

CANDIDATE PACK

Teacher of Mathematics

EXPANDING HEARTS AND MINDS

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Our intent is to provide an aspirational and enriching education, motivated by our Christian foundation to extend the love of God within a supportive, inclusive community, where each person is known, valued and enabled to flourish; to explore and develop their God given talents, to engage with the world of today and to build a resilient and visionary hope for tomorrow rooted in joy, integrity wisdom and compassion.

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Employee benefits

“ Your school houses some of the most kind, dedicated and committed staff I have ever met “ Teacher



**THE GREEN SCHOOL
TRUST**

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INTRODUCTION

A warm welcome from the CEO & Executive Headteacher

Dear Candidate,

Thank you for your interest in joining The Green School Trust.

We are proud to be a community of schools driven by a shared belief that every child deserves an exceptional education, rich in opportunity, ambition and care. At the heart of our Trust is a commitment to nurturing not only academic success, but also character, creativity and a lifelong love of learning.

Working within The Green School Trust means becoming part of a collaborative and supportive network of professionals who are passionate about making a difference. We value integrity, teamwork and innovation, and we invest in our staff through high-quality professional development and meaningful opportunities for growth.

Our schools serve diverse and vibrant communities, and we celebrate the individuality of every student and member of staff. We are looking for colleagues who share our high expectations, our inclusive ethos and our determination to ensure that every young person can succeed.

If you are considering applying, I encourage you to explore our values, visit our schools where possible, and reflect on how your skills and aspirations align with our mission. We are always excited to meet talented individuals who are ready to contribute positively to our Trust.

Thank you for considering The Green School Trust as the next step in your professional journey. We look forward to receiving your application.

Yours sincerely

Ms Heidi Swidenbank

CEO & Executive Headteacher The Green School Trust

JOB DESCRIPTION

Teacher of Mathematics

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JOB TITLE:	Teacher of Mathematics
SCALE:	MPS/UPS
LINE MANAGER:	Head of Department
LINE MANAGEMENT OF:	None
TEAM MEMBERSHIP:	Mathematics Department

Main purpose of Post

- To achieve outstanding progress and outcomes for students taught
- To contribute to the ethos, priorities and wider co-curricular life of the school
- To fulfil a Pastoral role as a Form tutor or Academic coach as required

Outcomes

Achievement

- Achievement of all students taught is effectively monitored and ensures areas of development are identified and addressed resulting in exceptional progress and outcomes for all groups

Teaching and learning

- Strong subject knowledge and high expectations challenge, motivate and inspire students

Behaviour for learning

- The learning environment is positive, safe and enables learning resulting in excellent attitudes to learning

