

Our Community, Our School



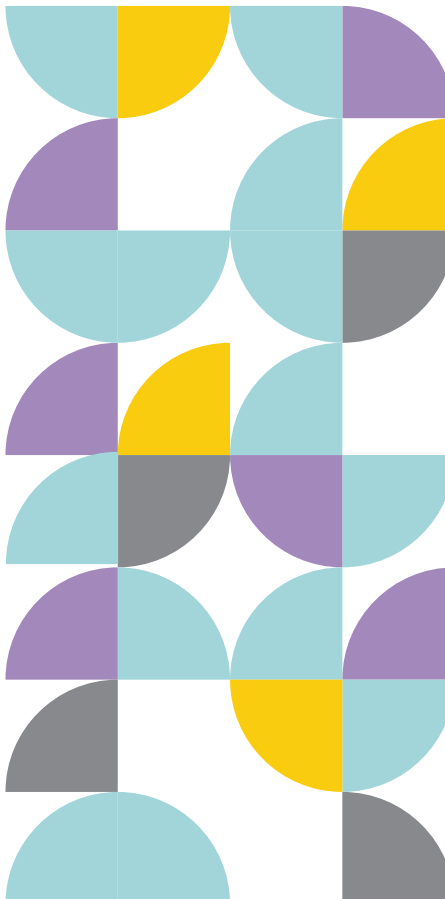
HADLEY LEARNING
COMMUNITY

PRIMARY PHASE CANDIDATE INFORMATION PACK





CONTENTS

- **Advert**
 - **Job Description & Person Specification**
 - **Welcome to our school**
 - **Message from the Headteacher**
 - **About HLC**
-
- **Our Vision**
 - **Safeguarding Statement**
 - **Our Leadership Team**
 - **How to Find Us**
- 



KS1 & 2 TEACHERS

REQUIRED FROM SEPTEMBER 2025

**Maternity contracts available
Main Pay Scale
To start September 2025**

Thank you very much for taking the time to consider the post of maternity cover class teacher at Hadley Learning Community Primary Phase. HLC Primary is part of the Learning Community Trust and benefits from the support and experience of a wide range of schools. We provide excellent CPD for staff at all levels.

Our school structure is supportive to teachers at all stages of their career. Teachers from across each year group plan together to share ideas and ensure equality of provision and the best outcomes for all our pupils. Early career teacher (ECT's) are allocated a named mentor who will meet with them regularly to ensure they receive high quality induction and more experienced teachers are provided with CPD opportunities to support them to quickly understand the school's systems and routines.

At Hadley Learning Community we believe that every child can succeed. We have ambitious expectations of achievement for each and every child so that our children make maximum progress and achieve their full potential. We are passionate about ensuring that our children have a broad, balanced and rich curriculum so that they are inspired to learn and, in turn, become curious, independent and resilient learners. We believe that the education that we give our children should be as unique as they are and set them up for the life that they will go on to have beyond our school walls. We have great aspirations for our children and encourage them to do the same. The facilities that we have are excellent and we believe in using these to foster the interests and talents of all our children. Whatever our children go on to do, they know that anything is possible with a little bit of hard work.



**Please see our website for further information:
www.hadleylearningcommunity.org.uk/primaryphase**

Salary & conditions

The post is a full time maternity contract, and will be paid on the Teachers Pay Scale following the current Conditions of Employment as set out in the Teachers' Pay and Conditions document.

We are looking for someone who will fully embrace the opportunities that HLC has to offer. A comprehensive CPD and induction package will be designed for the successful candidate. Visits to the school are welcomed.

To Apply

**For an application pack or more information, please contact Emma Petford on:
Tel: 01952 951406 ext.1411 or emma.petford@LCT.education**

Closing date for applications: Tuesday 29th April 2025, 12 Noon

Interviews: Wednesday 7th May

Only those shortlisted for interview will be contacted.

Thank you for your interest in this vacancy.



TEACHING JOB DESCRIPTION

Title of post: Class Teacher (Maternity Cover)

Salary: Main pay scale

Working hours: 195 days per year. Full time. (1265hrs)

Terms and conditions

- a) The terms and conditions as set out in the current Teachers Pay and Standards Documents and any orders made under it.
- b) The other terms and conditions set out in the various national collective agreements in force from time to time.
- c) The Local Authority's Rules and Conditions including any local agreement entered into with recognised trade unions.
- d) The school's Instrument and Articles of Government as appropriate.

