



# Candidate Pack Class Teacher

MPS 1-4





## Welcome

Dear Candidate,

Welcome to Keyworth Primary & Nursery School (KPNS). I am delighted that you are interested in our vacancy and eager to learn more about our school.

At KPNS, we take great pride in shaping lives, supporting every child to fulfil their potential, and helping them discover new talents. We foster a caring and tolerant environment where everyone is valued for their individuality, culture, and heritage.



As a school at the heart of our community, we provide essential support and guidance to the families we serve. A high proportion of our children receive the pupil premium grant, and we are fiercely committed to ensuring that every child has access to the same opportunities and achieves positive outcomes. Above all, we want our children to feel happy, safe, and secure in school. Our aim is to create an environment that meets each child's needs while celebrating and encouraging success.

We deliver an exciting and engaging curriculum that connects subjects to inspire a passion for learning. Our dedicated staff work tirelessly to ensure that children, including those who join us with lower starting points, make strong progress. Through rich and varied learning experiences, we provide opportunities for every child to explore, question, and deepen their understanding. We want them to leave us with the knowledge, skills, and self-belief to succeed in every aspect of their lives.

We also recognise that achieving the best outcomes for children relies on strong partnerships between home and school. Teachers at KPNS go the extra mile to build positive relationships with parents and carers, ensuring open communication and support. Parents are always welcome, and we strive to be approachable and available to discuss any aspect of a child's development.

We would be delighted to welcome you for a visit so you can experience first-hand the positive atmosphere, meet our incredible children, and see the wonderful work they do.

Kind regards,

*Peter Cresswell* (Executive Headteacher)

Gemma King (Head of School)



## The Position

The Governors of Keyworth Primary and Nursery School (KPNS) are seeking a dedicated and passionate teacher to join our team. We are looking for someone who thrives in a collaborative environment and is eager to contribute to the wider life of the school. This is a Class Teacher post, and we are open to appointing the right candidate in either Key Stage 1 or Key Stage 2, depending on experience and strengths. We welcome applications from early career teachers and those in the early stages of their teaching career.

At KPNS, we take great pride in our positive ethos and enjoy strong support from our school community. We offer a highly supportive environment, working alongside a skilled, motivated, and friendly staff team. Further professional development opportunities are available through [Equals Trust](#), and we collaborate closely with Crossdale Primary School.

Staff wellbeing is a priority. We recognise that colleagues have commitments and responsibilities beyond the classroom and work hard to support a sustainable balance.

## Why Join Us?

Following OFSTED's visit in March 2025, here's what they had to say about our supportive and inspiring school environment:

- ✓ Commitment to Professional Growth – “Teachers receive high-quality professional development, ensuring they continue to refine their teaching skills.”
- ✓ A Culture of Collaboration – “Staff work together effectively, creating a school community that is both nurturing and ambitious.”
- ✓ Strong Leadership & Support – “Senior leaders are ambitious and committed to improving outcomes for all pupils. Their high expectations are shared by the whole staff team.”
- ✓ A Positive & Inclusive Environment – “The school fosters a warm, inclusive environment where positive relationships flourish between staff and pupils.”
- ✓ Well-Being & Workload Balance – “Leaders ensure that staff workload is manageable, allowing them to focus on delivering high-quality teaching.”
- ✓ Empowered & Equipped Staff – “Teachers are given the tools and training to deliver an ambitious curriculum effectively.”

If you're looking to join a supportive and forward-thinking team that values both professional excellence and well-being, we'd love to hear from you!

We strongly encourage potential applicants to visit us, which can be arranged via email at [schooloffice@keyworth.notts.sch.uk](mailto:schooloffice@keyworth.notts.sch.uk) or by calling **0115 9748005**.





## Values

As part of an INSET day, staff worked together to agree a set of values. The brief asked them to consider what happens when the team is working together brilliantly and in the 'flow'.