Whole School

- Outstanding SIAMS. Good OfSTED judgments

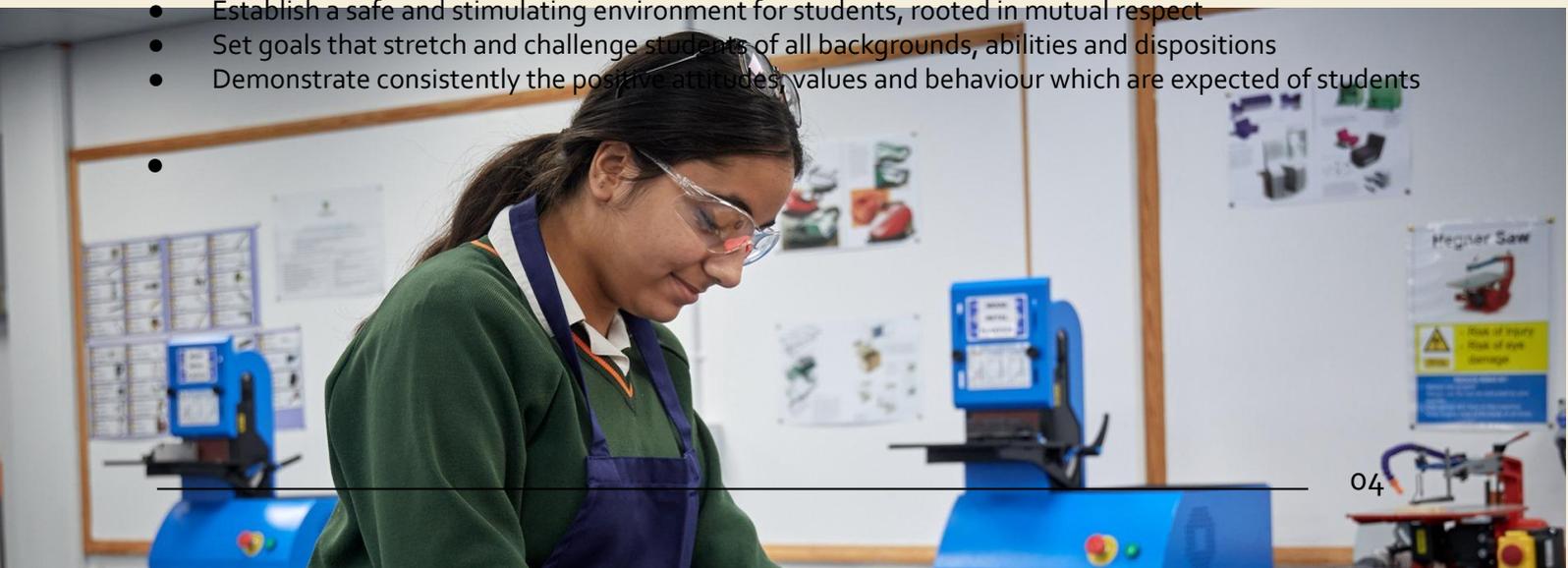
Specific responsibilities and tasks

Achievement

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- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students

-



JOB DESCRIPTION CONTINUED

Whole School

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Promote good progress and outcomes by students

- Be accountable for students' attainment, progress and outcomes
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- Guide students to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- Encourage students to take a responsible and conscientious attitude to their own work and study

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure students' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give students regular feedforward, both orally and through accurate marking, and encourage students to respond to the feedforward in line with the Assessment, Feedforward and Reporting Policy

Teaching and learning

Strong subject knowledge and high expectations challenge, motivate and inspire students

- Demonstrate good subject and curriculum knowledge and follow the curriculum plan
- Have a secure knowledge of the relevant subject (s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

Plan and teach well- structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set home learning and plan other out of class activities to consolidate and extend the knowledge and understanding students have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

JOB DESCRIPTION CONTINUED

Adapt teaching to respond to the strengths and needs of all students

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support students' education at different stages of development
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Behaviour for learning

The learning environment is positive, safe and enables learning resulting in excellent attitudes to learning

- Manage behaviour effectively to ensure a good and safe learning environment
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Code of Conduct
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

Whole School

Outstanding SIAMS and Good OfSTED judgments

- Tutees are supported in their personal as well as academic development
- Make a positive contribution to the development, wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feed forward from colleagues
- Communicate effectively with parents/carers with regard to students' achievements and well-being
- Ensure school systems, protocol and etiquette are followed

Other requirements of the role

- Staff may be required to teach at either The Green School for Boys or The Green School for Girls in response to time-table requirements in order to maximise student progress
- Staff may be required to teach outside of their subject specialism to fulfil timetable requirements
- All teaching staff are expected to make a contribution to the wider life of the school: enrichment activities, clubs, educational visits, support activities, assemblies,
- All teaching staff may be required to deliver PSHCE
- All teaching staff may be required to fulfil a role as a Pastoral and Academic Tutor/coach



ADDITIONAL INFORMATION

Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all time observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law
- Teachers must have proper and professional regards for the ethos, policies and practices of the school in which teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Teacher of Mathematics

1. Experience	Essential	Desirable	Application/ Observation/ Interview
a) Experience and expertise in the teaching of the subject up to and including A level		✓	All
b) Evidence of outstanding and inspirational teaching	✓		Application/Observation
c) Successful experience of initiating or leading a project		✓	Application/Observation
d) Evidence of effective use of assessment for learning to enhance progress	✓		Observation/Interview
e) Successful experience as a teacher within a high achieving secondary school		✓	Application/Interview

