



Greenacres
PRIMARY ACADEMY

APPLICATION PACK

2 x Primary Phase Teachers

Date: 06/03/26

Respect – Responsibility - Really Good Manners



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- If you have any queries regarding the application process please contact our HR on 0161 770 5350
- Closing date for applications: 3pm on Sunday 12th April 2026
- Interviews: Week beginning 27th April 2026



WELCOME

Dear Potential Colleague,

Firstly, thank you for your interest in working at Greenacres Primary Academy, a proud member of the highly regarded Trust, South Pennine Academies. If you're impressed by our exciting work, understand our vision, and want to be part of our journey, then we are keen to hear from you.

Greenacres is a medium sized, one form entry primary school with 240 pupils (aged from 4 to 11) on roll where excellent attainment and progress for pupils are achieved. We take great pride in creating a warm and friendly environment and a positive culture for learning so that our children are given opportunities to excel. We place great emphasis on the social and emotional development of our pupils, alongside the encouragement of a love for reading and learning so they can achieve their full potential academically.

Greenacres is proud to hold the Bronze Mental Health Award, The Early Years Quality Mark, the Gold History Quality Mark, Silver Geography Mark and Gold Artsmark. Our pupils excel in many subjects and are confident and articulate children, with excellent behaviour.

Ofsted last visited our school in the summer of 2022 and wrote us a glowing report. We are a 'good' school with the Personal Development section being Outstanding.

The school is a great place to work due to the hard work and dedication of all staff and the excellent attitudes the children have to their learning. There is a strong commitment to teamwork and a real sense of community spirit and equality at Greenacres Primary Academy.

I can personally guarantee that the successful individual will be warmly welcomed into the team. We have a culture of professional learning, reflection and collaboration to provide training and development opportunities for staff and to bring about sustainable improvements for all our children and can offer the successful applicant a fantastic CPD package. Our motivation is to be the absolute best school possible and to serve our community in the best way we can.

We are looking for a passionate, energetic and dedicated candidate with a strong character and someone who has the ability to motivate and inspire our students to achieve their full potential. Most importantly, we are keen to hear from candidates that are driven by a strong sense of purpose and the genuine ambition to help the academy improve standards even further.

If this is a position that appeals to you, and you have the passion to make a positive impact on the life chance of our students, then we would very much like to hear from you.

If you wish to discuss any of the opportunities we have on offer, please contact us at info@greenacres-academy.org or call 0161 770 5350. We also invite you to visit our website www.oldham.greenacres.sch.uk and our social media pages to learn more about Greenacres Primary Academy and the Trust.

Yours sincerely
Katie Thornton
Principal

ABOUT GREENACRES PRIMARY ACADEMY

OUR VISION AND VALUES



Our core **values** of Respect, Responsibility and Really Good Manners underpin everything we do as an academy, and we passionately believe that as educators, we have the power and responsibility to inspire our students to be the best they can be and enabling them to pursue their dreams and become the leaders of tomorrow.

WHY JOIN US

1. The first thing that hits you at GPA is the feeling as you walk in. The ethos is there for all to see and feel. It permeates throughout the establishment; staff work as a collective team who go above and beyond for our school community.
2. Senior leadership are highly visible.
3. The staff are professional in their attitudes and morale is high.
4. Culture of high expectations; teachers can teach and students can learn.
5. Relationships between teachers, pupils and parents are strong, creating a very positive environment for learning.
6. In lessons, students are ambitious, confident, self-assured and engaged learners. They rise to the challenge of high expectations and work hard in lessons and demonstrate pride in their work.
7. The Academy is a highly orderly environment and students conduct themselves well throughout the day.
8. Students enjoy coming to school and attendance is well above national.



[Video Link](#)

HOW TO APPLY

Thank you for taking time to read about the academy and Trust. If you wish to apply you should:

- Complete the application form fully, via My New Term www.mynewterm.com ensuring all details are accurate and all declarations are signed.
- Please ensure you enclose at least two professional referees with one being your current employer and any other employers in the last two years (with professional email addresses if possible).
- Do not enclose additional CVs.
- Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of our Trust.
- Please ensure that you also include information on how you will develop the role and how your previous experience has equipped you for this.

The academy is committed to safeguarding and promoting the welfare of all students, and staff must share this commitment. Appointment is subject to a satisfactory enhanced Disclosure & Barring Service check and the Academy's Safer Recruitment policy and procedures. Please note two references will be taken up prior to the interview process; please ensure your referees are prepared and aware of your application.



