

Candidate Information Pack:

CLASS TEACHER

The Glapton Academy

 @glaptonlead



Role:	KS2 Class Teacher
Contract:	Full time, Fixed term, initially for 1 year – Maternity Cover
Salary:	MPS
Closing Date:	12pm Wednesday 30 th April
Starting Date:	1 st September 2025
The Opportunity	

**Do you love children? Do you love teaching? Are you committed to inclusion?
Due to an internal promotion we require a talented and enthusiastic LKS2 Teacher.**

The successful applicant will join our dynamic team in our forward thinking Academy. Experience in KS2 is desirable but not essential. You will play a key role in our Academy to support learning to accelerate progress and raise our end of KS2 outcomes, but most importantly to help our children to be happy, make friends, be inspired, be successful, enjoy discovery and to create great memories of their time at Glapton.

Unless an ECT you will have responsibility for one or more subject areas and will be expected to contribute to team projects. You may take a Lead role in a significant area of curriculum development and receive a TLR for this wider responsibility.

You Will Need

- Professionalism and determination to make an impact in our academy
- KS2 experience
- To be an exceptional, creative classroom teacher
- The ability to inspire, motivate and support our pupils
- A firm commitment to the highest standards of learning, teaching, planning
- A determined and positive outlook on life with an exceptionally positive vision for Primary education in the 21st century
- A willingness to support the wider life of school
- A genuine love of working with children and to smile a lot!

We Will Offer You

- Opportunities for professional development within our Multi-Academy Trust
- A positive ethos and truly amazing children
- Friendly, supportive colleagues who are committed to continuous improvement
- A chance to make a real difference to children's lives
- Never a dull moment!

The Academy

The Glapton Academy is a vibrant, happy Primary school with Nursery provision in Clifton. We encourage you to visit our website <https://www.glaptonacademy.co.uk/>





Glapton's Vision Statement

We are an inclusive school where, within an environment of mutual respect, each child's ability is recognised, valued and developed through a creative and challenging curriculum. We are committed to working in partnership with parents/carers and the wider community to provide an inspiring, stimulating and caring environment for our children. This will enable them to take the next steps in their lives confidently and successfully when they leave our school.

Our job is to Lead, Empower, Achieve and Drive our children to experience and to gain
Awesome Memories Discovery Friendship Inspiration Success Happiness

Glapton's Mission

At the Glapton Academy we believe it is important that each child is given the opportunity to develop their full potential. We continuously strive to enable our children to succeed and to provide an education of the highest quality to support each child to be the very best they can be. We seek to provide a rich and creative curriculum with the highest expectations for our children to attain high standards in all core skills and subject areas, whilst discovering their interests and abilities in the wider curriculum and upholding core British Values.

Our school aims to provide a, safe happy and caring environment where everyone is treated with respect, friendships are formed and positive memories created. We encourage good manners and responsibility, and promote a positive attitude to learning by recognising positive behaviour, effort and achievement through our consistent system of rewards.

We acknowledge the importance of developing an understanding of all main faith traditions and welcome the contribution they bring to our Academy. We will enable all children to have the opportunity to participate in a regular act of simple collective worship including hymns and prayers, and to experience empathy whilst understanding their part in our multi-faith society.

Opportunities will be provided to encourage children to support local charities and community projects with their time, talent and contributions promoting values such as truthfulness, honesty, generosity, selflessness and loyalty. We will forge links with local services and businesses to inspire our children and develop understanding of the importance of a good work ethic. School life will enable children to learn the basic rules for keeping themselves healthy and safe and for behaving well. They will have opportunities to show they can take increasing responsibility for themselves and their environment and to contribute to school development.

All children will be encouraged to have a voice in school planning and our democratically elected student groups will meet regularly to give ideas and create action plans to support the continuous improvement of our school.

We will use every opportunity to nurture confidence, high self-esteem and develop positive relationships using a growth mind-set approach, which encourages problem solving, resilience, tolerance, brave choices and independence.