2. Qualifications or Training	Essential	Desirable	Application/ Observation/ Interview
a) Good honours degree + QTS on commencing employment	✓		Application
b) Knowledge of current educational issues	✓		Application/Interview
c) Relevant professional development	✓		Application
d) Up to date knowledge of relevant issues in the teaching of the subject	✓		Application/Interview

Teacher of Mathematics

3. Practical Skills	Essential	Desirable	Application/ Observation/ Interview
a) Innovative with the drive to see developments and initiatives through to a conclusion	✓		Application/Interview
b) Solution focussed and “hands on” approach	✓		Application/Interview
c) Excellent ICT skills	✓		Application/Interview
d) Excellent personal organisation, including the ability to delegate effectively	✓		Application/Interview
e) Excellent communication skills – both written and oral	✓		Application/Interview

4. Personal Qualities & Attributes	Essential	Desirable	Application/ Observation/ Interview
a) Leadership potential		✓	Application/Interview
b) Able to fully support the inclusive Christian ethos of the Trust	✓		Application/Interview
c) Professional persona and positive mindset	✓		Observation/Interview
d) Willingness to contribute to extra-curricular activities and the wider life of the school	✓		Interview
e) Evidence of wider professional effectiveness and outward looking approach		✓	Application/Interview
f) Be committed to and be able to actively demonstrate safeguarding and promoting the welfare of children	✓		Application/Observation/Interview

Safeguarding

The Green School Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to adhere to the statutory guidance "Keeping Children Safe in Education".

Staff are expected to adhere to the Trust's Safeguarding Policy and to undertake regular training.

This post is exempt from the Rehabilitation of Offenders Act 1974. A DBS enhanced disclosure that is satisfactory to us will be a condition of employment.

For more information visit <https://www.gov.uk/crb-criminal-records-bureau-check>

Confidentiality

Employees of The Green School Trust may see, hear or have access to, information on matters of a confidential nature relating to the work of The Green School Trust or to the health and personal affairs of students and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.

Data Protection

Employees of The Green School Trust will have access to data and personal information that must be processed in accordance with the terms and conditions of the GDPR.

Equal Opportunities

The Trust is committed to achieving equality of opportunity and expect all employees to implement and promote the Trust's Equality Policy in their own work.

Health and Safety

Staff are required to comply with the school's Health and Safety policy at all times.



Our Vision and Values



Our vision

- To provide an excellent, aspirational, and enriching education for those of all faiths and none, where each member of our community is known, valued, safe and enabled to flourish
- Enable all members of our community to live life in all its fullness, explore and develop their God given talents and to celebrate their achievements, creativity, diversity and uniqueness
- Support our students to live hope filled lives in harmony with others, have a positive impact on society and prepare them well for their future pathways;
- Embrace our SERVICE values
- Empower our students and staff to let their light shine

Our values

- SERVICE - we put others before ourselves with kindness
- EXCELLENCE - we have high standards for ourselves and others in all that we do
- RESPECT - we treat others how we would like to be treated
- VALUE - we recognise the unique worth of each other, ourselves and the environment and care for each accordingly
- INTEGRITY - we are honest and trustworthy
- COMMUNITY - we contribute, collaborate and make a positive difference to our school and the wider community
- EQUITY - we work to remove disadvantage, prejudice, bias and intolerance of any kind, and enable all to flourish

School aims



This year we intend to build on restore, respond and reconnect. Our aim is to engage, enrich and enlighten

ENGAGE

- Teachers are highly engaged with research and evidence based practice to deliver expert teaching that inspires and supports all learners to achieve
- Students and staff are actively engaged in fostering positive, healthy, safe relationships
- Students commit to their own academic and personal development and are enabled to flourish

