



**BLAISE HIGH
SCHOOL**

RECRUITMENT PACK



part of the
**GREENSHAW
LEARNING TRUST**



Blaise High School,
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September 2026

Dear candidate,

Thank you for your interest in the role of Teacher of Maths at Blaise High School. 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.

Blaise High School is a disruption free environment. This ensures that teachers can teach and students can learn during every second of every lesson, day by day. Teachers at Blaise High School are the experts in the room; our school is set up to ensure that teachers can teach in an environment in which they are truly able to make a difference. We prioritise knowledge, delivering a knowledge rich curriculum that is carefully selected based on core knowledge that will lead students towards what is studied at University. We believe in direct instruction, and understand that the quickest way for children to learn something is to be told it. We teach in a traditional fashion; hard work and effort are emphasised and we have extremely high expectations of our children every minute of every day. Our lessons, lesson sequences and units of work, are structured in line with cognitive load theory, and we lean heavily on Rosenshine's principles and the Teach Like a Champion series. We are genuinely inclusive, and we expect that all children will access every aspect of our school day. Our school is a fantastic place to work for those who are committed to the eradication of the disadvantage cycle.

We are committed to our values of Aspiration, Integrity and Pride. This means we expect the very best outcomes for all our students and we expect that all of our students will work exceptionally hard every day. Our students show their pride in our incredibly high standards in uniform, the quality and quantity of work that we expect of our students, and our focus on manners in our interactions with children. We are a school rich in diversity and we celebrate this daily. All of us believe that every child can be successful no matter our background or starting

point. At Blaise, we work together: as a staff body, to ensure we are consistently able to improve our practice; as a whole school, to celebrate and have fun together; and as an entire community, to be sure all of our students are ready to be successful every day.

All teachers have access to a high-quality weekly professional development session, alongside a programme of personalised development via our 1:1 developmental coaching sessions, as well as fortnightly intellectual preparation meetings within departments that improve the intended and enacted curriculum.

Blaise High School is privileged to be part of the Greenshaw Learning Trust. Everything that we do is focussed on improving the future outcomes, character and life chances for our children.

We are looking for colleagues who share our commitment to the breaking down of the disadvantage cycle. At Blaise High School we work with a shared moral purpose; that is, to close the attainment gap for disadvantaged children and take the school into the top 1% of all schools in the country for progress made.

The school has made significant progress in recent years over many different metrics. Crucially, attainment 8 increased by +4.5 for all students in the year to September 2025, and by +10 for students in receipt of pupil premium. The school is closing the disadvantage gap in our community, and every opportunity for new staff to join the school is an opportunity to ensure that this work continues.

We are ambitious about diversity and inclusion and 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 Ms Bristow, PA to the Headteacher on 0117 9030117 or via email bristowj@blaisehighschool.co.uk to arrange a suitable time.

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.

Yours sincerely,

Nat Nabarro, Headteacher & Josie Shelton, Head of School.



ABOUT OUR SCHOOL

We are very clear on our core values and beliefs in the primary areas of our school and we are then deliberate in how we enact these in our school.

Curriculum

We teach a knowledge rich curriculum. Our resources are centrally planned, allowing our teachers to intellectually prepare, not spend time making powerpoints. We focus on the teaching of powerful knowledge, enabling students to move out of their lived experiences, and access the best universities or careers of their choosing. Our curriculum sequencing is underpinned by curriculum plans and knowledge organisers. These form the backbone of our curriculum and homework. The curriculum in each subject area is underpinned by big ideas and increasingly delivered through booklets; the progression through which enables children to build a coherent picture of each subject discipline, and develop the knowledge that will enable them to access the subject at University.

Behaviour

The SLT own behaviour at this school. Teachers use a set of microscripts to implement a centrally administered policy with warmth and high expectations. SLT and non-teaching staff run the referral room, detentions and all parent contact regarding behaviour.

Teachers at Blaise High School are able to teach in a disruption free environment, where student behaviour is incredibly strong. Every classroom is consistent and will contain frequent positive behaviour interactions that result in positive points for students, through demonstration of our core values in their approach to learning. Staff have the complete support of SLT when challenging disruptive behaviour. We emphasise personal responsibility on behalf of children when we discuss their behaviour.

Character Development

We believe outcomes are the most important function of a school. However, outcomes alone mean little without the development of children's characters. At Blaise, we do this through explicit teaching of our values, 'Aspiration, Integrity and Pride', as well as recognition that every staff-student interaction has the ability to (re)shape the way in which a child views their role in contributing positively to the school's culture and to their own development.

We have a series of mantras which we use to give children practical steps in being successful, for example 'Work Hard. Be Kind'. Our character programme equips every child with the necessary character to achieve excellent outcomes and to succeed at one of the country's very best Universities or careers of their choosing.

We are always looking to improve our enrichment offer for students and we are looking for candidates who are keen to develop this with us

Teaching

We teach in a traditional style. At Blaise High School teachers are the experts in the room. Our lessons utilise an I, We, You structure and there are visualisers in every classroom to enable effective guided practice. All of our staff take part in weekly, 15 minute CPD that is generally based on techniques from Teach Like A Champion. This is supplemented by fortnightly departmental intellectual preparation opportunities. Through this model teachers develop their toolkit of techniques to ensure high participation in every lesson. This toolbox includes turn and talk, mini whiteboards and call and response among others and we use this to ensure every student is thinking about the *right* thing in every lesson.

At Blaise 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 Blaise High School 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.

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.

TERMS AND CONDITIONS

CONTRACT

Permanent

SALARY

Salary calculated in line with MPS (points 1-6) or UPS (points 1-3)

HOURS OF WORK

Monday to Friday - 32.5 hours per week - Term time only

PLACE OF WORK

Blaise High School, Station Road, Henbury, Bristol, BS10 7QH.

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 Teachers' Pension Scheme or a Personal Pension Scheme.

HOLIDAY ENTITLEMENT

Subject to Working Time provisions of the School Teachers Pay and Conditions Document your holidays coincide with periods of school closure

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:	Teacher of Maths
Responsible to:	Head of Maths
Responsible for:	N/A

ROLE OVERVIEW

We have an opportunity for an enthusiastic, talented Teacher of Maths to join our popular and successful department that delivers an engaging and exciting KS3 and KS4 curriculum. The Maths team embodies our values and ethos, they ensure that teaching and learning practices are research led, they provide engaging content through explicit instruction, and ensure that students make progress through a coherent curriculum that is increasingly delivered through booklets.

The successful candidate will join a team who are passionate about ensuring that Blaise High School regularly attains outcomes that put the school in the top 1% of schools in the country. We are looking to recruit a colleague with both the commitment and relevant skills to drive our raising standards agenda for every child in the school.

MAIN DUTIES AND RESPONSIBILITIES

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area (Maths) as appropriate
- To monitor and support the overall progress and development of students as a Teacher
- To deliver our reading programme during Tutor Time Reading in the mornings
- To deliver high quality, academically rigorous lessons, in line with the principles of cognitive load.
- To contribute to raising standards of student attainment across the school
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth
- To produce high quality shared resources as part of our ongoing curriculum development work
- To engage in the intellectual preparation of shared resources

TEACHING, LEARNING AND STUDENT PROGRESS

- To teach consistently high-quality lessons
- To intellectually prepare for their delivery of shared lesson resources
- To be a role model for students, inspiring them to be actively interested in your subject
- To maintain up to date expert subject knowledge
- To ensure the effective/efficient deployment of classroom support
- To manage behaviour in line with the school's behaviour policy
- 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 update professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology
- To engage with the school's rank order assessment process
- To prioritise and manage time effectively, ensuring continued professional development in line with the role
- To follow the school policies and procedures

STAFF DEVELOPMENT

- To continue personal development in the relevant areas, including subject knowledge and teaching methods
- To engage in our developmental drop in programme and to attend weekly briefings and professional development sessions
- 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		
Relevant Degree	x	
Qualified Teacher Status.	x	
Evidence of / Commitment to continuing professional development	x	
Postgraduate Qualification		x
Evidence of wider professional development		x
Skills and experience		
Excellent interpersonal and teamwork skills	x	
A high quality teacher	x	
Able to identify strengths and weaknesses in students and act appropriately	x	
Management and experience of curriculum planning	x	
Knowledge of the latest subject specific thinking, including research and subject associations	x	
Knowledge of strategies to improve outcomes for students	x	
Personal attributes		
Able to establish good working relationships with a wide range of people - students, colleagues and parents	x	
A willingness to become involved in all aspects of school life	x	
Excellent communicator – sensitive, compassionate and effective	x	
Outstanding organisational skills to ensure efficient and effective implementation of the role	x	
A willingness to become involved in all aspects of school life	x	
A desire to consistently improve in their practice	x	
Committed to the safeguarding of children	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 8am on Friday 18th September. 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 on 24th September 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 the post on 1st January 2027.



GREENSHAW
LEARNING TRUST



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