

True Learning Partnership



Glossopdale School & Sixth Form
Teacher of Science – Recruitment Pack 2026
<https://www.truelearning.org.uk/vacancies>

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 seeking to appoint an inspiring and innovative qualified Teacher of Science. The appointed person will be joining an experienced and highly skilled team.

The Science team is a large, successful faculty consisting of subject specialists teaching Biology, Chemistry and Physics from KS3 to KS5. The faculty is well resourced, friendly, committed and strives constantly to develop and improve methods for enhancing student learning, enjoyment and achievement.

Students have 3 lessons a week of Science in Years 7 -9 and 5 lessons a week in Years 10 - 11. We have some of the best facilities in the area having fully re-built 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.

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 enable 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.

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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 Science

SCALE: MPS

EFFECTIVE FROM: September 2026

RESPONSIBLE TO: Faculty Team Leader

Job Purpose

To deliver a rich and engaging range of lessons in science across all age ranges. To work collaboratively with colleagues within the Science Faculty. To uphold the school's vision and values on a daily basis. To safeguard and promote the welfare of children.

Main Responsibilities

- The delivery of high-quality teaching and learning through appropriately planned lessons
- Adherence to the school and faculty marking and feedback policies to provide constructive feedback which sets clear targets enabling students to make at least expected progress
- Use of teaching methods which keep students engaged, challenged and improves long term learning
- Use of effective questioning and response: clear presentation and good use of resources
- Regular setting and marking of homework following the school / faculty policy
- High expectations of student behaviour establishing and maintaining a good standard of classroom management and building positive relationships
- Assessment and recording of student progress as required by the National Curriculum, GCSE, A level, BTEC, school and faculty systems
- Completion of progress reports for classes taught
- Analysis of school data, including prior attainment, to inform planning, ensure high expectations and meet students' needs
- To follow the schemes of work as required by the leaders in the Faculty
- Working collaboratively with colleagues within the faculty to produce lesson plans, schemes of learning and resources
- Development of students' key skills in reading, writing, communication and mathematics arising out of the lessons
- Maintaining the classroom as an organised and effective learning environment including the display of students' work and other material to stimulate student interest
- Responsibility for the condition of learning materials, equipment, furniture and fittings in the classroom
- Attendance at faculty meetings and to play an active role in the work of the faculty
- Attendance at training and CPD according to the school calendar and agreed directed time
- Attendance at whole school briefings included in directed time
- Liaison with appropriate staff in order to support students' progress and behaviour e.g. Teaching Assistants, SENDCo, Year Manager, technicians
- Familiarisation with material to support students with specific needs, for example, one-page profiles or Education, Health and Care plans
- Other tasks as negotiated / delegated by the faculty leader

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 behaviour, attendance and punctuality
- Monitoring students' uniform and equipment on a daily basis
- Participating in assemblies and ensuring form time is used constructively to support learning
- Delivering the Personal Development curriculum assigned to tutor time, including the development of literacy and numeracy
- Guiding and counselling members of the tutor group
- Communicating with parents where necessary
- Undertaking other pastoral duties
- Attending year group briefings as included in directed time
- Monitoring student attendance and following school attendance processes such as recording in planners and completing IAAPs

Appraisal & Continuous Professional Development

All teaching staff should:

- Ensure adherence to the Teacher Standards
- Participate in any arrangements within an agreed national framework for the appraisal of her / his performance and that of other teachers.
- Keep up to date with recent education developments and research
- Attend and engage with all whole school INSET within directed time
- Participate in the school system of coaching
- Work towards meeting of Threshold Standards or UPS standards, where relevant
- Work collaboratively with colleagues across TTLP
- Undertake any reasonable direction from the Headteacher.

School Ethos:

All Glossopdale staff should:

- Play a full part in the life of the school community, supporting its distinctive vision and values and leading staff and students in doing the same
- Actively support the school's policies and expectations
- Adhere to the staff professional code of conduct by being courteous to colleagues and students and provide a welcoming environment to parents and other visitors
- Comply with the school's Health and Safety Policy
- Check emails on a daily basis to keep up to date with issues communicated within the school
- Be familiar with and adhere to the school's email policy
- Take part in break duty rotas
- Have regard for and promote the School's Equality Policy
- Attendance at parents' evenings, including prospective parents' evening
- Be familiar with and have regard for the school's staff dress code