JOB DESCRIPTION

Classroom Teacher for the Primary Phase

Reporting to: The Principal

Salary: MPS Point 1

Term: Full time

Location: School Based

Job Purpose

To carry out the duties of a class teacher as set out in the School Teachers' Pay and Conditions Document 2016 and have due regard to the aims, ethos and policies of the school, under the direction of and in consultation with the Principal.

Teaching and Learning

- Plan activities and experiences appropriate to the age, ability and individual need of all students following the Curriculum Guidance for Foundation Stage and National Curriculum to ensure students receive a broad and balanced curriculum.
- Set clear and challenging targets for learning, building on prior attainment.
- Consider how the subjects can promote citizenship, spiritual cultural, mental and physical development and preparation for adult life.
- Reviewing and maintaining resources and a high-quality learning environment.
- Recording student's profiles, progress and attainment in accordance with school policy
- To positively promote engagement with parents.

Continuous Development

- To attend courses provided by organisations as and when appropriate and disseminate information.
- Manage a curriculum area(s) of special interest where necessary:
 - be involved in the organisation, maintenance and review of resources and equipment throughout school attached to that curriculum area(s);
 - keep abreast of current trends and developments, attend relevant courses and disseminate information and ideas to colleagues associated with that curriculum area(s)
 - creating and updating annual action plans indicating key priorities for development in line with school improvement and evaluation activities.

Assessment and Recording

- Manage a curriculum area(s) of special interest where necessary:
- Assess how well learning objectives have been achieved and use this assessment to inform future teaching.
- Assess and record students' progress in accordance with School Policy and Statutory Guidance.
- Mark and monitor class and homework, providing constructive oral and/or written feedback and setting targets for students' progress.
 - Provide written reports to parents, in accordance with school procedures and statutory requirements.
 - other agencies, in accordance with school procedures and Code of Practice.

Pastoral

- To promote, maintain and supervise the Health and Safety of students engaged in authorised school activities both on school premises and elsewhere.
 - To demonstrate a commitment to positive behaviour management throughout school.
 - To care for the physical and emotional welfare of children within the class/school.
 - To follow child protection procedures in accordance with School Policy to ensure the safety and welfare of children throughout the school.
 - To register students, encourage punctuality and reinforce school attendance procedures in consultation with the Head Teacher.
 - To develop positive relationships with parents and promote home-school partnership.
 - To liaise with outside agencies responsible for student welfare.
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General

- To promote Equality and Diversity ensuring that, specifics of gender, race, class, ability and disability are treated in a positive and no-discriminatory manner.
- To attend meetings with colleagues, parents and outside agencies as directed by the principal.
- To adhere to safe working practices and to report any dangerous events or equipment to the relevant person.
- To carry out any other duties appropriate to the level expected of a teacher on a standard scale relating to the efficient organisation of the school.
- To participate in Performance Management as required by Government Regulations.

Safeguarding

- As part of your wider duties and responsibilities you are required to promote and actively support the Trusts 'responsibilities towards safeguarding.
- Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury.
- It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

PERSON SPECIFICATION

E = Essential
D = Desirable

A = Application Stage
I = Interview and Assessment stage
R = References

Relevant Experience

Evidence of recent excellent classroom practice and experience of EY/KS1/KS2	E	A
Evidence and experience of raising standards/achievement and accelerate student progress	E	A,I
Experience of working with parents, outside agencies and the wider community	D	A,I
Experience of working within a team	E	A,I
Experience of working with children from different backgrounds	E	A,I
Experience of creating an engaging, creative and vibrant classroom environment which stimulates children's interest and supports their learning	E	A

Education & Training Attainments

Degree in appropriate area	E	A
Evidence of continuing professional development	E	A
Attendance at recent training/professional development on learning	D	A,I

General & Specialist Knowledge

High quality and effective interpersonal skills	E	A,I
Expert knowledge of the EYFS / National Curriculum and the skills to develop a creative and confident approach to curriculum co-ordination clear philosophy of primary education and proven ability to translate this into practice	E	A,I
An excellent class teacher with excellent organisational skills	E	A,I
A dedication to meeting all children's needs through varying teaching strategies	E	A,I
An ability to lead, enthuse and motivate colleagues in a subject, preferably computing but this is negotiable to the right candidate.	E	A,I
Understand the principles of Child Protection and Safeguarding and recognise own responsibility and accountability	E	A,I

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Excellent communication and presentation skills	E	A,I
An ability to be innovative, and support on-going initiatives	E	A,I
A commitment to using the outdoors as a teaching space	E	A,I
A willingness and capacity to contribute to the development of our curriculum	E	A,I

Any additional factors

A commitment to community cohesion and student inclusion	E	A,I
A willingness to undertake extra-curricular activities	E	A,I
Understanding your part in being a positive and pro-active member of staff	E	A,I

Please ensure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criterion on your application form. The letters E and D in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the E's on day one to be able to do the job, you need to have all the D's to do the job, but they could be learnt during the induction. We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.

