



GREENSHAW
LEARNING TRUST

Teacher of Maths Recruitment Pack



**ALWAYS
LEARNING**

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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 Maths** 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 for you to join our exceptional Maths team with progress 8 above 0.6 for the last 5 years and who have supported ALL students to achieve a grade.** 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. We are 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 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 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

The school reserves the right to commence the interview process at any time prior to the closing date.

Department and Subject Information

Our Maths 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 the top 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 Mathematics department at Five Acres is made up of 1 full-time head of department, 1 very experienced full-time second in department and 3 outstanding teachers. We also have a superb HLTA assigned specifically to Mathematics. The team is innovative, enthusiastic and supportive, dedicated to instilling a love of Mathematics in our students. The Mathematics Department builds on pupils' prior learning, using a stringent knowledge-led approach, with a focus on developing our pupils' understanding and ability to transfer those skills. Excellent use is made of objective data to set demanding targets and monitor progress. The department has been highly successful over the last 5 years. Constantly hitting 80% for grade 4+ but more importantly a very high Progress 8 score for all levels of ability. The last published figures put the maths results at Five Acres within the top 4% in the country.

The success of the mathematics team is embedded through collaboration and all working to the same goal. Everyone has a voice and we work independently so we all have equal ownership on how we move forward as a department.

Resources:

The resources we use are extensive and used across the Greenshaw Learning Trust. We start every lesson with a Low Stakes Quiz either pre-set or developed by the teachers here at Five Acres, everyone uses these for consistency. We follow the very explicit model of I do/You Do/Review.

A range of resources within our extensive Google Drive and subscriptions allow staff to deliver the mathematics curriculum in a fashion conducive to bringing about the sustained development of the students' mathematical knowledge-base; their conceptual understanding and their ability to utilise mathematics from across the attainment strands in order to solve abstract, in addition to, 'real-world' problems. Regular use is made of interactive whiteboard activities and deliberate practice. Cross-trust and cross-phase work is a continued focus. The school has developed links with feeder primary schools and contributes to the transition process.

We have one homework platform called Sparx that forms a huge part of our assessment process. Sparx links to our school curriculum so homework is preset and also adapts to individual students. This gives teachers more time to analyse and use the feedback data in their lessons planning.

The deliberate practice phase of the lesson is very much skill based and significant time and care is taken in selecting the correct exercise so students can make excellent progress.

We have department meetings scheduled into the timetable on a fortnightly basis that allow for CPD, general running of the department and check-ins with all staff. We also have a tri-weekly session afterschool dedicated to CPD within the mathematics team, focussing purely on Teaching and Learning. As a reading school, who recognise the importance of constantly looking to improve our pedagogy, we also discuss our reading on a fortnightly basis and you are welcomed to be a part of the ever growing, Greenshaw Learning Trust Book Club. All teachers are supported by the DDI process which involves a fortnightly drop in by a member of the mathematics team and a member of the SLT. This replaces formal observations and is purely a coaching process to improve everyone's teaching.

Curriculum:

The curriculum is much more than just lessons. It includes the ethos, attitudes and relationships which create the high-quality life in all of our schools. Our aim is to provide a broad, balanced and rigorous curriculum that is world class and meets the needs and aspirations of every young person as 'we want' them to be well prepared for their future.

In Mathematics, our intent is that:

'Pupils will have the knowledge to make logical connections, with the confidence to approach any problem with resilience and determination in order to achieve and be successful. They will be fluent learners through representation, variation and structure. They will achieve this through mathematical thinking and coherence.'

The curriculum is divided up into the big ideas, which are:

Number, Algebra, Ratio & Proportion, Geometry, Probability and Statistics

At present we use a mix of the GLT Mathematics curriculum (11) and the Sparx curriculum (Year 7,8,9,10) that has been written and developed by Heads of Mathematics across the trust and Sparx respectively. It is truly a world class curriculum. This curriculum is split into year groups and changes to Foundation and Higher in Year 10 and the first term of Year 11. After Christmas in Year 11 the Scheme for Learning becomes a reactive one and is based on class question level analysis. We focus on closing the gaps in students' knowledge in readiness for their upcoming examinations. The curriculum here in Mathematics at Five Acres is forever developing and receiving tweaks to ensure students are provided with the best chance of success: there are long term plans to implement the Sparx curriculum with all year groups.

We assess students all the time through formative assessment but summative student assessments are carried out two or three times a year. After each summative assessment is marked and moderated, data is collated and question level analysis is created to inform staff and students on how to improve

Every term we gather additional information regarding the students' current performance. We perform an additional activity called a Try It Now (TIN). The Try It Now targets the students' misconceptions with additional guidance on how to succeed. This is then self / peer assessed.

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 Maths
Line Management:	Not applicable
Contract:	Permanent
Salary:	Main pay scale 1 – 6 (£31,650 - £43,607) Upper pay scale 1 – 3 (£45,646 - £49,084)
Hours of Work:	Monday – Friday, 32.5 hours per week
Place of Work:	Five Acres High School. Five Acres, Coleford, Gloucestershire, GL16 7QW
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:	The postholder will be paid an enhancement for holiday pay, which is included in the salary details above
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

Teacher of Maths

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
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"> • Qualified teacher status • Relevant Degree or equivalent level • Evidence of continuing professional development 	<ul style="list-style-type: none"> • Post graduate qualification • Evidence of wider professional development
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"> • An outstanding classroom practitioner • Awareness and or involvement with ITT/appropriate CPD • Able to identify strengths and weaknesses in students and act appropriately • Excellent interpersonal and teamwork skills • Excellent communicator – sensitive & effective • An ability to establish good working relationships with a wide range of people including students, parents, governors and colleagues • Knowledge of strategies to inspire and improve outcomes for students • The knowledge and vision to put strategies into practice to meet current and future challenges • Outstanding organisational skills to ensure efficient and effective operation • Confidence and experience in the use of ICT for learning, teaching and admin • Excellent logistic and organisational skills 	<ul style="list-style-type: none"> • Experience of policy review, development & implementation • Experience of implementing systems and processes to aid learning, teaching and student development • Proven experience of maximising student outcomes at all levels
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"> • A willingness to become involved in all aspects of school life • Commitment to high standards and expectations 	

	<ul style="list-style-type: none">• High levels of professional integrity• The ability to work independently, willingness to take tough decisions and face the challenges of managing change <p>A commitment to sustaining and raising achievement, attainment and aspirations of all students</p>	
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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 27 April 2025**. Applications received after this date will not be considered. We reserve the right to appoint before the closing date.

2. Shortlisting

Shortlisting will be finalised on **Monday 28 April 2025**. 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

Interview dates to be confirmed. 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

September 2025

6. Additional information

For further information, please contact Dawn Pearse, HR Manager by emailing 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.