Person Specification

Selection Criteria	Essential/ Desirable	Assessment
QUALIFICATIONS AND TRAINING		
● Has QTS (if Trainee, teacher evidence of potential to achieve)	E	AR
● Has a degree in the relevant to the subject	E	AR
● Has PGCE or GTTP	E	A
● Has demonstrated further professional development through qualifications or training	E	A
● Has level 2 qualifications in English and Mathematics	E	A
EXPERIENCE		
● Experience of working in a secondary school	D	AI
● Experience of teaching Key Stage 3 and Key Stage 4	E	AIR
● Experience of teaching Key Stage 5	D	AIR
● Experience of teaching Science (Biology, Chemistry and Physics)	E	AI
● Experience of teaching a range of abilities	E	AIR
SKILLS, KNOWLEDGE AND UNDERSTANDING		
● Excellent subject knowledge	E	AIR
● Experience of curriculum planning within subject area	D	AIR
● The ability to communicate effectively orally and in writing to a range of audiences	E	AI
● The ability to build effective relationships with students, parents and colleagues	E	AIR
● The ability to create and manage an organised and effective classroom environment that promotes learning	E	AIR
● A good knowledge and an awareness of developments in the National Curriculum and other statutory requirements at KS3, KS4 and KS5	E	AI
● A good knowledge of influential subject-specific and general pedagogical/curricular evidence-based practice	E	AI
● A sound understanding of quality first teaching, responsive teaching, planning and assessment for learning	E	AIR
● Ability to communicate effectively and appropriately with both staff and students, and to be able to prepare reports, profiles and maintain clear and comprehensive records	E	IR
● An awareness of the range of strategies to address the differing needs which exist in the mixed ability classroom (responsive teaching)	E	I
● Understands and can demonstrate high standards of promoting literacy and the correct use of standard English within the relevant subject	E	AI
● An understanding of pedagogical approaches and the impact on progress and achievement	E	AI
● An awareness and understanding of the latest Ofsted Education Inspection Framework	E	AI
● Understands how to use data to plan effective lessons	E	AI
● A familiarity with IT and with its educational uses as well as an ability to use it effectively to fulfil data input requirements	E	AI
● Can demonstrate consistently excellent classroom management that ensures students are involved and motivated	E	AIR
● A commitment to raising achievement and experience of devising and implementing successful strategies in order to do this	E	AIR
● An understanding of the importance of emotional intelligence in managing oneself and others	E	AIR
● Sets high expectations which inspires, motivates and challenges students	E	AIR
● High quality oral and written skills	E	I

PERSONAL SKILLS		
● Ability to maintain professional integrity even when under pressure	E	R
● Excellent attendance and punctuality	E	IR
● Good interpersonal skills and an ability to communicate effectively with a range of audiences	E	IR
● Genuine commitment to and liking for young people, and high expectations for their progress and welfare	E	AIR
● Ability to work as an integral part of a team	E	IR
● Good listener and can draw on advice from colleagues to improve practice	E	R
● Resilience and conscientiousness		
● Ability and desire to work in a high challenge and low threat way	E	R
● Ability to form and maintain positive relationships with students whilst maintaining professional boundaries	E	IR
● Willingness to be involved in extra -curricular activities	D	I
● Drive and enthusiasm	E	IR
● Makes a positive contribution to the wider life and ethos of the school	E	AR
● Good role model to the students in all aspects of your professional role	E	AR
● Reliable and trustworthy	E	R
● A commitment to participate in partnership with colleagues within the school and across other linked schools	E	AR
● The ability to organise work, prioritise tasks, make decisions and manage time effectively	E	AR
SPECIAL REQUIREMENTS		
● A commitment to ongoing personal development and willingness to undertake appropriate training	E	AIR
● Suitability to work in an environment where you will be responsible for promoting and safeguarding the welfare of children and young people	E	AIR
● Satisfactory Enhanced Disclosures with the Disclosure and Barring Service	E	AIR

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: **Friday 6th March 2026**

Interviews will take place: **Monday 16th March 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 Vision and Ethos

We are very proud that Glossopdale School & Sixth Form is part of the True Learning Partnership Multi Academy Trust. We are currently a group of five schools that aim to provide an excellent education for our children. Our desire is to improve the life chances of all those in our care, we have made it our mission to make a positive difference to our children, staff, parents and the wider community.

Trust Motto

Inspiring the best in everyone

Trust Vision

Together, we build a future where education transforms lives – where every person is valued, supported, and empowered within a strong, caring community to make a positive difference.

Trust Values

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.
CURIOS	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.

Mission Statement

Our mission is 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.

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 2024).

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
P A R T N E R S H I P



Contact Us

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