**This is** what they came up with:

- We have a shared passion for our school and the pupils, families and community we serve.
- We have good communication between staff and the wider school community.
- We each have a voice and listen to, and respect, each other's opinions
- We are sensitive to each other's wellbeing and work life/ balance and support each other through the ups and downs of everyday life.
- We collaborate and share our knowledge; appreciating each other's responsibilities.
- We give time to each other and have fun together!
- We all have clarity around expectations and work together to achieve our goals.
- We all celebrate one another's successes!





## About Equals Trust

[Equals Trust](#) brings schools together so that teachers are better supported and schools are stronger as a result. Formed by local headteachers, the Trust enables schools to retain their own character, leadership and ways of working, while benefiting from shared expertise, practical support and additional capacity when it is needed.

For teachers, including early career teachers, Trust membership matters because of the professional support available throughout your career. Teaching is complex work, and confidence and expertise develop over time. Across the Trust, professional development is treated as a core entitlement. A coherent programme of CPD and coaching supports teachers to think carefully about their practice, strengthen what they do in the classroom, and improve in a way that is manageable and sustainable.

Professional development and coaching are designed to be supportive. Teachers are given time and guidance to reflect on their teaching, learn alongside colleagues, and draw on expertise from beyond their own school. Working across the Trust provides access to a wider professional community, including subject and phase networks and professional dialogue with colleagues in similar contexts. This shared approach supports thoughtful improvement, reduces isolation, and brings different perspectives to common challenges.

Alongside professional development, collaboration between schools also supports effective leadership and decision-making. Headteachers and governors work together to provide professional challenge and mutual support, helping improvement work remain grounded and sustainable. Shared planning, services and joint commissioning further support schools, allowing leaders and teachers to focus their time and energy on what matters most: teaching well, supporting pupils effectively, and sustaining staff over time.

*Equals Trust schools are rooted in their communities, with the strength and expertise of the wider network behind them.*

## Supporting our staff

Equals Trust recognises that working in education is demanding and that staff need support that is practical as well as professional. Alongside development and coaching, Trust-wide systems are in place to reduce unnecessary burden and support staff wellbeing.

Staff may benefit from:

- access to confidential health and wellbeing support, alongside a Trust-wide platform offering guidance and resources
- discounted gym and leisure centre memberships
- Cycle to Work and other salary-sacrifice schemes
- lifestyle and retail benefits
- central support for HR, payroll and pensions

These Trust-wide supports sit alongside the day-to-day professional relationships and care within individual schools. Together, they are intended to help staff feel supported, valued and able to sustain a fulfilling career in education.



## How to Apply

Should you wish to apply for the post, please visit our trust's vacancies page:  
<https://equalstrust.face-ed.co.uk/vacancies>

## Covering Letter

Your covering letter should be no more than 800 words and should clearly state why you are the right person to join our team – this candidate pack will give you a strong idea of the type of teacher our children need. A visit to the school would give you further information to support your application.

## Closing Date/Interviews

**The closing date for applications is 13<sup>th</sup> May 2026, at 13:00.**

**Interviews will take place on 19th May 2026.**

We will contact successful applicants to agree interview dates.

**This position is available from 1 September 2026.**

Referees will not be contacted without the express permission of candidates and only if you are invited for an interview.

Please be aware that by contacting Equals Trust about this role, or applying, your data will be held in accordance with our Privacy Policy, which can be viewed on the Equals Trust website.

## Safeguarding Commitment

Keyworth Primary School is committed to Safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. This post is subject to satisfactory relevant safer recruitment and DBS checks and suitable references in line with our Safeguarding policy. All applicants must have the right to work in the UK. Please be aware that online searches will be conducted on all shortlisted candidates.

Equals Trust welcomes applications from all, irrespective of gender, marital status, disability, race, age or sexual orientation for posts across the multi academy trust.



## Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>-Qualified Teacher Status (QTS).</li> <li>-Evidence of recent Continuing Professional Development (CPD).</li> <li>-Commitment to further professional development.</li> </ul>	<p>Additional relevant educational qualifications or training.</p>
Experience	<p>The Class Teacher should have experience of:</p> <ul style="list-style-type: none"> <li>-Delivering consistently high quality teaching</li> <li>-Effective classroom and behaviour management strategies</li> <li>-Using assessment to inform planning and support pupil progress</li> <li>-Safeguarding and child protection procedures</li> <li>-Adapting teaching strategies to support pupils with diverse needs</li> </ul>	<ul style="list-style-type: none"> <li>-Experience of teaching in more than one primary phase</li> <li>-Leadership of a subject area</li> <li>-Providing extra-curricular activities for children</li> <li>-Contributing to the wider school community</li> <li>-Collaborating with parents to support pupil development</li> </ul>
Knowledge and understanding	<p>The Class Teacher should have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>-Effective teaching and learning strategies.</li> <li>-The National Curriculum and statutory assessment procedures.</li> <li>-The impact of deprivation on attainment and life outcomes.</li> <li>-Strategies for differentiation to meet individual pupil needs.</li> <li>-The statutory requirements of Equal Opportunities, Health &amp; Safety, Special Educational Needs (SEN), Inclusion, and Child Protection.</li> <li>-The importance of fostering positive relationships with school stakeholders.</li> <li>-The latest 'science of learning' strategies to enhance retention of knowledge.</li> <li>-Safeguarding policies and procedures, ensuring the welfare of all children.</li> </ul>	<p>In addition, the Class Teacher might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>- Effective teaching of phonics.</li> <li>- The role of schools in promoting community cohesion.</li> <li>- The latest developments in primary education.</li> <li>- Links between primary schools and wider educational partnerships.</li> </ul>



Skills	<p>The Class Teacher will be able to:</p> <ul style="list-style-type: none"><li>-Promote the school's aims and values positively.</li><li>-Establish strong relationships within a team.</li><li>-Develop partnerships with parents, governors, and the wider community.</li><li>-Communicate effectively (both orally and in writing) to various audiences.</li><li>-Create an organised, stimulating, and inclusive learning environment.</li><li>-Use Information and Communication Technology (ICT) to enhance learning.</li><li>-Demonstrate strong behaviour management skills.</li></ul>	<p>In addition, the Class Teacher might also be able to:</p> <ul style="list-style-type: none"><li>- Show commitment to wider school life, including extracurricular activities.</li><li>- Support and mentor colleagues in professional development.</li></ul>
Personal characteristics	<ul style="list-style-type: none"><li>-Reflective and committed to continuous professional growth.</li><li>-Passionate about providing the best outcomes for every child.</li><li>-Honest, empathetic, and approachable with all stakeholders.</li><li>-Resilient and adaptable to the demands of school life.</li><li>-A team player who contributes positively to a collaborative environment.</li><li>-An excellent communicator with a proactive approach.</li><li>-Organised and able to plan effectively with input from leadership.</li><li>-A creative problem solver with a solution-focused mindset.</li><li>-A strong commitment to diversity, equity, and inclusion.</li><li>-A positive and enthusiastic approach to teaching and learning.</li><li>-A sense of humour and sociability.</li></ul>	





## Job Description

### **CORE REQUIREMENTS OF THE POST:**

- As a Teacher you shall carry out the professional duties of a school teacher as circumstances may reasonably require as provided for under the relevant sections of the School Teachers' Pay and Conditions Document.
- Should circumstances arise which require this job description to be reviewed and amended, any changes will be discussed with you in the first instance. Should a disagreement arise, you will be afforded the opportunity of a meeting to resolve the matter with your Head Teacher who may involve appropriate Trust representatives. You may be accompanied at this meeting by a representative of your Trade Union if you so wish.
- In addition to the duties specified within the section "Particular Responsibilities", you may be asked to undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific cases. This job description does not form part of the Contract of Employment.
- You are required to carry out your duties in line with the stated ethos and principles of the school and in line with your responsibility for promoting and safeguarding the welfare of children and young persons for whom you are responsible or come into contact with.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on any or all of them. Your Head Teacher is responsible for maintaining a time budget on which you have been/will be consulted. You will be granted access to this at any reasonable time by arrangement with your Head Teacher.