Please note this role is subject to an Enhanced DBS Certificate





SAFEGUARDING NOTICE

Important Safeguarding notice/ Statement of Intent

As part of your wider duties and responsibilities you are required to promote and actively support the Trusts 'responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable

South Pennine Academies is committed to ensuring a culture of safer recruitment and as part of that implement recruitment procedures that deter, reject or identify people who might abuse children. All Academies across the Trust adopt a consistent and rigorous approach in the recruitment and selection processes, with the aim of ensuring that those recruited are suitable for such an important and responsible role. The purpose of safer recruitment is ultimately to:

- Deter: From the beginning of the recruitment process, it is important to send the right message – that the organisation has a rigorous recruitment process and does not tolerate any form of abuse. Wording in adverts and recruitment information must aim to deter potential abusers.
- Identify and Reject: It will not always be possible to deter potential abusers. Therefore, careful planning for the interview and selection stage, in terms of asking the right questions, setting appropriate tasks and obtaining the right information can assist in finding out who is suitable for the role and who is not.
- Induct: Induction is an essential part of our recruitment process, we ensure that comprehensive induction processes are in place, together with appropriate policies and procedures, raising awareness through staff training and generally developing and maintaining a safe culture within the organisation will all help to prevent abuse or identify potential abusers. Academy is committed to safeguarding and promoting the welfare of all students and staff must share this commitment. Appointment is subject to a satisfactory enhanced Disclosure & Barring service check and the Academy's Safer Recruitment policy and procedures. Please note two references will be taken up prior to the interview process, please ensure your referees are prepared and aware of your application.

The intention of this policy is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to pupils within the organisation. The policy and the practical implementation of recruitment and selection processes also aim to meet all legislative requirements, any statutory or other guidance that may from time to time be issued in order to keep children safe and safer recruitment in education, as well as principles of general good practice.

As part of our shortlisting process, in accordance with KCSIE Guidance, an online search will be completed on all shortlisted candidates.

Equality

The Board of Trustees and school are committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourable on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated.

We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

Disabled applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personnel Specification. As an equal rights employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

Privacy notice

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) (EU 2016/679) and the provisions of the Data Protection Act 2018 (DPA 2018). This policy applies to all personal data, regardless of whether it is in paper or electronic format. For further information please see the full privacy policy on our school website.



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Website: www.greenacres.oldham.sch.uk





PARTNERS OF THE SPA TRUST

South Pennine Academies is a charitable multi academy trust established in 2012. We currently work with eleven primary and secondary converter and sponsored academies located in Calderdale, Kirklees and Oldham. The Trust also operates Huddersfield Horizon SCITT, rated a good ITT provider by Ofsted.

The team at South Pennine Academies are committed to delivering school improvement through the development of effective partnerships with our academies, the communities we serve and external organisations. Our academies are an integral part of their local communities. We value the diversity and distinctive opportunities that working within our local communities brings. Development of local solutions to meet local needs is a key aspect of our work.

BENEFITS OF JOINING THE TRUST:

- **Professional Development** - The Trust is committed to developing all staff within their roles and creating continued fantastic opportunities for further career progression.
- **Pension** – Every employee of South Pennine Academies has access to the Teachers' Pension Scheme or the Local Government Pension Scheme.
- **Wellbeing Benefits** – Through our wellbeing provider, Smart Clinic, staff can access a number of generous wellbeing benefits including physiotherapy, 24-hour GP helpline, cancer support, stress counselling support and weight management.
- **Free Will writing service** – Provided via solicitors Dunham McCarthy – a free and completely confidential service for all SPA employees. The free service is provided remotely, either by telephone or video call, at a time to suit you. You will have an adviser to help you complete each step from start to finish.
- **Cycle to Work Scheme** – The Trust has registered to join this scheme as a provider for staff to be able to take advantage of the salary sacrifice tax-relief arrangement. For more information, eligibility criteria and details of how to apply, please contact the central HR team.
- **Annual Flu Vaccinations** – Annual Flu vaccinations offered to staff either by visit from nurse on site or via vouchers, accepted at various GP surgeries or pharmacies
- **Flexible Days** – Our Trust is trialing a Scheme which allows all staff up to 2 days paid time off during term time for life events

