Matford Brook ACADEMY

Part of the Ted Wragg TRUST

Matford Brook Academy

Primary Class Teacher with Phase Leader Responsiblity

"Chapter Two"

ABOUT YOUR NEXT ROLE & OUR OFFER

LINKS

Key details & how to apply

About Matford Brook Academy & this role

Job Description & Person Specification

About our Trust

Key Details

Salary scale	MPS/UPS + TLR2a	**Actual Salary (if pro-rata)**	NA
Hours	Full time		
Location	Matford Brook Academy	**Closing date**	Thursday 5th March 2026
Required from	1st September 2026	**Interview date**	Tuesday 10th March 2026

This advert may close earlier than the stated deadline if sufficient applications are received. If you're interested, we encourage you to apply as soon as possible.

Find out more

We welcome interested candidates to request a call with one of our senior team to discuss the role and any questions you might have prior to application. To arrange this, please contact Kate via hr@matfordbrook.academy

How to apply

APPLY NOW

All Ted Wragg Trust vacancies can be found here: https://www.tedwraggtrust.co.uk/vacancy - filter by school or role and follow the link to apply (or contact us as above)

Application advice

When completing your online application:

- Include any essential experience and qualifications as detailed in the person specification
- Include all previous employment with dates
- Account for any gaps - e.g. periods of non-employment
- When writing your supporting statement, write about your experience and skills against the requirements of the role. This is the primary source of information for our shortlisting panel when shortlisting candidates for interview.

Our Mission

Our mission at Matford Brook Academy is to provide an excellent, all-through education that empowers children to believe they can, and should, change the world around them.

We summarise this in one mantra that is woven through the fabric of our school: at Matford Brook Academy, we write our story.

We are providing a school with an excellent education and broad opportunities for our children, rooted in the core understanding that, in order for children to thrive both now and in their future, they need to believe that the greatest influence on their lives is themselves.

Staff Testimonials

Emma

Assistant Headteacher - Science

Being part of the team at Matford Brook Academy is an absolute privilege. From the moment I heard about MBA's all through concept I knew it was somewhere I wanted to work. This is a fabulous opportunity to be part of shaping the lives and education of young children right from Early Years to KS4.

Laura

Teacher & Coordinator for Mathematics

I thoroughly enjoy working at MBA - I love being a part of a team that is incredibly supportive and there for one another. Pupils and staff alike are incredibly welcoming and appreciate your efforts and contributions to the community.

Mike

Early Years Teacher

It's a privilege to improve the lives of the children and families of the community we serve! Matford Brook Academy is a place that allows children to thrive under the guidance of a nurturing, passionate and professional team where the values of scholarship, kindness and community come alive everyday!

Bekah

Pastoral Support Mentor

Working at Matford Brook Academy has been incredibly rewarding; I have never felt more supported in a role. Every pupil, and member of staff is known and valued, and where your contributions matter and professional growth is encouraged, and supported.

Phase Leader

At Matford Brook Academy, we write our story through the values of scholarship, kindness and community. As a Phase Leader, we need and will support you to be central to shaping that story, leading with ambition and compassion to ensure every child thrives academically and personally.

The role of Phase Leader is an important one in our growing school. This colleague would be responsible for the progress and development of pupils in a defined phase of our school, supporting them to confidently write this chapter of their lives.

Our Chapters

We refer to our phases as 'Chapters', reflecting both our all-throughness and the importance of these stages for our pupils' educational story. Our Chapters are: Chapter One (EYFS), Chapter Two (KS1 to lower KS2), Chapter Three (Y6-Y8) and Chapter Four (Y9-11). All colleagues at Matford Brook Academy will be confident and experienced in either primary or secondary but will actively be involved with children of all ages. Applicants are not expected to have experience in all ages but will welcome the opportunity to develop this.

As Phase Leader, you will coordinate phase meetings with colleagues, generate and analyse data surrounding pupils' progress, and work closely with the Deputy Headteacher to identify and implement support plans as required.

As a classroom teacher, you will model excellence in curriculum, outcomes for all children and 'Planning For All', our consistent approach to adaptive teaching and planning.