Description of general teaching post

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
2. Promote good progress and outcomes by pupils
 - be accountable for pupils' attainment, progress and outcomes
 - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - guide pupils to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - encourage pupils to take a responsible and conscientious attitude to their own work.
3. Demonstrate good subject and curriculum knowledge
 - have a secure knowledge of the primary curriculum areas, foster and maintain pupils' interest in the curriculum areas, and address misunderstandings
 - demonstrate a critical understanding of developments in the curriculum and curriculum areas, and promote the value of hard work and determination to succeed
 - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English
 - when teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - when teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

TEACHING JOB DESCRIPTION

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; those who are vulnerable and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

TEACHING JOB DESCRIPTION

Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

ê treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

ê having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

ê showing tolerance of and respect for the rights of others

ê not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

ê ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Reporting to (also responsible for Appraisal):

A member of the Senior Leadership Team

Review/Appraisal arrangements

This document will be reviewed at all stages of the appraisal process and in conjunction with the arrangements stated in the campus appraisal policy. However, either party may raise issues at any time that is appropriate.

Signed.....

Signed.....(Headteacher)

Date.....

An electronic copy of this document will be kept with your personnel records.

TEACHING PERSON SPECIFICATION

Job Attributes	Essential
Qualifications	Qualified Teacher Evidence of continuous professional development
Experience	Successful classroom teaching, with recent Year 6 experience is desired but not essential
Knowledge and Skills (Teaching and Learning)	• Up-to-date knowledge of the Primary Curriculum and statutory frameworks. • To have an evidenced track record of consistently good or better teaching within current setting. • To be able to plan and deliver creative and engaging lessons which support pupil progress. • To have a sound knowledge of primary assessment procedures. • A range of strategies for effective positive behaviour management • ICT skills to manage the requirements of the post with confidence • Awareness of the current issues in primary education including: ◦ Curriculum structure ◦ Assessment and planning ◦ School improvement research and strategies ◦ Local and national policy
Decision Making	Evidence of ability to: • Be creative and solve problems • Analyse and interpret information • Make decisions based on relevant data/information
Communication Skills	• Excellent inter-personal skills • Communicate effectively, in writing and orally, with a range of audiences • Deal sensitively with others, including parents • Negotiate, consult and influence
Self-Management	Evidence of ability to: • Manage time and prioritise • Work under pressure and meet deadlines • Work to challenging targets • Take responsibility for own professional development
Personal Attributes	• Adaptability/flexibility • Energy, vigour and perseverance • Boundless enthusiasm, good humour and an appetite for challenging work • Self-confidence • Reliability • Commitment • Personal impact and presence

WELCOME TO OUR SCHOOL



Welcome to Hadley Learning Community - Primary Phase.

At Hadley Learning Community – Primary Phase, we are more than just a school—we are a thriving, diverse, and welcoming community at the heart of Hadley in Telford. We believe that every child belongs, feels valued, and is inspired to achieve their very best. Respect, ambition, and enjoyment are at the core of everything we do, ensuring that our pupils develop a love of learning and the confidence to succeed.

Our recent Ofsted report (June 2022) described Hadley Learning Community (HLC) – Primary Phase as a warm and friendly place where pupils enjoy coming to school and love to learn. Inspectors praised our strong sense of community, noting that leaders have skilfully created a family feel to the school where everyone is important.

At HLC, we provide a broad and balanced curriculum that nurtures every child's talents, fosters respect for differences, and champions every success, no matter how small. We believe all pupils can achieve and ensure learning is accessible to all through thoughtful planning and support. Our curriculum inspires curiosity, independence, and a lifelong love of learning, enriched by meaningful educational visits and opportunities with HLC Secondary. We aim for every child to leave HLC with confidence, creativity, resilience, and the skills needed for life beyond the classroom.

We are looking for passionate and dedicated professionals who:

- ✓ Inspire and motivate young learners.
- ✓ Are committed to making a difference in children's lives.
- ✓ Have the enthusiasm, energy, and expertise to help pupils thrive.
- ✓ Value teamwork, creativity, and inclusion in their approach to teaching.

If you are excited about shaping the future of young minds in a supportive, forward-thinking environment, we would love to hear from you!



Dear Potential Candidate,

Welcome to Hadley Learning Community Primary, where our values of Belong, Respect, Inspire, Succeed, and Enjoy are at the heart of everything we do. Our school is a vibrant community, celebrating our achievements and looking forward to a bright future.

At HLC Primary, we believe that enjoyment and achievement go hand in hand. Our staff find joy in their work, and it is this enjoyment that underpins their ambition and drives their success. We are looking for ambitious, dedicated practitioners who want the very best for their pupils and can make a significant difference in their lives. We seek individuals who will actively contribute to our school's continued progress towards excellence.

