



FIVE ACRES HIGH SCHOOL



Proud to be part of the
GREENSHAW
LEARNING TRUST

RECRUITMENT PACK

Five Acres High School,
Beech Avenue,
Coleford,
Gloucestershire GL16 7QW

Telephone: 01594 832263
Email: admin@5acreshighschool.co.uk



Dear candidate

Thank you for your interest in the role of **Geography Teacher on a fixed term contract at Five Acres High School**. 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 sits within the top 100 schools nationally in The Fairer Index list. It is also a designated lead setting for the RISE Attendance and Behaviour Support Programme. This is a school that will give you an opportunity to demonstrate you are remarkable and give you the best chance of success. Our values are ambition, confidence, creativity, determination and respect; 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.

Our 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 have schools across South London, Berkshire, Surrey, Gloucestershire and South Gloucestershire, and 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.

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 website provides a clear picture of our aspirations and our vision: however, please do not hesitate to contact us to seek further information from our School HR Manager, Dawn Pearse, dpearse@5acreshighschool.co.uk.

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



Yours sincerely

A handwritten signature in black ink, appearing to read "S. Phelps".

Simon Phelps, Headteacher

ABOUT OUR SCHOOL

At Five Acres High School, we have built our ethos on a strong set of core values which underpin everything that we do. Our aim is to give students at Five Acres a better chance of personal and academic success than if they attended any other school in the country.

Ambition, excellence and pride run through all aspects of school life.

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 add to this through our Character Education programme as well as our embedded practices such as our reading programme and knowledge rich curriculum.

Ambition

We have a strong desire and determination to achieve success. We believe there are no limits to what can be achieved. We do what it takes for as long as it takes. In other words, we go for it every day!

Excellence

We strive for greatness in everything we set our minds to. We endeavour to do our very best and excel in all aspects of school life.

Pride

We are 'fiercely' proud of ourselves, our school, our community and our Trust. We hold our heads high and feel a sense of togetherness and joy in our school.

Department/team information

The geography team at Five Acres High School is made up of three experienced subject specialists, two are full time teachers and one is a member of SLT. The team is enthusiastic, supportive and dedicated to extending and deepening students' knowledge and understanding of Geographical processes and issues at a global, national and local scale.

Resources

Lessons are centrally planned and resourced incorporating Rosenshein'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 Geography curriculum at Five Acres High School is academic, ambitious, rich and varied. Our carefully planned and interleaved KS3 curriculum is stimulating and engaging. We teach a variety of topics including; Superpowers, Climate Change, Glaciation, and Development. The curriculum is planned to ensure that students have an awareness and appreciation of the human and physical world. To inspire a sense of awe and wonder and instil a tolerance and appreciation of diverse places, people, and resources. The curriculum gives opportunities to explore and engage with a broad range of concepts and ideas which not only enable students to understand their own part of the world but also take students beyond their immediate locality. The curriculum aims to provide students with an opportunity to develop a set of enquiry skills which will encourage them to question and think about issues and debates around the subject At KS4, our students are prepared for the AQA Geography GCSE which includes taking part in two field work visits in our local area.

TERMS AND CONDITIONS

CONTRACT

Fixed term contract to cover maternity leave.

To start asap and no later than 13 April 2026 until 31 December 2026

SALARY

- Salary calculated in line with Teachers main pay scales, points 1 - 6 £32,916 - £45,352 per annum) and upper pay scale 1 - 3 (£47,472 - £51,048 per annum)

HOURS OF WORK

32.5 hours per week over 52.143 weeks per year.

PLACE OF WORK

Five Acres High School, Beech Avenue, Coleford, Gloucestershire GL16 7QW.

PENSION SCHEME

- 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.

STATUTORY CHECKS

All employment offers are made subject to checks in line with Government guidance (some of which are dependent upon the role/individual). These include: online checks, evidence of identity and right to work in the UK, an enhanced Disclosure and Barring Service check, overseas criminal record check if the successful candidate has worked or resided overseas in the last five years, confirmation of a satisfactory medical report, satisfactory references, evidence of qualifications, DfE teaching/management barred list check.

JOB DESCRIPTION

Post:	Teacher of Geography
Responsible to:	Geography Lead
Responsible for:	N/A

ROLE OVERVIEW

We are looking for an enthusiastic subject specialist to join our committed Geography Department. The successful candidate will motivate, challenge, support and inspire our students. They must also have relevant experience in a similar role with a proven track record.

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.

MAIN DUTIES AND RESPONSIBILITIES

- Teaching and supporting all designated classes in subject area
- 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, LEARNING AND STUDENT PROGRESS

- 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 KS4
- 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.

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.

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 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.

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 duties and responsibilities in this job description are not restrictive and you 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.

	Essential	Desirable
Qualifications and training		
Qualified Teacher Status.	x	
Relevant degree or equivalent level	x	
Ability to teach other subjects within humanities	x	
Evidence of continuing professional development	x	
Post graduate qualification		x
Evidence of wider professional development		x

	Essential	Desirable
Skills and experience		
An outstanding classroom practitioner	x	
Awareness and or involvement with ITT/appropriate CPD	x	
Able to identify strengths and weaknesses in students and act appropriately	x	
Excellent interpersonal and teamwork skills	x	
Excellent communicator – sensitive & effective	x	
An ability to establish good working relationships with a wide range of people including students, parents, governors and colleagues	x	
Knowledge of strategies to inspire and improve outcomes for students	x	
The knowledge and vision to put strategies into practice to meet current and future challenges	x	
Outstanding organisational skills to ensure efficient and effective operation	x	
Confidence and experience in the use of ICT for learning, teaching and admin	x	
Excellent logistic and organisational skills	x	
Experience of policy review, development and implementation		x
Experience of implementing systems and processes to aid learning, teaching and student development		x
Proven experience of maximising student outcomes at all levels		x

	Essential	Desirable
Personal attributes		
A willingness to become involved in all aspects of school life	x	
A commitment to high standards and expectations	x	
High levels of professional integrity	x	
The ability to work independently and have a willingness to take tough decisions	x	
Able to face challenges and be adaptable to change	x	
A commitment to sustaining and raising achievement, attainment and aspirations of all students.	x	

THE RECRUITMENT PROCESS

APPLICATION

To apply for a vacancy, please register for an online account and complete the online application form on the GLT website. In the application form you should demonstrate how you meet the requirements set out in the person specification. Include specific examples which support your application. You will have the opportunity to upload additional documents in support of your application if required.

Please ensure you enter your correct email address when registering for your online account. This is the email address we will use to contact you about your application.

Applications must be received no later than 11.59pm on Wednesday 4 February 2026. Applications received after this date will not be considered. We reserve the right to interview candidates as applications are received and close the advert prior to the closing date should an appointment be made.

INTERVIEW PROCESS

Interviews will be held on Monday 9 February 2026. Shortlisted applicants will be invited by email to attend an interview. References may be taken up after shortlisting. Please indicate on your application form if you are happy for us to do so. As part of your interview, you may be asked to undertake a practical test related to the knowledge and abilities in the person specification.

TAKING UP POST

The successful applicant will take up the post as soon as possible but no later than Monday 13 April 2026.



GREENSHAW
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