Glapton's Values

- 1) To provide an environment where all members of our school community are happy, enjoy school and achieve, are safe, make healthy choices and make a positive contribution to school life.
Our school is our place, where everyone is happy, safe, healthy and succeeds, and really joins in with school life.
- 2) To provide the very best education for all of our children where each child's ability is developed through a creative, exciting, enjoyable, skills-based and challenging curriculum.
Our learning is fun and exciting. Every day is different with something new to look forward to.
- 3) To develop children's natural curiosity and help them to be excited and inspired by their learning whilst growing in confidence and independence.
Our teachers like us to be curious and give us exciting challenges and the freedom to discover new things, which keeps us eager to learn more.
- 4) To build children's self-esteem in an environment of high expectations where effort is recognised and achievement is valued.
We believe in ourselves and know we can do well. We know that our hard work will make someone happy and help us to be proud of ourselves.
- 5) To actively celebrate the many, varied achievements and talents of all of our children and to contribute to the development of their future economic wellbeing.
We know our best efforts will put a smile on someone's face and we also know that our discoveries will help us to have a great future.
- 6) To prioritise equality in all relationships in order to create a secure and safe learning environment celebrating the diversity of any religious, ethnic, cultural or socio-economic differences.
At our school, we will be respected no matter what differences we have and we will treat others the way we would like to be treated.
- 7) To ensure that high expectations of effort and best behaviour are promoted through positive experiences for all student groups.
Everyone encourages and helps us to behave well and make every day a great day.
- 8) To develop the skills for our children to become considerate and capable members of a variety of local and Global Communities whilst embracing and celebrating opportunities to develop links and create partnerships within the cultural diversity of our world.
As we grow up we will be ready to travel the world virtually or actually. Our school wants us to be brave and curious and to enjoy new experiences and meet new friends. We will respect how our new friends live and enjoy new experiences with them.
- 9) To work in partnership with parents, carers and the community to raise achievement and support social, moral, spiritual and cultural development whilst prioritising mutual respect in line with our R.E.S.P.E.C.T. charter.
Our school wants to enjoy activities with our families, friends, other local schools and to experience our Clifton community spirit. Together we can help each other to do well and make good choices about the things we believe in and things we do in the place we live and go to school.





LEAD Academy Trust's Vision

Through outstanding leadership we, at the L.E.A.D. Academy Trust, will provide the highest quality education to enable every student to realise their full potential.

LEAD Academy Trust's Principles

To achieve our vision we prioritise the four core principles for which our name stands:

- **Lead (to show the way; to be first or foremost)**
In every aspect of life the ability to lead is essential. Strong leadership is the key to the success of our schools. We will develop leadership skills in everyone who attends one of them, ensuring the development of students as leaders of their own learning.
- **Empower (to give power to; to enable)**
At L.E.A.D. Academy schools students are empowered to have high aspirations for their futures. We nurture and challenge students to take responsibility, make decisions and work together so they grow into confident and resilient young people.
- **Achieve (to accomplish; to get or attain by effort)**
We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual in our schools. We also know that a strong command of English and maths is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.
- **Drive (to cause and guide progress; to impel forward)**
We will provide the very best education and training for every individual in our schools and will ensure that this is delivered. We value excellent teaching, underpinned by high quality professional development and will constantly move forwards, using and instigating the best ideas and practice.

We also understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination.





Job Description (Taken from the Teachers' Pay and Conditions Document 2020 DfE)

Teaching

- Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned students.
- Participate in arrangements for preparing students for external examinations.

Whole school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or student development to secure co-ordinated outcomes.
- Subject to paragraph 52.7 supervise and so far as practicable teach any students where the person timetabled to take the class is not available to do so.

Health, safety and discipline

- Promote the safety and well-being of students.
- Maintain good order and discipline among students.

Management of staff and resources

- Direct and supervise support staff assigned to them and, where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy resources delegated to them

Job purpose

- To exemplify excellent classroom practice that results in high standards of learning and achievement for the students in your care.
- To support the Senior Leadership Team in establishing a culture that promotes excellence, equality and high expectations of all students and the L.E.A.D. Trust values.
- To ensure that your professional practice is informed by rigorous self-evaluation and that it continuously improves ^[L]_[SEP] learning and pastoral outcomes.
- To ensure that you provide a safe and happy environment that promotes the welfare of children.
- To ensure all safeguarding and child protection policies are adhered to fully and without reservation in line with statutory duties.

Duties and Responsibilities

Teaching and learning

- Set high expectations for all students which inspire, motivate and challenge.
- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour expected of students.





- Promote excellent learning behaviours in the students so that they work hard in the academy and in completing tasks set for homework.

Promote good progress and outcomes

- Be accountable for all students' attainment, progress and outcomes assigned to them.
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how children learn and how this impacts on the organisation of the classroom and teaching.
- Encourage students to take a responsible and conscientious attitude to their own work and study.
- Encourage students to develop study skills in order to learn more effectively and with increasing independence.

