



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 **Teaching Assistant** 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 and 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.

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 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 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 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.

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

At Five Acres High School, our dedicated SEND team consists of one SENCO, one SENCO Support admin, and a team of experienced Teaching Assistants and a literacy specialist. The SEND Support Area is a welcoming and inclusive space that provides targeted interventions for students with SEND needs throughout the school day – including before and after school sessions. Both staff and students have access to a wide range of specialised resources tailored to individual learning needs. The area is also equipped with a suite of computers to facilitate academic support and accessibility.

TERMS AND CONDITIONS

CONTRACT

Permanent

SALARY

- Salary calculated in line with support pay scale, points 06-12, £25,989 - £28,598 per annum (£22,412 - £24,662 per annum pro-rated). Starting salary and pay points will be aligned with relevant regional NJC spine on appointment, dependent on the location of the postholder.

HOURS OF WORK

Hours will be worked Monday to Friday, 8.00am - 4.00pm. You will work 36 hours per week, during term time (38 weeks) plus 1 week (5 days) of inset days. Your factor of working weeks will be 44.967.

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 Local Government Pension Scheme (LGPS) or a Personal Pension Scheme. Details of the Local Government Pension Scheme are available at: <https://www.lgpsmember.org>
- GLT will recognise continuous local government service for redundancy purposes in line with the Redundancy Payments (Continuity of Employment in Local Government, etc) (Modification) Order 1999.

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.

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:	Teaching Assistant
Responsible to:	Debbie Baker
Responsible for:	N/A

ROLE OVERVIEW

Teaching Assistants provide valuable support to teaching staff and are able to make a significant contribution to the education and well-being of pupils.

This job description is not exhaustive and serves only to highlight the main requirements of the post holder. The line manager may stipulate other reasonable requirements. The job description will be reviewed regularly and may be subject to change.

The post holder will work flexibly throughout all Key Stages of the Secondary Phase.

MAIN DUTIES AND RESPONSIBILITIES

- Under the direction of the school's SENDCO work alongside members of the Learning Support Team;
- To support students with learning, physical, medical, emotional and behavioural difficulties to access the curriculum, make appropriate progress and develop appropriate classroom behaviour
- To actively promote and contribute to the academy ethos and values
- To support teachers in facilitating and encouraging learning, which enables students to achieve high standards and to become independent learners
- To contribute to the evaluation of the school's SEND Policy and Inclusion Policy and practice through discussions with relevant staff
- To attend appropriate in-service training provided by the school or local authority
- To attend school team meetings and meetings with external agencies as required and to prepare reports for these meetings, if required
- To provide in-class support for identified individual students or small groups of students (e.g. 4-5 students), including specialist subject support as appropriate.
- Under the direction of the class teacher, to assist in the management of the whole class through the overt modelling of effective behaviour management techniques.
- Under the direction of a class teacher or SENDCO to develop and lead small group work for identified students (e.g. reading schemes, phonics, spelling, numeracy and social skills to groups of 4-5 students) and to contribute to the appropriate paperwork for these groups.
- To assist in the production of teaching and learning materials for students, including differentiating the materials.
- To provide support, to include personal care if required, for student(s) experiencing physical or medical difficulties (following training)
- To provide before and after school support for identified students as required.

- To provide regular feedback to the class teacher and to the SENDCO or the relevant line manager.
- To use appropriate systems for recording the progress of students with behavioural and learning difficulties.
- To provide data and information to inform Annual and Transition Review paperwork, PSPs (Pastoral Support Programmes), Student Profile documentation and Academic Reporting.
- To undertake assessment of students and to provide data to the relevant member(s) of staff for analysis.
- To provide support to identified students undertaking tests/exams to enable them to make full use of their access arrangements.
- To liaise with parents/carers as appropriate and professionals (e.g. Educational Psychologist) as required.
- To liaise with other teams across the school to ensure all student needs are met.
- To promote student independence by using a variety of reward strategies.
- To support with first aid responsibilities

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 professional learning programmes.
- To take part in the staff development programme by participating in arrangements for further training and professional development.

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		
A good relevant education to GCSE level	x	
Further qualifications or training relevant to the role such as; An NVQ level 2 or above Teaching Assistant qualification	x	
A willingness to train for a level 3 first aid in the workplace qualification		x
Qualification or experience of working with children/young adults requiring speech and language support.		x
Evidence of wider professional development		x
Skills and experience		
Previous experience of working with children in an educational setting	x	
Previous experience of working with Neuro diverse students.	x	
Experience of using Information Technology to support students in the classroom environment or other similar setting	x	
Experience of supporting SEN students in a mainstream classroom environment or other similar setting	x	
Knowledge of SEND and experience of working with those students	x	
Successful experience of working within a Secondary school / Education setting	x	
Knowledge of behaviour management strategies	x	
Good interpersonal skills both adults and children	x	
Be dependable, able to follow instructions and respond to management directions	x	
Knowledge of strategies to recognise and reward efforts and achievements along with the ability to encourage students to become self-reliant and independent learners.	x	
Have a good working ICT knowledge	x	
Personal attributes		
Have a willingness to extend skills through appropriate training and CPD	x	

	Essential	Desirable
Qualifications and training		
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Further qualifications or training relevant to the role such as; An NVQ level 2 or above Teaching Assistant qualification	x	
A willingness to train for a level 3 first aid in the workplace qualification		x
Qualification or experience of working with children/young adults requiring speech and language support.		x
Evidence of wider professional development		x
Commitment to working within the School's Safeguarding Policy	x	
A passion and desire to drive things forward	x	
High levels of professional integrity, energy and enthusiasm	x	
Flexibility to undertake any role within the department	x	
Commitment to high standards and expectations	x	
An ability to quickly adapt to changes	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 1 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 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 post as soon as possible following the completion of all safer recruitment checks.



GREENSHAW
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