What can you offer us? Are you ready to embrace our values and help us create an environment where every child feels they belong, is treated with respect, is inspired to learn, succeeds in their endeavors, and enjoys their educational journey?

I look forward to reading your application.

Warm regards,

Ben Evans



MR BEN EVANS

**PRIMARY PHASE
HEADTEACHER**

ABOUT HADLEY LEARNING COMMUNITY

Hadley Learning Community (HLC) is a thriving all-through school for students aged 3 to 16, proudly serving the diverse community of Hadley in central Telford. Now part of the Learning Community Trust, we continue to grow and develop, ensuring the very best opportunities for our pupils.

Our state-of-the-art, 21st-century learning campus offers outstanding facilities, purpose-built to inspire and support every learner. Opened in September 2006, HLC was established as part of a £70 million PFI project in partnership with Mitie, reflecting a major investment by Telford and Wrekin Council to provide exceptional education for our community.

Hadley Learning Community (HLC) Primary Phase is a thriving three-form entry school, offering a teacher-led nursery that provides the very best start for our youngest learners. We are committed to ensuring that every child feels a strong sense of belonging, respect, and success, fostering a love of learning that lasts a lifetime.

Our bespoke, spiralised curriculum is carefully designed to build knowledge and skills over time, ensuring deep understanding and strong progression. Rooted in STEM and Reading, our curriculum ignites curiosity, develops problem-solving skills, and instils a passion for learning, preparing pupils for an ever-evolving world.



HLC VISION

Our Community, Our School

Belong. Respect. Inspire. Succeed. Enjoy

At our school, every child walks through the door with pride, knowing they are part of a place where everyone belongs. We work closely with our families and the local community, offering support and being an active part of everyday life here. We believe that our school's strength comes from the community we serve, and we are committed to laying the foundations for everyone to grow and succeed together.

Our students will understand the value of their education and show respect to everyone in their school and beyond who helps them grow and do their best. Our children will learn the importance of being kind, well-mannered, and confident, so they can represent themselves and their school with pride.

Our staff will inspire and encourage every child to reach for their best, helping them develop the drive and ambition to achieve their full potential. We'll provide opportunities for learning that go beyond the classroom, making sure their journey of discovery continues throughout their lives. Our students will develop a love of learning and gain the skills they need to make a positive difference in their local community, across the country, and around the world.

Our students will feel confident knowing that our staff will do everything they can to help them succeed. They will understand the importance of working hard, being resilient, and staying focused on their studies. We will create a 'can do' culture, where we learn from our mistakes and support each other, knowing that together, anything is possible

Our students will feel confident knowing that our teachers are always there to help them succeed. They will learn the importance of working hard, being strong when things are tough, and staying focused on their learning. We will build a 'can do' attitude, where we learn from our mistakes and help each other, believing that together, we can achieve anything.

We will stand by our belief that as a school we can transform a community to understand that education is the most valuable gift anyone can offer you. We will believe in our students and promise to give them the opportunities they dream of. We will shape happy, young people who relish learning in a safe environment. We will all call our school our own and be proud to be a part of the HLC family.

We will inspire our students to respect themselves, others and the environment in which they belong, allowing them to succeed through the enjoyment of learning.

'Our Community, Our School'



SAFEGUARDING STATEMENT

The Learning Community Trust is committed to safeguarding and promoting the welfare of children and young people. All post holders working in regulated activity with children, are required to have an enhanced DBS check (including a check on the children's barred list).

References will be required for all shortlisted candidates, prior to interview and these will be checked following the Learning Community Trust recruitment and selection process. In line with the Statutory Guidance Keeping Children Safe in Education an online check will also be undertaken for all shortlisted candidates prior to the interview. Shortlisted candidates will also be required to complete a criminal self-disclosure declaration, posts that involve working in regulated activity are exempt from the Rehabilitation of Offenders Act, please note it is a criminal offence for individuals on the barred list for children to apply for any post working with children. For more information, please refer to The MOJ's guidance on the Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975, for information about which convictions must be declared during job applications and related exceptions and further information about filtering offences can be found in the DBS filtering guide.

We are committed to equality and diversity and follow the Safer Recruitment practices as set out in the Statutory Guidance - Keeping Children Safe in Education.

For more information regarding our school's commitment to safeguarding, please see our Child Protection & Safeguarding Policy - <https://hadleylearningcommunity.org.uk/primary/policies/>

Please scan the QR code to view our school policies



OUR SENIOR LEADERSHIP TEAM



Ben Evans
Headteacher



Milli Couzens
Deputy Headteacher



Samantha Armstrong
Deputy Headteacher



Rachael Harris
Assistant Headteacher



Dean Peckham
Assistant Headteacher



Adelaide Knight
Assistant Headteacher /
SENDCo

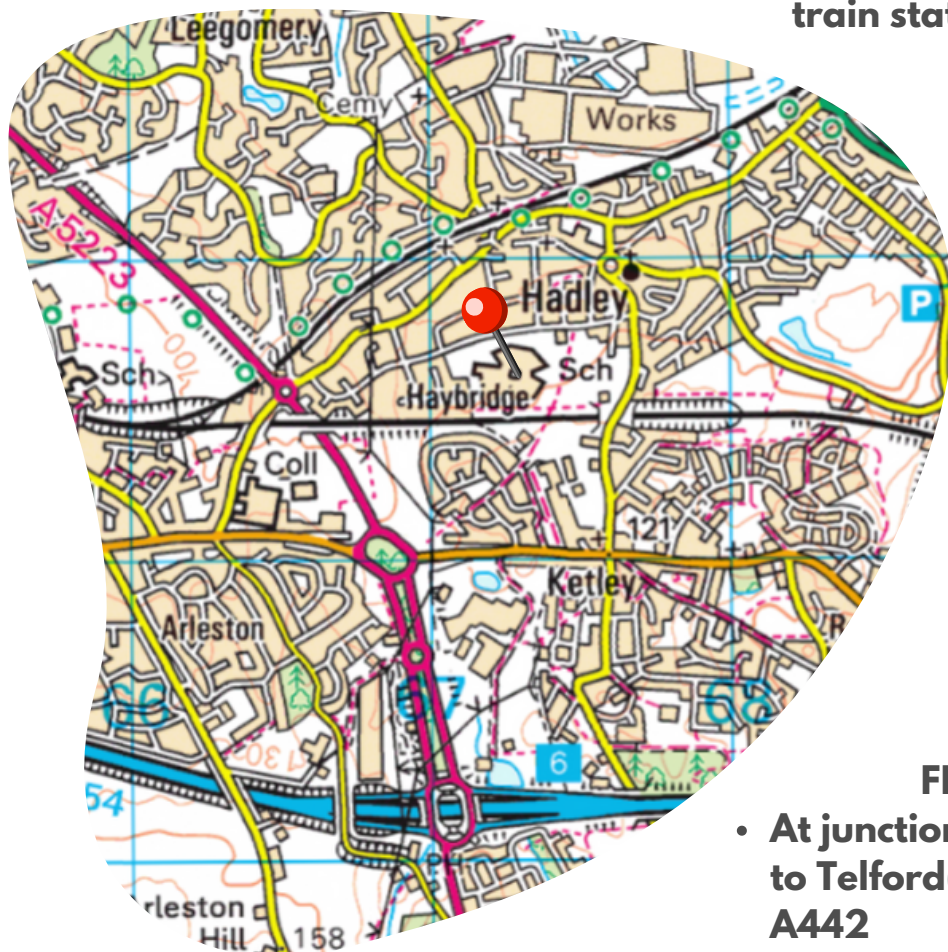


Hannah Owens
EYFS Lead

HOW TO FIND US

BY PUBLIC TRANSPORT

Our nearest train station is **Wellington Train Station**. There are regular trains from **Shrewsbury** and **Wolverhampton/Birmingham**. Regular buses run from **Wellington train station** to **Hadley Bus Station**



BY CAR FROM THE M54

- At junction 6, take the A5223 exit to Telford(West) /Whitchurch/ A442
- At Ketley Dingle Interchange, take the 4th exit onto Whitchurch Dr/A5223
- At the roundabout, take the 3rd exit onto Holyhead Rd/B5061
- Turn left onto Waterloo Rd then Crescent Road

FURTHER INFORMATION

Documents

**Our most recent Ofsted report can be found here
<https://files.ofsted.gov.uk/v1/file/50194200> and our prospectus can
be found on the school's website
<https://hadleylearningcommunity.org.uk/primary/welcome/>**

Visits

**Ben Evans (Headteacher) would be delighted to meet you to discuss the
opportunity further. Please email Emma Petford (PA to the
Headteacher) emma.petford@lct.education to arrange a visit.**

Applications

**Please send completed applications to Emma Petford (PA to the
Headteacher) emma.petford@LCT.education.
Sorry, but incomplete applications or CV's will not be accepted.**



CONTACT US



01952 951406



www.hadleylearningcommunity.org.uk/



emma.petford@LCT.education



**Hadley Learning Community, Crescent
Road, Hadley, Telford, TF1 5NU**





THANK YOU