This role is ideal for colleagues who are passionate about thoughtful and considered pastoral care, strong home-school relationships, high expectations for behaviour standards and ambitious educational outcomes for all children.

In reflection of our staff commitments, this person will commit to:

- Expecting and modelling the highest of standards
- Enabling high aspirations and realising potential for everyone in our community
- A culture of constructive feedback, immediate and for long-term development, and celebrating success
- Assuming goodwill and taking responsibility for how actions affect others
- Building, maintaining and strengthening relationships with all in our community
- Tenaciously empowering the participation of all

This role, as with all at Matford Brook Academy as a new school, will continue to evolve as our school grows. We are looking for dynamic, aspirational and committed individuals to join our team and be excited by the potential of our school.

Job Description

Key Purpose of Role

Enable the Trust to realise its mission to 'Transform lives, strengthen communities and make the world a better place by providing high calibre teaching and learning environment, challenging the educational and social disadvantage in the South West.

Your Responsibilities

- Live our mission and values every day
- Actively promote and champion all safeguarding policies and procedures, maintaining a culture in which pupils are protected and achieve the best outcomes
- Role model responsibilities set out within the teacher's job description and provide great management to ensure team members flourish professionally and personally within your department
- Collaborate through Trust and external networks to produce plans that reduce workload, drive high performance, inspire excellent teaching and learning and achieve excellent progress within your curriculum area
- Quality assure the standard of education and culture with particular focus on the success of pupils with SEND and those entitled to pupil premium, leading phase meetings
- Collaborate with key stakeholders, including staff, external agencies and families, providing effective and timely communications to support pupils' success
- Work with the Deputy Headteacher to establish pastoral and behaviour plans to support pupils' success
- Collaborate with your Trust counterparts, plan, design and produce materials and resources which are appropriate to age and ability and are in accordance with the school's approach to curriculum. Collate feedback to ensure curriculum resources are continually improved through a review and renew process
- Train and support staff to embed adaptive practice to help meet the needs of all pupils ensuring that all teaching is relevant, motivational and uses appropriate reasonable adjustments to support all pupils in order to maximise academic potential
- Be a role model, creating and maintaining an environment within your year group where pupils and staff develop and maintain positive attitudes towards each other, teaching and learning, the environment, and the community
- Ensure that phase-led strategic planning centres equity, and values the diversity and experience of the whole school community

Your Responsibilities (continued)

- Enable excellence within your department through acknowledging and celebrating the achievements of individuals and teams and taking corrective action where necessary
- Be a role model, strategically designing, creating and maintaining strategies that secure high standards of behaviour and attendance within your department
- Implement and maintain assessment, recording, reporting, and analysis procedures for the areas you lead, ensuring that the impact of these are evaluated regularly
- Line manage a range of colleagues within your department, securing improvement through continuous professional development opportunities and performance management
- Engage with external quality assurance and prepare documentation about the areas you lead for our Trust, school governors, Ofsted and other regulating bodies
- Plan for the best use of all resources across your department within allocated budgets
- Participate in at least fortnightly coaching as coach and coachee, analysing data for your department to inform strategic plans
- Complete all exam entry requirements and prepare your department to fully understand and implement these
- Support pupils throughout the day by fulfilling pastoral responsibilities and undertake responsibilities that contribute to enrichment activities

Chapter Two: Specific Accountability

- Phonics screening
- Multiplication tables check

Your Key Objectives

Support pupils to	Support colleagues to	Support communities to
Love coming to school Achieve well Live a life of opportunity	Love coming to work Build high quality professional relationships with Trust networks Inspire others	Love our schools Value working together Make the world a better place

Person Specification

KEY
Essential
Desirable

Qualifications

- Qualified Teacher Status
- Good honours degree
- Further CPD or relevant qualifications

Experience

- Values driven
- Strong teaching ability – demonstrated through previous experiences
- High quality curriculum development, demonstrating impact upon on outcomes
- Responsibility within a school
- Leading a department, phase or other team within a school
- Working in areas or school communities with high levels of SEND and/or deprivation

