

Stobhillgate First School Class Teacher

Recruitment Pack



The Cheviot Learning Trust

Cheviot Learning Trust was created in 2023 from a merger of Tyne Community Learning Trust and Three Rivers Learning Trust. The new Trust will enable our high quality staff from across all of our schools to cooperate through professional and innovative networks that develop the educational excellence all of our students deserve. We educate over 5500 students across 18 schools between the ages of 2 and 19 and employ over 750 staff. We are a charity supported by over 150 governance volunteers who hold us to account in their role as critical friends. We are proud Northumbrians; more than happy to welcome schools to join us from inside or outside Northumberland. All of the schools have a long and proud history of

providing an excellent education service to their local populations. We are seen locally as a centre of educational excellence and were selected to be the Teaching School Hub for Newcastle, Northumberland & North Tyneside. We recognise the mutual benefits to our Learning Trust through reciprocal staff development opportunities, training events, and the generation of new ways of working through system leadership. Through our teaching, we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

The Cheviot Learning Trust mission

Our core purpose is to advance education for the public benefit. We believe that each school in the Trust family has unique qualities to share and unique challenges to be resolved. Deep collaboration is a key Trust expectation that helps us to deliver significant benefits for the students, the staff and the schools that form the Trust. Each school is stronger in the Trust family; delivering a better education for the public good than if they were outside the Trust.

Our vision

Our purpose is to deliver excellent education for the benefit of all and our mission is to develop all our young people to have the opportunity to succeed.

Our values

Everything we do is based around the values that we hold dear:

- **Innovation** We're here to shape the future, which is why we all have a responsibility to be thinking about the big issues of tomorrow.
- **Cooperation** We nurture the relationships that we've built over many years and we know by working together we can achieve more than we can alone.
- **Respect** We take the time to understand and make decisions and have due regard for the feelings, wishes and rights of others.
- **Excellence** We will always strive for continuous improvement and will produce the best solutions and deliver the best services possible.

About Stobhillgate First School

Stobhillgate First School is situated in the beautiful, historic market town of Morpeth. We are a small school with a big heart and are passionate about creating innovative learning experiences for all. The schools defining principles of Excellence, Inspiration, Collaboration and Empathy are at the heart of everything we do. At Stobhillgate First School, we are passionate about developing the whole child and nurturing a love for learning.

A parent recently explained that: 'As a parent at Stobhillgate, I love how much my child enjoys coming to school every single day. She skips to school and can't wait to be here. It's a Supportive nurturing environment, where children are happy to learn'.

The children that attend Stobhillgate come from a wide range of economically diverse backgrounds. Our challenge is to ensure we provide equality of opportunity for all children by ensuring children from low starting points are provided with the best possible support and interventions to enable them to succeed whilst also providing aspirational challenge for pupils who come to school more socially and academically ready.

Early Years has also undergone significant changes over the last few years, including:

- The redevelopment of our learning environment, both inside and outside
- The creation of an EYFS Unit
- The development of our EYFS Curriculum, including the use of core books to inspire our wider curriculum, the introduction of helicopter stories and the launch of 'Forest School Fridays'.



Stobhillgate First School was Ofsted inspected in December 2024. The results were very positive, and showed the commitment into making Stobhillgate First School a success for all students.

- Children get the best possible start to their education in the wonderful early years setting. The provision of the early years is outstanding.
- In classes, there is a buzz of excitement as teachers prepare engaging, motivating lessons.
- Pupils work hard, they persevere when faced with challenges and embrace the high expectations staff have of them.
- The school teaches pupils to be empathetic and thoughtful. Pupils demonstrate exceptional behaviours and attitudes to learning.
- Behaviour around the school is exemplary.

The school joined the Cheviot Learning Trust in April 2020 enabling us to work in collaboration with Trust partners to further improve teaching and learning, school systems and governance. This provides an exciting opportunity for the successful candidate to work in collaboration and partnership with a broader range of practitioners.



Job Advert

Stobhillgate First School
01670 513382
3-9 years First School
Part of the Cheviot Learning Trust
Headteacher: Mr Ben Henderson

Job title: Class Teacher
Responsible to: Headteacher
Pay scale: M1 – M6, £31,360 – £43,607, £18,990 – £26,164 Pro rata.
Terms: 0.6 FTE Teacher, fixed term contract for 1 year, with a possibility to become permanent.
Start date: 1st September 2025

Stobhillgate First School has an exciting opportunity that would appeal to a highly skilled, motivated and enthusiastic teacher.

Our school can offer you:

- An opportunity to work in a highly motivated team in a rapidly improving school
- Opportunities for career development and
- access to high quality CPD
- A welcoming and supportive environment

The successful candidate will need to have:

- A passion for teaching!
- Fantastic resilience with a real 'can-do attitude'
- A willingness to go over and above the call of duty
- Evidence of continuing and recent professional development relevant to the post
- Proven record of raising standards for all pupils, including underachieving pupils
- Experience of promoting positive behaviour conducive to learning
- The ability to effectively communicate within and between teams and other stakeholders in the school community
- A great sense of humour.

Further details and an application form are available by accessing the job vacancies section of our website (sfs.cheviotlt.co.uk) or by emailing s.mungall@sfs.cheviotlt.co.uk.

We are strongly committed to safeguarding and promoting the welfare of all children and young people and expect all staff to share this commitment. This post is exempt from

the Rehabilitation of Offenders Act 1974. If you are invited for interview, you will be required to disclose convictions that would not be filtered, prior to the date of the interview. Certain spent convictions and cautions will be 'protected' and do not need to be disclosed. Full details on protected convictions and information about which convictions must be declared during job applications can be found on the Ministry of Justice website.

