



Class Teacher Permanent Application Pack

Welcome to INOVA Multi-Academy Trust and thank you for your interest in joining our organisation. I am the Chief Executive Officer, and I feel incredibly proud to lead such a wonderfully diverse group of schools, that have people at their heart.

At INOVA Multi-Academy Trust, our vision is clear and unapologetically ambitious: Transforming lives through the power of learning. We are a values-led Trust, committed to Innovation, Collaboration, and Excellence. These principles guide everything we do – from the way we educate and support our learners, to how we develop our staff and engage with our communities.

Each of our schools is unique, shaped by its local context, and we are proud to celebrate that diversity. But what unites us is a shared commitment to equity, high standards, and the belief that every child – regardless of background, need, or starting point – deserves a brilliant education and the opportunity to succeed.

At the heart of INOVA Multi-Academy Trust is a people-centred culture. We believe that when we invest in people, we invest in futures. That's why we have created a Trust model that is agile, responsive, and grounded in trust – one that removes unnecessary noise from schools and enables Headteachers and staff to focus on what really matters: the young people we serve.

Our central teams provide high-quality support and challenge, reducing workload and unlocking capacity at school level. From curriculum development and inclusion, to safeguarding, wellbeing, and digital transformation, we direct more resources where they matter most – into classrooms, into staff development, and into building futures full of possibility.

We also believe in doing things differently – whether that's through our Institute of Talent, our evidence-led school improvement strategy, or our collaborative leadership networks. We don't just strive for compliance – we strive for brilliance.

As CEO, I have the privilege of working alongside a deeply committed team of leaders, educators, governors, and support staff – all of whom share a common purpose: to unlock potential and create opportunity.

As a prospective staff member, or simply interested in our work, I invite you to explore our Trust and connect with our journey. Together, we are building futures worth believing in.

Thank you again for your interest in joining us and the best of luck with your application.

Lee Barber
CEO



About INOVA Multi-Academy Trust

Trust

Since forming in 2011 we have grown to 9 schools - 5 primary and 4 secondary - providing learning to over 7,500 learners from ages 2 - 18.

Collaboration is systematic to our Trust. We give our leaders license to operate and empower them to do the right thing for our organisation.

Our Vision:

Transforming lives through the power of learning.

Our Mission:

To equip young people with the knowledge, skills and character to thrive in a rapidly changing world. From nursery to destination, our pathways will embed a culture of innovation, collaboration and excellence delivered through high quality, inclusive and enjoyable educational experiences.

Our Values:

Innovation : Collaboration : Excellence



Our Values

Innovation

- We embrace forward thinking solutions
- We experiment, learning from our success and failures
- We champion the use of cutting-edge resources
- We are agile in our approach.



Collaboration

- We ensure a safe and transparent culture
- We are proactively involved in our communities
- We apply resilience and adaptability
- We promote teamwork and inclusivity.



Excellence

- We have high standards and expectations
- We continually evaluate, seeking improvement
- We insist on equity for all
- We foster a culture of ownership and responsibility.



Our Offer

Each of our schools has its own distinctive character, reflecting the local community it serves. Children joining us have a broad range of abilities and social backgrounds. We recognise and celebrate different aptitudes and interests and believe that everyone can develop through dedication and hard work, leaving our schools fully prepared for successful lives.

Primary Education

Each of our primary schools are Ofsted graded 'Good' giving our children an excellent start to their education and preparing them fully for their secondary transition.

Secondary Education

Our secondary schools work in close collaboration to further develop our curriculum and outcomes. Our sixth form provision is Ofsted graded 'Good' or 'Outstanding.'

Central Services

Our support staff are highly valued, and we offer a range of central services to our schools to enable them to concentrate on outstanding teaching, high quality learning and effective support for individual needs. Services include:

- Catering
- Communications and Marketing
- Facilities and Estates
- Finance
- Governance
- HR
- IT
- School Improvement

The Role

The Teacher plays a vital role in delivering a broad and balanced curriculum while fostering a positive learning environment where every pupil feels supported and motivated to achieve their full potential. They plan engaging lessons, monitor and assess pupil progress, and provide constructive feedback to enhance attainment levels. In addition, teachers work collaboratively with senior leaders, colleagues, pastoral teams, and parents or carers to support pupils' personal development, address individual needs, and promote an inclusive school culture

Salary Range	MPS - UPS
Hours of Work	Monday to Friday
Responsible To	Headteacher
Responsible For	
Benefits	<ul style="list-style-type: none">• Salary Sacrifice Car Scheme• Cycle to Work Scheme• Discounted membership for Westfield Health• Occupational Health• Wellbeing Programme• Continuous CPD and Training.