Key Skills

- Able to fulfil all aspects of the role with confidence and fluency in English
- Excellent subject knowledge
- Understanding of the primary or secondary curriculum
- Effective use of formative assessment
- Adaptive teaching that challenges and supports all
- Ability to receive and act on feedback
- Commitment to safeguarding
- Desire to develop yourself
- Able to fulfil all aspects of the role with confidence and fluency in English
- Excellent subject knowledge
- Understanding of the primary or secondary curriculum

at Matford Brook Academy

I AM THE AUTHOR OF MY OWN STORY

we value scholarship,

I EMPOWER OTHERS TO WRITE THEIR STORY

kindness, and

WE WRITE OUR STORY TOGETHER

community

Align with Our Trust Values

- **Ambitious:** works hard, has the highest standards and is positive for the future
- **Selfless:** self-aware and emotionally intelligent to support self and others to thrive
- **Collaborative:** builds strong relationships and networks

We exist to provide an excellent all-through education that empowers children to believe they can, and should, change the world around them

What we believe

Scholarship

To be a scholar is to strive for the highest education possible, valuing learning and the porcess - including making mistakes - and taking responsibility for doing so. The story we are writing is for every Matford Brook Academy pupil to be successful, lifelong learners, progressing to university or another aspirational equivalent.

Kindness

The way we interact with and treat those around us has a direct impact on them. The story we are writing is for every Matford Brook Academy pupil to be caring, thoughtful individuals who proactively help and support the people around them, recognising their role in helping everyone to feel safe and succeed.

Community

School is a 'team sport': we are working together to create a limitless environment where everyone succeeds. The story we are writing is for every Matford Brook Academy pupil to feel a sense of connectedness and belonging in their community - school, local national, international - and positively contribute to it.

What we do

I am the author of my own story	We do this because:	We do this by:
We expect and model the highest of standards	We take pride in our roles and recognise our responsiblity for enabling our pupils' success	• Codifying our expectations- what excellence looks like • Prioritising coaching & deliberate practice
We enable high aspirations and potential for everyone in our community	We are aspirational for every child to proceed to University or another real equivalent	• Investing in our professional development - TWT networks, reading, wider opportunities • Showing fidelity to our consistent approach • Planning opportunities within and beyond the curriculum

I empower others to write their story	We do this because:	We do this by:
We commit to a culture of constructive feedback, immediate and for long-term development, and celebrating success	We strive to be even better	• Prioritising coaching and deliberate pracice • Investing in great people management
We assume goodwill and take responsibility for how our actions affect others	We believe in a collective responsibility; our created culture is a 'Team Sport'	• Clarifying the 'Why' • Apologising when required • Showing fidelity to our consistent approach

We write our story together	We do this because:	We do this by:
We build, maintain and strengthen relationships with all in our community	Success is made possible when we all feel safe and connected	• Using first names with staff, families and pupils • Phoning or meeting in person • Showing our love through consistent high expectations ('Challenge Directly')
We tenaciously empower the participation of all	We recognise our role, as a school, in championing social justice	• Identifying and mitigating potential barriers (Planning for All) • Caring Personally but Challenging Directly • Advocating for our pupils and their families with strong community connections

About our Trust

A Warm Welcome from our CEO

An **ambitious** and **inclusive** Trust of schools **strengthening** our **communities** through **excellent education.**

Moira Marder, OBE

On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working for our Trust. This is an excellent opportunity to join our Trust and work in one of our 17 schools.

In our ambitious and inclusive Trust of schools we know that every individual is critical to help us to achieve our collective mission to transform lives, strengthen communities and make the world a better place.

Our values driven, growing 2-18 Trust, has the highest expectations for every child, every day, with social justice at our core. In this pack you will find out more about how we support, develop and grow great people.

This is a hugely exciting time for our Trust as we continue to grow, embed, improve and innovate to improve the life chances of all children in the South West.

We demonstrate our love through our values

How we will succeed

#lifeattedwragg

We know that our people are our greatest asset and research tells us that happiness at work is directly linked to student happiness and consequently student outcomes.

We are working hard to make sure that all our employees love coming to work.

Our Trust is dedicated to fostering an environment where employees can reach their full potential, with dignity, respect, and equal opportunities for all.

We value the unique contributions of each individual, recognising that diversity strengthens our community and makes our Trust a positive place to work and grow.