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subjects and curriculum areas taught, foster and maintain students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subjects and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in all work produced.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

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 students have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all students

- Know when and how to differentiate appropriately.
- Understand how a range of factors can inhibit students' ability to learn, apply this understanding to overcome these restrictions to learning.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages.
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.





Make accurate and productive use of assessment

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

Behaviour and safety and Personal Development

- Manage behaviour effectively to ensure a purposeful, stimulating 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 site, in accordance with the academy'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 students' needs in order to involve and motivate them.
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
- Carry out playground/bus and other duties as directed and within the remit of the current School teachers' pay and Conditions Document.
- Promote and safeguard the welfare of children and young people within the academy, raising any concerns by following the academy safeguarding policies and procedures.
- Promote British values, equalities and students' spiritual, moral, social and cultural development.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the academy.
- Develop effective and collaborative professional relationships with colleagues, drawing appropriately on advice and specialist support.
- Deploy support staff effectively.
- Ensure that parents/carers and students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and wellbeing.
- Provide the senior leadership team on request accurate, timely and coherent information about class, group or individual student/student progress and attainment in order to inform regular academy development planning.
- Carry out any such duties as may be reasonably required by the Headteacher/Line Manager.

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities which relate to the learners, curriculum or organisation of the academy including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.





- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the academy.
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document.

Administration

- Register the attendance of and supervise learners, before, during or after sessions as appropriate.
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on students' progress, attainment and wellbeing, refining your approaches where necessary and responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management.

Resource Management:

- Responsibility for the safe use and safe keeping of Academy and Trust resources in line with the requirements of the role.

Influencing and Managing Relationships:

- Required to have positive working relationships with The Headteacher and Senior Leadership Team within the Academy and all other Trust schools as required.
- Positive working relationships with teaching and support staff, parents and other third party organisations as required.

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

This job description is current at the date shown, but in consultation with you may be changed to reflect or anticipate changes in the job, commensurate with the grade and job title. This includes changes to National Teacher Standards and requirements of the professional role.





Person Specification

This job description lists the competencies expected of an experienced/fully trained post-holder. The two right hand columns provide guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria)

		E	D
Qualifications and Attainments	<ul style="list-style-type: none"> Qualified teacher with QTS or recognised equivalent Teaching experience within the age range and/or subjects applying for (NQT status may also be relevant) 	E E	
Skills and knowledge	<ul style="list-style-type: none"> Ability to create a stimulating and safe learning environment. Ability to establish and maintain a purposeful working atmosphere Ability to plans, prepare and deliver the curriculum as relevant to the age and ability group/subjects taught Ability to assesses and record the progress of students learning to inform next steps and monitor progress Ability to demonstrate a commitment to equal opportunities and uses a variety of strategies and practices to promote inclusion in the classroom Ability to teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles Ability to deploy a wide range of effective behaviour management strategies Ability to demonstrate current knowledge and understanding of national and local education issues Ability to contributes to a culture of collaborative working to develop professional practice 	E E E E E E E E E	D
Experience	Demonstrable understanding of: <ul style="list-style-type: none"> The developmental, emotional, social and educational issues of children and young people Awareness of the range of needs of children within the classroom Keeping children safe Proven experience: <ul style="list-style-type: none"> Experience within teaching environment at relevant age level Recent experience in work with children and families Management Information Systems e.g. SIMS, G4S, MyConcern 	E E E E E	D
Personal Attributes	<ul style="list-style-type: none"> Approachability, enthusiasm and creativity Honesty and Integrity Discretion Patience, tolerance and sensitivity Flexibility Resilience Organisational skills Commitment to make a difference 	E E E E E E E E	





		E	D
	<ul style="list-style-type: none"> • Demonstrable commitment to personal CPD 	E	
Additional Requirements	<ul style="list-style-type: none"> • This role is subject to an enhanced DBS • May be required to travel to other Trust locations or third party services as part of the role • Hold a driving licence and have access to own vehicle 	E E	D

Arrange a Visit

Visits to the school are recommended and warmly welcomed. To arrange a visit please contact the office at admin@glaptonacademy.co.uk.

How to Apply

Please send your completed application form and covering letter to: admin@glaptonacademy.co.uk or via eteach.

Safeguarding

The School and the Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The post is subject to receipt of satisfactory references which will be requested prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications, verification of identity and right to work in the UK, and satisfactory completion of a 6 month probationary period.

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