Responsibilities

Teaching and Learning

- To set challenging teaching and learning objectives which are relevant to all pupils in their classes.
- To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess pupils learning.
- To select and prepare resources, and plan for their safe and effective organisation, considering pupils' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
- To plan opportunities for pupils to learn in out of school contexts.
- To produce long and short-term planning in accordance with school policy and procedures and within required deadlines.
- To implement and review the subject development plan in conjunction with the Senior Leadership Team and/or line manager.
- To develop and audit schemes of work and other documentation related to the teaching of your subject within school and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met.
- To develop strategies to promote new teaching methods and improve learning throughout the school and monitor their effectiveness in raising standards of teaching and learning.
- To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice.
- To manage the resources available to you within your subject and make recommendations to maintain and develop curriculum provision.
- To have high expectations of pupils and build successful relationships centred on teaching and learning.
- To establish a purposeful learning environment where diversity is valued and where pupils feel safe, secure and confident.
- To teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils in their age range.

Responsibilities

To teach clearly structured lessons or sequences of work which interest and motivate pupils, make learning objectives clear, employ interactive teaching methods and collaborative group work, including the use of ICT.

To promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning.

To differentiate teaching to meet the needs of pupils of all ability ranges considering varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress

To organise and manage teaching and learning time effectively.

To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.

To use ICT effectively in delivery of teaching and learning.

To take responsibility for teaching a class or classes over a sustained and substantial period of time.

To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils to learn independently.

To work collaboratively with other professionals and manage the work of support staff to enhance pupils' learning.

- To teach clearly structured lessons or sequences of work which interest and motivate pupils, make learning objectives clear, employ interactive teaching methods and collaborative group work, including the use of ICT.
- To promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning.
- To differentiate teaching to meet the needs of pupils of all ability ranges considering varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress
- To organise and manage teaching and learning time effectively.
- To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
- To use ICT effectively in delivery of teaching and learning.
- To take responsibility for teaching a class or classes over a sustained and substantial period of time.
- To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils to learn independently.
- To work collaboratively with other professionals and manage the work of support staff to enhance pupils' learning.

Responsibilities

SUPPORT FOR THE CURRICULUM

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Implement local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources

•SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
 - Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
 - Contribute to the overall ethos/work/aims of the school
 - Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
 - Attend and participate in regular meetings
 - Participate in training and other learning activities as required
 - Recognise own strengths and areas of expertise and use these to advise and support others
 - Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
 - Undertake planned supervision of pupils' out of school hours learning activities
 - Supervise pupils on visits, trips and out of school activities as required
 - Any other duties and responsibilities appropriate to the grade and role
- All the above duties and responsibilities to be carried out in accordance with INOVA Multi-Academy Trust Policies, Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.

Assessment and Feedback

- To make appropriate use of the school's monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives.
- To use monitoring and assessment information to improve planning and teaching.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support pupils as they learn.
- To involve pupils in reflecting on, evaluating and improving their own performance and progress.
- To assess pupils' progress accurately against appropriate standards.
- To identify and support pupils with differing levels of ability and those experiencing behavioural, emotional, and social difficulties.
- To record pupils' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.
- To report on pupils' attainment to parents, carers, other professionals and pupils as appropriate.

Culture and Behaviour

- To set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage pupils' behaviour constructively and promote self-control and independence.
- Build a positive inclusive learning environment by implementing clear routines for classroom behaviour, promoting good and courteous behaviour both in classrooms and around the school, in accordance with the academy's behaviour policy.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Undertake duties before and after lessons and during break times to ensure positive pupil behaviour across the whole academy.

. Communication and Collaboration

Develop effective professional relationships with colleagues, drawing on subject specialist support when required.

Communicate any academic concerns about pupils to line-manager and raise pastoral concerns to the relevant Pastoral Leader.

Work with any additional adults to support interventions for pupils with SEND, incorporating guidance provided by the SENDCo and external professionals.

Deploy support staff effectively, ensuring they have lesson content and learning outcomes in advance. Communicate effectively with parents with regard to pupils' achievements, well-being and behaviour, to ensure that parents are able to support pupil progress.

Other Clauses

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Teachers' Pay and Conditions. The postholder is expected to work to the best of their ability, to be diligent, honest and ethical in the performance of duties and to conduct personal and professional life to the highest standard such that public confidence in their integrity is sustained. The duties of this post may vary from time to time according to the needs of the school/Trust following consultation with the job holder. It will be reviewed periodically.

The postholder is expected to participate and engage with workplace learning and development opportunities to continually improve their own performance.

The postholder may deal with sensitive material and should maintain confidentiality in all school related matters as set out in their statement of terms and condition of employment.

You are expected to take reasonable care of your own health and safety and to be mindful of the safety of others, to cooperate with instructions, to minimise and mitigate potential hazards and risks to others and to appropriately report hazards, illnesses or injuries in accordance with our Health & Safety Policy.

Safeguarding

We are dedicated to maintaining the highest standards of safeguarding and promoting the welfare of all our pupils. We expect every member of staff and all volunteers to share this commitment. Our recruitment process is thorough, fair, and consistent, aligning with the *Keeping Children Safe in Education* guidance, and includes online checks for shortlisted candidates. All offers of employment are subject to an Enhanced DBS check, references, and, where applicable, a prohibition from teaching check. Successful candidates must complete these requirements and notify us immediately of any subsequent convictions.

Equality, Diversity, Equity and Inclusion

We strive to create an inclusive environment where every employee feels valued and powered to bring their passion, creativity, and individuality to work. We celebrate all cultures, backgrounds, and experiences, firmly believing that diversity fuels innovation and excellence.

The Person

The successful candidate will demonstrate the following:

Qualifications and Experience

Essential

- Degree in relevant discipline
- Qualified Teacher Status

Desirable

- PGCE
- Evidence of recent professional development relating to teaching and learning
- Successful teaching experience in a primary school or evidence of successful completion of initial teacher training

Knowledge and Skills

- Good IT Skills
- A secure knowledge of the relevant subject and curriculum areas.
- An understanding of what an excellent education looks like in the classroom
- An understanding of the strategies needed to establish consistently high expectations
- Know and understand how to assess the relevant subject and curriculum areas, including student assessment requirements
- Good communication and interpersonal skills
- Able to identify own needs and strengths to improve teaching, responding to feedback and advice from colleagues
- An effective team member, who contributes positively and provides mutual support when needed
- Commitment to own professional development

The Person

- **Personal Attributes and Behaviours**

Essential

- Adaptability to quickly adjust teaching methods to meet the needs of all pupils
- Flexibility to be able to handle unexpected situations with professionalism
- Patience in interactions with a variety of pupils and situations, with a calm demeanour
- Responsive to coaching and feedback
- Empathy to understand the needs and challenges of pupils and being able to relate to them on a personal level.
- Resilience to manage challenging behaviour or difficult situations with professionalism

Other Requirements

- Successful candidate will be subject to an enhanced Disclosure and Barring Service Check.
- Right to work in the UK
- Evidence of a commitment to promoting the welfare and safeguarding of children and young people
- Show a commitment and proactive approach to drive forward equality, diversity, equity and inclusion and to own personal development.

How to Apply

Applications for this role are to be sent to Miss Zoe Hill via enquiries@meynell.sheffield.sch.uk by the closing date of Friday 12th June 2026 at midday. Interview date to be confirmed

As part of the application process, visits are warmly encouraged. Please contact Zoe Hill to book a suitable date and time.

Safeguarding

INOVA Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. We will ensure that all of our recruitment and selection practices reflect this commitment. All candidates will be subject to the following employment checks:

Shortlisted Candidates:

- References will be requested before interview
- A Criminal Convictions Disclosure Form will be requested at interview
- Evidence of right to work in the UK will be requested at interview
- Qualification certificates will be requested at interview
- Disclosures concerning child protection investigations, relationships with pupils, employees, governors or trustees, prohibition orders and section 128 directions (where applicable) will be requested at interview
- We may conduct online searches for shortlisted candidates prior to making our final decision. If any information obtained from the online searches raises concerns around someone's suitability for the role, or to working with children, then this may be raised with the candidate at interview and/or we may take advice from the local authority children's service.

Successful Candidates:

- Successful candidates will be required to undertake a DBS Enhanced Disclosure (with barred list) check
- Successful candidates will be required to complete a Childcare Disqualification under the Childcare Act 2006 Declaration (for applicable posts)
- Pre-employment medical screening.

Please Note: Canvassing of any employee, Trustee or member of the Local Governing Board, directly or indirectly, and your application will be disqualified

Policies: Our approach to safeguarding and school safeguarding policies can be found on the Trust website:

<https://www.taptontrust.org.uk/page/?title=Safeguarding&pid=69>

Equality and Diversity

We are committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair and that applicants are not discriminated against on the grounds of race, nationality, gender religion, age, disability, marital status or sexual orientation.

Data Protection

As part of the recruitment process, we need to collect your personal data. For more information about what we do with your personal data, please see our Recruitment Privacy Notice on the [policies](#) page of our website.



INOVA Multi-Academy Trust
Floor 5, Block 2, Pennine 5, Tenter Street, Sheffield, S1 2BY

- ☎ 0114 5532840
- ✉ info@inovamat.org
- 🌐 www.taptontrust.org.uk