We are committed to excellent employment practices that attract and retain talent from a variety of backgrounds and communities.

The aim of our people strategy is to be the greatest place to work in the South West.

We know that to realise our ambitious aim we must welcome, retain and develop our great people who work day in day out to transform the lives of the children in our Trust.

#lifeattedwragg is focussed on ensuring all our employees:

- Love coming to work and have a strong sense of belonging
- Experience high quality development through our dedicated development curriculums delivered by the Ted Wragg Institute
- Inspire others with their open and collaborative approach

To find out more about what it is like to work at the Ted Wragg Trust, explore our development curriculums and hear from our employees please visit our website at www.tedwraggtrust.co.uk/workwith us

The Ted Wragg Institute

We want to ensure that our people feel invested and fulfilled in their role by providing personalised, relevant and engaging professional development. Our brand-new Ted Wragg Institute (TWI) delivers our high-quality development offer for all, across our family of schools.

Our incredible offer includes Trust CDP, Leadership Development, Networks, Cohort-specific training and NPQs. Take a look at our offer this year here.

Early Career Teachers

If you are an Early Career Teacher you will benefit from our tailored Early Career Framework combining weekly instructional coaching, asynchronous independent learning, online 'clinics' and in-person conferences. With a dedicated mentor or coach and access to supportive networks the ECTs in our Trust are supported and developed to reach their full potential.

Our professional development delivery model

Our professional development delivery is underpinned by our Education key concept (see page 8). We believe that professional development should build knowledge, motivate, develop techniques and embed practice.

At the Ted Wragg Trust, we are research informed and believe that it is important that everyone involved in sharing ideas understands the underlying rationale and evidence base. We ensure that professional development is:

Sustained
Frequency is critical, not time span

Practice-Based
Create new habits

Domain-Specific
Create new habits

External Expertise
Challenge the familiar & refresh ideas

Professional Buy-In
Purpose & benefits eclipse volunteering

We believe this slightly adapted model from 'Teaching Walkthrus 2', Tom Sherrington and Oliver Caviglioli is applicable to all professional development and will underpin the delivery of all our professional development networks, seminars and webinars.

Our Ted Wragg Standard

Our Ted Wragg Standard provides a minimum set of high standards across all our schools to establish clear structures, implement effective processes and hold each other to account to enable excellence. It is based on our three key concepts: Leadership, Education and Every Child Succeeds.

Key Concept: Leadership

We believe that great leadership:

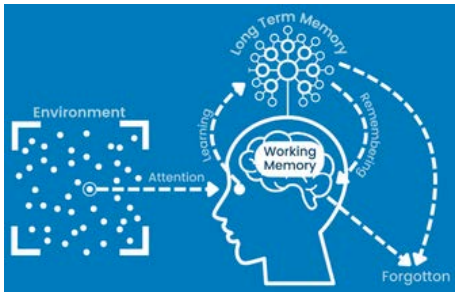
Fiercely educates

Thrives in a complex system

Is locally enabled

Key Concept: Education

We have a clearly defined and articulated learning model that is understood by all teaching staff. This model of the learning process uses the concepts of Working Memory and Long-Term Memory. It draws on ideas from Cognitive Load Theory and the work of Daniel Willingham.



Key Concept: Every Child Succeeds

We believe individual development is well explained using Maslow; that an individual grows in an ecosystem and can be interpreted using Bronfenbrenner's work, and that we are interdependent.

We believe that to enable our children to live a life of opportunity, we need to understand what true inclusion means. To us, our model is based on Maslow's hierarchy of needs and the Bronfenbrenner's ecology of inclusive education.

Microsystem

Child

- sleep well
- eat breakfast
- Follow school rules and routines
- attend school regularly

Family

- healthy sleep patterns
- nutritional diet including breakfast
- Online safety parental controls
- adequate housing
- clean clothing
- Support school policies
- Protect from dangers
- attend medical appointments
- Ensure attendance is good

School

- Behaviour, Health and Safety, Accessibility, Safeguarding, Supporting Pupils with Medical Conditions and Anti-Bullying Policy
- Online Safety lessons and workshops for parents/carers
- Early Help support
- First Aid trained staff
- Attendance Engagement Officer and Attendance Policy
- