



TRUE LEARNING PARTNERSHIP



Glossopdale School & Sixth Form

**Teacher of Social Science – Psychology with
the ability to teach Business, Criminology or
Sociology**

<https://www.truelearning.org.uk/vacancies>



ASPIRATIONAL

We encourage everyone to dream big and pursue excellence.



COLLABORATIVE

We work together, valuing diverse perspectives and shared success.



COMPASSIONATE

We act with kindness, respect, and a genuine desire to serve others.



CURIOUS

We foster innovation and a love of learning for all through inquiry and creativity.



INCLUSIVE

We ensure everyone feels valued, supported, and able to contribute fully.



TRUE LEARNING PARTNERSHIP

Our Mission

To inspire and empower every individual within our trust to achieve their fullest potential.

We are committed to providing a safe, inclusive, and innovative learning environment where compassion and collaboration thrive. Encouraging high aspirations, courage and curiosity, we equip all members of our community with the skills, confidence, and character to make a meaningful, positive impact in their communities and beyond.



Inspiring the best in everyone

Welcome to Glossopdale School & Sixth Form, part of the True Learning Multi-Academy Trust

Dear Candidate,

Thank you for your interest in joining Glossopdale School & Sixth Form. Our school is an oversubscribed 11-18 comprehensive secondary school which serves the Glossop and wider community. We are a warm and caring school that has the highest expectations of students and ourselves, where every student is expected to work hard, behave well and contribute positively to the school community.

We are looking to appoint an ambitious subject teacher who is hardworking and energetic to join our school in this role. You will need to have expertise in the key fields of student culture, behaviour and safeguarding. A proven track record in raising the achievement of all students will be essential.

We are seeking to appoint a subject teacher who is passionate about making a real difference to the lives of the students and the community we serve and to be part of the leadership team that takes the school onto the next stage of its exciting journey.

We exist to empower our students to find their purpose, develop high aspirations and thrive, both academically and personally. We provide a knowledge-rich curriculum which exposes students to powerful knowledge, places them on an ambitious pathway and develops the character traits needed as young people and into adulthood. Our core purpose is not merely finite 'success' for our students but our culture and curriculum enables them to thrive – to continually grow and flourish.

We are explicit about the culture we want to create and have clear ideas of the desired behaviours necessary for our students to succeed. At Glossopdale School & Sixth Form, we maintain a relentless focus on the day-to-day actions, behaviours and routines within the school and adopt a disciplined approach to teaching students effective learning habits. We communicate and practise these regularly, as both staff and students.

While with us, we encourage every member of staff to stretch themselves and we give everyone access to a wide range of learning and development opportunities. We are a research-based school with the aim to develop highly effective evidence-based practices including teaching, learning and assessment, where we collaborate as a whole staff to persistently improve our pedagogy and where we evaluate our practice habitually.

We have some of the best facilities in the area having fully rebuilt our school in 2018. This not only provides both staff and students with everything they can expect for modern teaching and learning, but also gives us exceptional environmental credentials.

I am extremely proud to be the Headteacher of Glossopdale School & Sixth Form and consider it a privilege to be a part of such a vibrant and caring learning community. If you think this sounds like your sort of school, then we very much look forward to receiving your application to join us.

Kate Smith
Headteacher

Job Description & Person Specification

POST: Teacher of Social Sciences – Psychology with the ability to teach Business, Criminology or Sociology

SCALE: MPS

Hours: Full time - Permanent

EFFECTIVE FROM: Sept 2026

RESPONSIBLE TO: Leader of Social Science

Curriculum area you will mainly be expected to teach: Psychology with the ability to teach Business, Criminology or Sociology

THE ROLE OF A SUBJECT TEACHER

The role of a subject teacher is to provide high quality teaching and learning opportunities for all students through:

- excellent subject knowledge
- being an excellent classroom teacher
- the ability to plan and prepare schemes of learning
- planning and delivery of engaging and effective lessons that ensures good or better progress
- having a clear understanding of how to ensure all "groups" SEN, Pupil Premium, Most Able and EAL make good progress
- effective marking and feedback that leads to progress
- setting out high expectations which inspires, motivates and challenges students

Assessment

The teacher will fulfil all requirements of the school policy on Assessment, Recording and Reporting. S/he will assess regularly as a means of monitoring progress, diagnosing weakness, informing future teaching and as a basis for target setting.

This will involve working within department and school policies to:

- establish record keeping procedures
- complete all reports required in the Assessment Cycle
- carry out such assessments of learning as required by the National Curriculum
- pass on to other staff who may teach the students, appropriate assessment of learning data, (e.g. at end of year)
- carry out end of Key Stage learning assessments
- prepare students for internal and external learning tests and examinations
- report student progress to more senior staff and parents/carers as required.

Special Educational Needs

The post holder will know the range of student abilities in each class and ensure that all students can, and do, make progress in their learning.

This will involve:

- being aware of the individual learning needs of the students in each teaching group
- ensuring that learning resources are appropriate and enable students to access learning at the highest possible level
- using a range of appropriate learning strategies/activities to meet the needs of all students
- working with Learning Support staff to meet the needs of individual students
- planning with Learning Support Assistants to manage roles and responsibilities
- contributing to SEN Plans through effective target setting and assessment

Experience

The post holder will share in the development of the plans and teaching materials which ensure all students have opportunities to make progress.

This will involve:

- sharing in the planning of learning and production of resources with others in the department and in the school
- keeping abreast of current developments in the subject and related areas
- sharing in the development of teaching strategies and approaches, including the appropriate use of ICT
- providing a stimulating classroom environment through display that enhances and celebrates learning

Classroom Management

Students learn best in an orderly and supportive environment where work is sufficiently challenging to motivate and stimulate them. They also need to be given clear objectives for their learning and regular feedback. The best teaching will involve learners being given opportunities to take responsibility for elements of their own learning. All teachers will promote the school's Aims and Values and implement school policies and procedures in order to establish a secure learning environment. They will aim for the highest possible standards of work and behaviour at all times.

This will involve:

- preparing and teaching lessons (and planning homework) which are challenging, engaging and enjoyable in order to ensure maximum progress and learning for all.
- employing procedures for encouraging good behaviour and managing behaviour in a way that promotes learning for all, and which comply with school and faculty procedures.
- assessing students' learning in line with department and school policies.
- implementing the school system for rewards

Form Tutor

Most teachers are Form Tutors and members of a Year Team. This will involve:

- taking responsibility for a tutor group, including the support for learning and welfare of each individual in the group
- registering students and applying strategies to ensure good attendance and punctuality
- participating in assemblies and ensuring form time is used constructively to support learning
- guiding and counselling members of the tutor group
- undertaking other pastoral duties

General

All teachers will:

- be expected to keep themselves up to date with recent education developments and to participate in INSET
- take part in break duty rotas and cover
- participate in the school system of lesson observations
- contribute to staff coaching

Core Responsibilities for all Trust Employees

Health & Safety

All staff within True Learning Partnership are required to remain vigilant, observe all relevant Health and Safety policies and procedures, take reasonable care of their own and others' Health and Safety, report all accidents and incidents, and raise concerns through their line manager, the Director of Business & Operations, the site management team or another member of SLT as appropriate.

Equality & Diversity

Staff employed by True Learning Partnership are expected to promote equality of opportunity for all students and staff, both current and prospective, and to support an environment that values diversity and respect. True Learning Partnership believes that all individuals are of equal value and we are committed to equal opportunities for all.

Data Protection

All staff within True Learning Partnership have a responsibility to ensure that data they are responsible for is accurate and appropriate to the needs of the organisation, and that they are responsible for ensuring any personal data processed for any purpose or purposes in connection with their role in the Trust shall not be kept for longer than is necessary for that purpose or those purposes, in accordance with GDPR 2018.

Safeguarding & Child Protection

True Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and adhere to, and comply with, the Trust's Safeguarding and Child Protection policy and procedures at all times.

Notwithstanding the detail in this job description, in accordance with the Trust's Flexibility Policy the job holder will undertake such work as may be determined by the CEO from time to time, up to or at a level consistent with the main responsibilities of the job.

Key Information regarding the Application Process

To Apply

Completed application forms should be submitted via My New Term.
Please **do not** include your name when completing your supporting statement.

Only completed application forms will be submitted for shortlisting, CVs will not be accepted.

Key Dates

Closing date for applications: Wednesday 3rd June 2026 at 9:00am

Interviews will take place on Week Commencing 8th June 2026

Benefits

At True Learning Partnership, we're proud to support our staff both in and outside of work. We're committed to your wellbeing, professional growth, and maintaining a healthy work-life balance.

Our benefits package includes a wide range of support and resources, such as wellbeing tools, a confidential Employee Assistance Programme (EAP), learning and development opportunities, and access to discounts on everyday spending and lifestyle services.

Other benefits include;

- Pension Scheme
- Cycle to Work Scheme
- Eye Care Vouchers
- Seasonal Flu Jabs
- Access to free CPD courses
- Strava – True Learning Runners

Safer Recruitment Information

True Learning Partnership is an inclusive Equal Employment Opportunity employer that considers applicants without regard to gender, gender identity, sexual orientation, race, ethnicity, disabled or veteran status, or any other characteristic protected by law. We welcome applications from all individuals regardless of individual background or circumstance. Please note if you are shortlisted, an online search will be carried out before interview which may identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with you at interview.

True Learning Partnership is committed to safeguarding and promoting the welfare of all children and young people and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (one of which must be from the current/latest employer) and evidence of the formal qualifications required for the role.

Trust Safeguarding Statement

True Learning Partnership recognises the important role that our schools and their staff have in the wider safeguarding system for children. ALL staff have a responsibility to provide a safe environment in which children can learn. True Learning Partnership fully adopts statutory guidance "Keeping Children Safe in Education" (September 2025).

True Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our schools are a safe place for children, where our responsibilities for safeguarding children are taken seriously. As a Trust, we are responsible for ensuring that all our schools have thorough and robust child protection and safeguarding policies and procedures.

Should you have safeguarding concerns regarding any pupil at any of our schools, please speak to one of the Designated Safeguarding Leads at that school.

True Learning Partnership Designated Safeguarding Officer is Catherine Holyland, Deputy Head Teacher at Poynton High School. If you wish to contact her directly please e mail Cholyland@truelearning.org.uk

True Learning Partnership Trust Board safeguarding representative is Paul Jarvis. If you wish to contact them, please e mail info@truelearning.org.uk stating that the e mail relates to a safeguarding issue.

Our schools' Local Governing Bodies are regularly updated about child protection, bullying and safeguarding policies and practices by the relevant school Head Teachers, and other members of the Senior Leadership Team. This information is reported to the Trust Board.

For further details on roles and responsibilities, and recording information regarding Safeguarding, please see the Safeguarding Policy and Procedures documents held by each school in our Trust.



**TRUE LEARNING
PARTNERSHIP**

Contact Us



True Learning Partnership

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