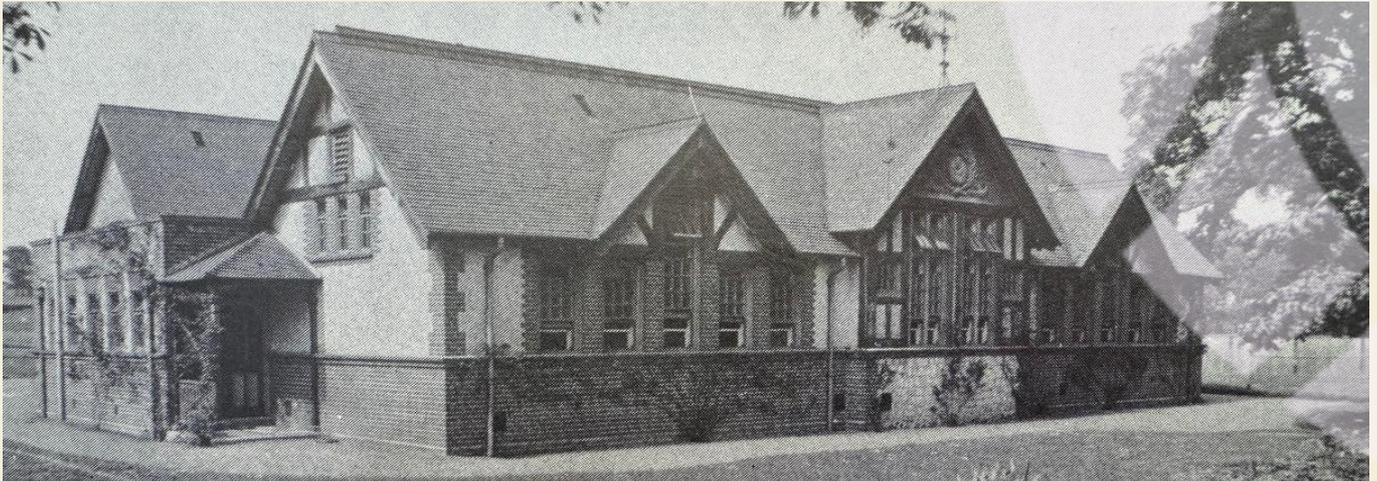
ENRICH

- Staff build a deep, knowledge-rich curriculum embracing diversity, equity and equality
- Staff offer a broad and inclusive co-curricular provision to extend knowledge and skills beyond the classroom, in which students actively participate
- Student Leadership opportunities enable students to become inspirational role models making contributions to the school and to the wider community.

ENLIGHTEN

- Students develop self-efficacy through their engagement and interactions with staff, peers and their own learning.
- Students grow in self-awareness, self-control and self-direction by recognising appropriate and safe behaviour in relationships and conduct as individuals and within student cohorts
- A safe and open forum is created to explore topical, current and difficult subject matter, which all members of the school community approach with tolerance and open mindedness.

Our History



The Green School has a long history dating back to 1796 making us proud to be one of the oldest schools in the area. Originally a Sunday school, it was endowed by some of the more wealthy residents of Isleworth such as the Duchess of Northumberland in 1864, and operated as an elementary school until 1904 when the trustees decided to conduct it as The Green School for Girls.

In 1906 it moved to its current site at Busch Corner on land given by the Duke of Northumberland who owns Syon Park. Despite bomb damage during the Second World war, the original building has survived with new additional buildings to the East and West of the site. This includes the Art, Maths and Science block and new Sixth Form Building which was completed in 2019. In 2017, The Green School for Boys was opened at a site on the opposite side of Busch Corner, adjacent to Syon Park.

The school now operates as an academy trust incorporating both the boys and the girls school as well a co-educational sixth form which is located across both sites. The Green School continues to provide an excellent education for boys and girls from both Isleworth and the surrounding areas as it has done for centuries.

Isleworth and the surrounding area

The Green School Trust benefits from superb location in South West London and is in close proximity to major transport links as well as historic buildings, ancient parkland, miles of riverside and a range of dining, shopping and entertainment venues.