You will be asked for further information about your criminal history during the recruitment process. If your application is successful, this self-disclosure information will be checked against information from the Disclosure and Barring Service before your appointment is confirmed. This role will include Regulated Activities and an enhanced Disclosure and Barring Service (DBS) disclosure is required for this post.

[This policy](#) outlines the Trust's approach to the recruitment of ex-offenders. An online search will be undertaken on all shortlisted candidates.

School visits to be arranged upon request. Please return completed application forms to Sharon Mungall : s.mungall@sfs.cheviotlt.co.uk.

Closing date: 9th June 2025

Interviews: 12th June 2025

Completing an Application Form

If you have a Gmail account:

- Open the Application document
- Click 'Sign in' at the top right of the page
- Go to File > Make a copy
- Complete the application form in the Google Doc

Without a Gmail account:

- Open the Application document
- Go to File > Download as > Microsoft Word
- Complete the application form in Microsoft Word

Job Description

Stobhillgate First School expects all staff to be committed to safeguarding and promoting the welfare of children and young people. In order to do this, staff must attend all offered child protection and safeguarding training without exception and read all relevant policies.

Teachers at Stobhillgate First School are expected to be reflective classroom practitioners, highly skilled in their craft.

They are expected to demonstrate that they...

...have good subject and curriculum knowledge.

This means:

- understanding the needs of the children and adopting/developing an appropriate curriculum.
- understanding and implementing Morpeth All Saints curriculum policies and schemes of work.
- understanding and using national and local strategies to raise standards.
- taking steps to identify areas of strength and weakness in his/her knowledge and understanding.
- using her/his strengths to help and support others.
- taking steps to improve his/her knowledge and understanding in all areas.

...use this good knowledge to plan effectively for learning.

This means:

- planning teaching and learning in the long term (annual plan), medium-term (half termly) and in the short term (weekly).
- planning individual learning for those children identified through inclusion mapping and for those on the school's SEND Register in line with school policy.
- using previous assessment effectively when planning future learning and planning assessment alongside learning.
- setting clear learning objectives.
- setting challenging targets for groups and individuals.

...creating optimum learning conditions within the classroom.

This means:

- using methods appropriate to the subject being taught and the learning styles of the class, group or individual.
- managing behaviour positively and achieving high standards of discipline.
- using resources effectively.
- using time well to maximise teaching and learning opportunities.
- creating a secure and exciting environment resulting in a purposeful, happy classroom atmosphere.

...monitor the progress of the children closely.

This means:

- using a variety of assessment strategies in line with school policy.
- assessing progress against targets for individuals and groups.
- keeping up to date records of work done, assessments are undertaken and progress made.
- maintaining individual records of achievement in line with school policy.
- ensuring that the Headteacher, SENCo, subject leaders and the next class teacher have information as required in line with school policy and practice.

...lead staff and manage resources.

This means:

- involving Support Assistants appropriately in all aspects of classwork.
- deploying and supervising students appropriately.
- managing budgets effectively – buying what is needed while staying within the amount allocated.
- ensuring the learning area is adequately and appropriately resourced.

Job Description Continued

Teachers are also expected to...

...involve parents and the community in learning.

This means:

- establishing positive relationships with parents and liaising regularly with them
- informing parents of progress regularly and problems immediately. writing informative termly reports for parents.
- taking steps to involve the community in the classroom and the children in the life of the community.

...evaluate their work and make changes.

This means:

- using assessments against targets/ objectives to evaluate the effectiveness of teaching and learning.
- using assessment to change planning where necessary.
- evaluate teaching and learning in partnership with colleagues at planning meetings etc.
- participating in the evaluation of her/his work with a senior colleague through the Appraisal process.
- accessing appropriate training and professional development opportunities and using the outcomes to improve teaching and learning.



Person Specification

Essential	Desirable	Assess by
Qualifications		
<ul style="list-style-type: none"> Department for Education recognised teaching qualification 	<ul style="list-style-type: none"> Graduate status, MA or leadership qualification. 	(a)
Experience		
<ul style="list-style-type: none"> Successful teaching experience in a primary or first school or evidence of successful completion of initial teacher training. 	<ul style="list-style-type: none"> Experience of teaching across the primary or first school age range. Experience in successfully leading a subject across a school. 	(a) (r)
Professional Development		
<ul style="list-style-type: none"> Evidence and a commitment to professional development 	<ul style="list-style-type: none"> Keeping up to date with current developments and research. 	(a) (i) (r)
Skills		
<ul style="list-style-type: none"> The ability to teach the full range of the Primary Curriculum to a high standard. Relates to and motivates pupils, placing them at the centre of the learning process. Good classroom management A secure understanding of assessment strategies and the use of assessment to inform the next stages of planning. Works well within and contributes to the team. Effective use of ICT in the classroom and as a management tool. 	<ul style="list-style-type: none"> Specialisim in a specific curriculum. 	(a) (i) (r)
Special Knowledge		
<ul style="list-style-type: none"> Understands and is familiar with effective teaching and learning strategies. 		(i)
Reliability		
<ul style="list-style-type: none"> Has demonstrated reliability over a sustained period of time e.g. during employment or during teaching practice 		
Personal Attributes		
<ul style="list-style-type: none"> Be enthusiastic and determined. Be patient and demonstrate sensitivity. Commitment. Empathy 		(i) (r)

Key to assessment methods (a) application, (i) interview, (r) references, (t) ability tests, (q) personality questionnaire, (g) assessed group work, (p) presentation (o) other case studies/visits



Contact us

Stobhillgate First School
Morpeth
NE61 2HA

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info@sfs.cheviotlt.co.uk
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