### **PARTICULAR RESPONSIBILITIES:**

The post requires you to:-

- teach pupils within the age range 3 -11 in accordance with the professional duties of a teacher.
- take an equitable share of whole school curriculum care and management responsibilities.
- carry out your duties in line with the key tasks and management procedures of the school.

Areas of responsibility and key tasks:

#### **A. Planning, teaching and class management, to:**

Teach allocated pupils through appropriate planning to achieve progression of learning by:

- identifying clear teaching objectives and specifying how they will be taught and assessed
- setting tasks which challenge pupils and ensure high levels of interest
- setting appropriate and demanding expectations
- setting clear targets, building on prior attainment
- identifying SEN or very able pupils;
- provide clear structures for lessons maintaining pace, motivation and challenge;
- make effective use of assessment and ensure coverage of programmes of study;
- ensure effective teaching and best use of available time;
- monitor and intervene to ensure sound learning and discipline



- use a variety of teaching methods to:
  - match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
  - use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
  - select appropriate learning resources and develop study skills through library, I.C.T. and other sources;
- ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluate their own teaching critically to improve effectiveness; Additional standards for nursery and early years:
- take account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;
- encourage pupils to think and talk about their learning, develop self control and independence, concentrate and persevere, and listen attentively;
- use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning;
- manage parents and other adults in the classroom.

**B. Monitoring, assessment, recording, reporting - to:**

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- prepare and present informative reports to parents.

**C. Other professional requirements - to:**

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- contribute to the corporate life of the school through appropriate participation in meetings and management systems necessary to coordinate the management of the school;
- take responsibility for their own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors.





We are delighted to share that our latest **OFSTED inspection** in March 2025 has once again rated Keyworth Primary and Nursery School as **'Good'** across all areas – a fantastic endorsement of our hard work, dedication, and commitment to our pupils.

### Here's what Inspectors had to say:

- ✓ **A Happy, Caring School** – Pupils feel valued, listened to, and supported. They thrive in an inclusive, warm, and nurturing environment where positive relationships flourish.
- ✓ **Excellent Behaviour & Attitudes** – The Keyworth Code ensures children show respect, kindness, and responsibility every day.
- ✓ **Pupil Pride, Responsibility & Enrichment** – Our children embrace leadership roles, from well-being officers to digital leaders, wearing their badges with pride. They also enjoy a wide range of clubs and activities, ensuring everyone can get involved!
- ✓ **Dedicated, Skilled Teachers** – Inspectors praised our teachers for their expertise, commitment, and strong subject knowledge, highlighting how they deliver lessons clearly and effectively. Their passion for teaching helps pupils build knowledge well, particularly in reading and phonics, where expert instruction develops confident, fluent readers, and in maths, where children gain strong fluency and problem-solving skills.
- ✓ **A Strong Reading Culture** – From expert phonics teaching to an exciting library and reading rewards, our school fosters a true love of reading.
- ✓ **A Well-Organised Curriculum** – Our carefully planned curriculum helps pupils build knowledge step by step, ensuring they achieve well across subjects.
- ✓ **A Flying Start in Early Years** – Our youngest learners develop independence, communication, and a love for learning right from the start.
- ✓ **Excellent Personal Development** – Our pupils learn about diversity, anti-racism, and respect for others, preparing them for life in modern Britain.
- ✓ **Exceptional Support for SEND Pupils** – Our provision for children with special educational needs is highly effective, with tailored support that helps every child succeed. Inspectors praised how well we understand and meet the needs of our SEND pupils, ensuring they flourish alongside their peers.
- ✓ **Strong, Ambitious Leadership Driving Improvement** – Inspectors recognised the significant improvements made since our last inspection and praised the strength of our leadership team, highlighting how senior leaders, governors, and the trust work together with clear vision and ambition.

[You can read the full report here](#)

