



Teacher of Maths 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**

Dear Candidate

Thank you for your interest in the role of Teacher of Maths, at Gloucester Academy.

Introduction

This role is an exciting opportunity to join Gloucester Academy and further contribute to the life chances of our young people in the school, and across the Greenshaw Learning Trust. It is a chance to be part of something very special.

Gloucester Academy ensures that students and staff can develop and learn in a disruption free environment with exceptional standards. Our school is dedicated to the achievement of all and as such we provide exceptional training and education not only for our students but also for our staff whom we value equally.

Gloucester Academy has an exceptional track record of improvement with results last year making us the 11th most improved school in the country. In our latest Ofsted inspection Gloucester Academy achieved Outstanding in Personal Development and Good in every other category putting it above the vast majority of schools in the area. Our Ofsted result is a testament to the dedication of all staff in the school, the students and the support of the community. Gloucester Academy is an exceptional and incredibly successful school and is looking for like minded individuals who are committed to making a difference.

This role will support your own career development and equip you for a further promotion within the Academy and within our trust. We are based in central Gloucester which in itself is in a beautiful area of the country and provides access to the Cotswolds whilst maintaining close proximity to Bristol and Cheltenham. The area we serve is diverse, and therefore our catchment and students offer a range of expectations and exciting challenges. At Gloucester Academy we make a real difference to the lives of all we serve.

Work life balance is a high priority at Gloucester Academy. To support this, we offer a highly visible and supportive senior leadership team. We have centralised planning within the school and across the trust with dedicated time in the day for departments to work collaboratively to adapt lessons. centralised detentions, disruption free learning, whole class feedback through a clear feedback policy, lesson's structure based on the Rosenshein principles, visualisers in every classroom, subject experts working together within a collaborative trust, highly bespoke CPD in a short weekly session i.e Teach Like a Champion focus each session.

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 thirty six schools: eleven in South London, six in Berkshire, one in Surrey, fifteen 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.

Gloucester Academy 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 cosment@gloucesteracademy.co.uk . We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.

I am looking forward to hearing from you.

Yours faithfully



Phillipa Lewis

Headteacher

Greenshaw Learning Trust – ‘Always Learning’

GLT is one of the highest performing multi academy trusts in the country that provides high quality comprehensive 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 3,700 people and educates over 23,500 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
- Access to Blue Light Card Scheme
- Access to Teacher Art Pass Scheme (teaching staff only)
- Cycle to Work scheme
- Gym membership scheme
- Employee Assistance Programme
- Free eye tests
- Car benefit scheme
- My Health discounts

Terms and Conditions

Line Managed By:	Head of Subject
Line Management:	-
Contract:	Permanent, All Year Round.
Salary:	Salary calculated in line with Main Pay Scale Range, points M1 – M6, Upper Pay Scale Range, points UPS1 – UPS 3.
Hours of Work:	Monday - Friday, 32.50 hours per week.
Place of Work:	You will be based at Gloucester Academy, Painswick Road, Gloucester, GL4 6RN.
Medical Examination:	The appointment is subject to a satisfactory medical report
Superannuation:	<p>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.</p> <p>Details of the Teachers' Pension Scheme are available at:</p> <p>https://www.teacherspensions.co.uk</p>
Holiday Entitlement:	Subject to Working Time provisions of the School Teachers Pay and Conditions Document your holidays coincide with periods of school closures.
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:	<p>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</p>

Job Description

The **Teacher of Maths** role is an exciting addition to the Gloucester academy team.

The Department:

The Mathematics department is made up of passionate teachers, including one Edexcel examiner (with more in the process of becoming examiners) plus an equally passionate maths HLTA. Improving ourselves as teachers is paramount to the team through weekly PD sessions, subject knowledge enhancements, online courses, and exam conferences. We are always looking to be at the forefront of the latest mathematical pedagogy; this year we ran subject specific PD based on Craig Barton's "Reflect, Expect, Check, Explain" book. Furthermore, as part of the Greenshaw Learning Trust we are active participants in the GLT Maths Book Club with guest speakers so far including Doug Lemov, Peter Mattock, Mark Mcourt, David Didau and John Mason.

Resources:

In each classroom there is a visualiser which the maths team uses during the input part of every lesson. Each student has their own mini whiteboard enabling teachers to assess their class with ease. There are also textbooks for KS3 and KS4 which are used to support student's learning.

We use Sparx with our Y7-11s. Students have weekly homework tasks set on these platforms, the tasks are centred around retrieval practice. There are lunchtime drop-in sessions available to support and we also have Sparx Ambassadors who give up their own lunchtime to support other students.

The team works on and embed the latest mathematical pedagogy into our continually developing shared lesson bank. Each lesson has been designed with a retrieval segment to start the lesson, the main body of the lesson focuses on *I Do, We Do, You Do*, with students completing at least 20 minutes of silent independent work (use of GCSE questions is encouraged for all year groups) the end of the lesson has at least two diagnostic questions which students answer using their mini whiteboards. The use of live marking in lessons, when permitted, is used, resulting in our students being able to correct mistakes before they become embedded.

Curriculum:

Students are examined through Edexcel, and our Schemes of Learning allow for a seamless transition between KS3 and KS4, with topics mapped out from one year to the next. Assessments are completed during the school assessment windows, with time built into the schemes of learning for students to work on their individual gaps of knowledge. All Year 11s attend a weekly period 6, this time is used for exam practice and to support students with essential exam topics.

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.

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
- To follow setting and co-ordinating assessment arrangements in history at all Key Stages, and in all areas as required by school policies, including standardising those assessments.

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.

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

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, Academic Review Days, liaison events with partner schools, etc.

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 undertake duties before the school day, at break and after the school day on a rota basis
- To attend meetings scheduled in the school calendar punctually
- To set cover work during any leave of absence
- To adhere to the School's Safeguarding Policy.

Other Job Requirements

All staff will be part of the school's appraisal scheme. You will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching.

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:		
	<ul style="list-style-type: none"> • Hold a recognised degree (or equivalent) with a good classification in a relevant subject teaching qualification (QTS) • Commitment to own self development • This post is suitable for NQTs 	
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"> • Ability to teach your subject area up to Key Stage 4. • Desire to further raise overall achievement in your subject area through promoting the highest standards of teaching and learning. • A flexible approach to the teaching of your subject that seeks to promote the learning opportunities of all students and to secure the highest possible levels of achievement. • Demonstrate a commitment to following the school's principles of teaching, learning and assessment. • Good discipline/classroom management. • Commitment to working within the School's Safeguarding Policy and Procedures. • Commitment to high standards and expectations. • High levels of professional integrity. 	

Additional Requirements: In their statement of suitability and during the selection process, candidates will demonstrate that they can meet the following requirements:

- | | | |
|--|---|--|
| | <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 your subject and the wider curriculum• Understanding of Exam Board specifications | |
|--|---|--|

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 Sunday 27th April 2025. Applications received after this date will not be considered.

2. Shortlisting

Shortlisting will be finalised on Monday 28th April 2025. Shortlisted applicants will be invited by telephone to attend an interview. Please make sure you have indicated clearly day and evening telephone numbers on which you can be reached. References will be taken up after shortlisting.

3. Interview Process

Interviews will be arranged for the week of Monday 28th April, the school reserves the right to conduct interviews prior to the closing date. 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

The successful applicant will take up the post in September 2025.

6. Additional information

For further information, please contact Christine Osment, HR Manager on 01452 428800 or cosment@gloucesteracademy.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.