To engage actively in the Performance Management process
- To participate in whole school CPD programmes where relevant
- 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 in this role, 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
- To work seamlessly with the safeguarding team to ensure information is shared immediately

Personal Responsibilities

- To play a full part in the life of the school community and to encourage staff and students to follow this example
- To actively promote school policies and procedures
- To be responsible for own continued professional development
- To comply with the school's Health & Safety policy and undertake risk assessments as appropriate.
- To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment
- To attend meetings scheduled in the school calendar punctually
- To adhere to the School's Safeguarding Policy.

Working Environment

- Most activities will be undertaken within the school premises.

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: In their application, candidates will demonstrate that they have the following training, qualifications and school experience:		
	<ul style="list-style-type: none"> Educated at degree level, with evidence of continuing professional development. Qualified teacher status. Further relevant professional studies. Demonstrable successful career experience, relevant to the role. Experience of designing, tracking, monitoring, evaluating, and reporting on systems capable of bringing outstanding student outcomes. 	<ul style="list-style-type: none"> Master's Degree
Criteria	Essential	Desirable
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"> Excellent subject knowledge and a genuine passion for teaching your subject Detailed knowledge of current curriculum and pedagogical developments in the teaching of French and the wider curriculum A track record of delivering results (not expected for ECTs) Developing and implementing strategies for school improvement and achieving excellence for students, staff, and self Ability to monitor and evaluate impact of interventions and strategies Provide strategic and creative leadership to maintain and develop a school vision Lead by example and aim to inspire, motivate, influence, and empower staff and students Through personal commitment, maintain and develop our ethos of diversity, inclusivity, and equality of opportunity Set priorities and agree and achieve ambitious goals and targets Work collaboratively with others, delegating appropriately 	<ul style="list-style-type: none"> Work in partnership with an academy trust or other outside providers of support and advice Experience teaching AQA GCSE, and/or A Level

	<ul style="list-style-type: none"> • Seek and act on, feedback from stakeholders, including colleagues and governors • Build and maintain effective relationships and communicate appropriately with all stakeholders. • Demonstrate emotional resilience, stamina, empathy, and flexibility when dealing with challenge • Excellent behaviour management skills 	
Criteria	Essential	Desirable
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"> • Knowledge of safeguarding, behaviour and pastoral policies, systems and procedures • Current educational issues, including national policies, priorities, and legislation • Effective strategies for maintaining and developing high standards of attainment, teaching and learning • Principles and practice of educational inclusion, diversity, and access • Developing choice and flexibility to meet the learning needs of every student 	
Criteria	Essential	Desirable
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"> • A commitment to improving the life chances of young people and be motivated by a desire to provide high standards of service delivery. • Ability to demonstrate understanding of equal opportunities. • Commitment to support the Trust's agenda for safeguarding. 	

The Academy Trust is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to an enhanced Disclosure & Barring check along with other relevant employment checks.

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 **Monday 6th May 2024**. Applications received after this date and time will not be considered.

2. Shortlisting

Shortlisting will be finalised w/c **Monday 6th May 2024**. 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 w/c **Monday 13th May 2024**. 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 candidate will take up post as from **1st September 2024**.

6. Additional information

For further information, please contact l.harrison@hphigh.co.uk

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.