Transport

The schools are located within an 8 minute walk from Syon Lane station which is served by South West Trains and terminates at London Waterloo station. Other stations including Twickenham, Gunnersbury, Osterley and Boston Manor can all be accessed within a short bus ride. This connects the school to the Piccadilly Line, District Line and London Overground Services. By car it is possible to access both the M4 and Heathrow Airport within 15 minutes, the M25 within 20 minutes and central London within 30 minutes (outside of rush hour).

Historic Parkland

The Green School for Boys is adjacent to Syon House and Park which boasts acres of parkland dating back 600 years. The school has views across this park making it a pleasant and tranquil place to work. Both schools are walking distance from the riverside walks of Old Isleworth and Brentford where you can pick up both the Thames Path and the Grand Union Canal walking routes.

There are numerous other sites of historic and natural interest in close proximity to the school including Boston Manor and Park, Gunnersbury Manor and Park, Kew Gardens, Richmond Park and Osterley House and Park.

Dining, Shopping and Entertainment

The school is in close proximity to Hounslow Town Centre (2 miles), Richmond Town Centre (3 miles), Twickenham (4 miles), Kingston (6.5 miles) and Westfield White City (6.5 miles). These locations all boast a range of restaurants, cafes, pubs and bars as well as shops and cinemas. It is also less than a mile from the newly opened Brentford Riverside development which incorporates a range of independent businesses including shops, cafes, restaurants and will soon have a drive in cinema.

Benefits of working at The Green School Trust



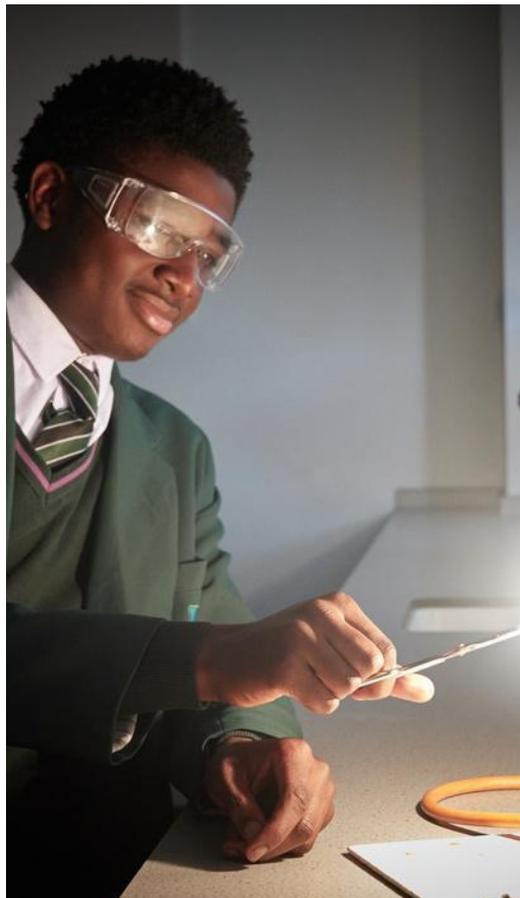
We offer:

- An exciting opportunity to lead a reflective, aspirational school founded on christian values
- The chance to contribute to the development of the Green School Trust
- Strategic and operational support across the Trust
- Structured professional development within the school and across the Trust
- The chance to participate or lead on NPOs as a delivery partner for Best Practice Network
- Accelerated personal development opportunities
- A focus on wellbeing and valuing staff as professionals and people
- A supportive family friendly ethos
- An Employee Assistance Programme with Health Assured free to all staff
- Directed time sensitive to planning, marking and sharing good practice
- A progressive IT learning environment with individual staff devices provided
- An Occasional Day in December
- An extended October half term and an early finish in the summer term
- An excellent location with Syon Lane main line (direct to central London) and good bus services to Richmond, Twickenham, Chiswick, Hounslow and Ealing on the doorstep.

A full programme of support for all new staff is provided. CPD and the development of leadership skills is an important part of the school culture and candidates who wish to progress their careers are encouraged to apply. As a Church of England Trust we welcome applicants from all faiths or none but we do ask that applicants support the Christian ethos of our schools.

Closing date for applications:

Interviews will be held the week of the



CONTACT US

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