



GREENSHAW
LEARNING TRUST



Teacher of Maths Fixed term Recruitment Pack



**ALWAYS
LEARNING**

Five Acres High School
Five Acres
Coleford
Gloucestershire
GL16 7QW
01594 832263
admin@5acreshighschool.co.uk

Dear Candidate

Thank you for your interest in the post of **Teacher of Maths, on a 12 month fixed term contract (with the potential to go permanent)** at Five Acres High School, one of the top 5% of schools nationally for progress and recently rated 'Good' by OFSTED. This is an excellent opportunity for an experienced committed person looking 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.

We are a proud member of the Greenshaw Learning Trust, a strong 'family' of outward facing 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 values are ambition, confidence, creativity, determination and respect and we pride ourselves on removing barriers that hold students and families back.

Our website provides a clear picture of our aspirations and our vision; however, please do not hesitate to contact us to seek further information. We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect our ambitions to provide a world class education.

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.

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.

If you would like an opportunity to visit our school, please contact Dawn Pearse, HR Lead to arrange a suitable time by emailing dpearse@5acreshighschool.co.uk

To apply for a staff vacancy, please register for an online account to complete the application form. Please visit our website www.5acreshighschool.co.uk under 'Information' > 'Staff vacancies'. The recruitment process is managed via your online account and you will receive regular notifications regarding the progress of your application.

The completed online application form should be accompanied by a personal statement of suitability of no more than 2 sides of A4. In the application form and personal statement, you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples which support your application.

Please note we do not accept CVs.

Closing date: Sunday 26 February 2023

Interview date: Friday 3 March 2023

Start date: ASAP

Yours sincerely



Simon Phelps
Headteacher

Greenshaw Learning Trust – About us

The Greenshaw Learning Trust (GLT) provides an effective structure for schools to achieve real benefits from school-to-school collaboration, and a culture of trust and openness that promotes honest and transparent dialogue and mutual support.

At the heart of the Trust is proven school improvement advice and guidance – with regular meetings with school leaders, input from specialist primary and secondary experts and staff training and development in all our schools.

All schools in the Trust receive expert advice and fast-response support on budget planning and monitoring, payroll, human resources, employment and legal advice, purchasing, capital projects, admissions, policy development and audit. Our catering team provides advice and guidance on meeting the statutory responsibilities for food standards, healthy eating and safety, and helps our schools achieve higher take-up of meals and significant cost savings through quality improvement and the central procurement of food supplies.

Each school's local governing body receives support and advice to ensure that they can contribute effectively to the governance and leadership of their school, including tailored guidance to chairs and clerks and governor training.

The Greenshaw Learning Trust is committed to meeting the needs of every student – our schools offer a wide range of special needs provision and across the Trust we have extensive expertise in behaviour, attendance, family liaison and therapies to support our students and their teachers.

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 Greenshaw Learning Trust 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:

- Excellent CPD opportunities and career progression.
- Employer Contributions to Teachers Pension Scheme.
- Cycle to work scheme.
- Gym membership scheme.
- Employee Assistance Programme.
- Eye Care Voucher Scheme

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 very experienced full-time head of department, 1 outstanding experienced maths teacher, 4 outstanding practitioners and an outstanding experienced HLTA. 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 have a highly interactive Low Stakes Quiz developed by the teachers here at Five Acres, everyone uses this for consistency. We follow the very explicit model of I do/You Do/Review and finish the lesson with exit tickets.

A range of resources within our extensive Google Drive 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 strong 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 a tri-weekly session dedicated to CPD within the mathematics team, focussing purely on Teaching and Learning. We also are part of the ever growing Greenshaw Learning Trust Book Club, constantly looking to improve our pedagogy.

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 '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:

The Number System - Number
Relationships - Ratio & Proportion
Space and Proof - Geometry
The Universal Language of the World - Algebra
Chance - Statistics & Probability

We use the GLT Mathematics curriculum that has been written and developed by all the Heads of Mathematics across the trust. 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 success of our department has been recognised on a trust wide basis. Three members of our team are involved in refining and developing the GLT curriculum, with one member overseeing Key Stage 4 and the other two, in leading on Y7 and 8. Additionally, two of our team are lesson writers for the online curriculum that has been used across the globe during lockdown.

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

Every three weeks we gather additional information regarding the students' current performance. We perform mini assessments on work recently covered within the classroom. This is then self-marked and an additional activity is created called a Try It Now (TIN). The try it now targets the students' misconceptions with additional guidance on how to succeed.

Salary : Main/Upper scale
Fixed term contract for 12 months with the potential to be made permanent

Maths Teacher – Job Description

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

Responsible to: Line Manager

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 SIMs, 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.

Person Specification

Candidates should ensure that they meet the essential criteria for qualifications and provide supporting evidence in their application form

Qualifications	Essential	Desirable
Qualified teacher status	•	
Relevant Degree	•	
Evidence of continuing professional development	•	
Post graduate qualification		•
Evidence of wider professional development		•
Experience and Knowledge	Essential	Desirable
An outstanding classroom practitioner	•	
Awareness and or involvement with ITT/appropriate CPD	•	
Able to identify strengths and weaknesses in students and act appropriately	•	
Experience of policy review, development and implementation		•
Experience of implementing systems and processes to aid learning, teaching and student development		•
Proven experience of maximising student outcomes at all levels		•
Skills and Abilities	Essential	Desirable
Excellent interpersonal and teamwork skills	•	
Excellent communicator – sensitive and 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	•	
Personal	Essential	Desirable
A willingness to become involved in all aspects of school life	•	
Commitment to high standards and expectations	•	
High levels of professional integrity	•	

The ability to work independently, willingness to take tough decisions and face the challenges of managing change	•	
A commitment to sustaining and raising achievement, attainment and aspirations of all students	•	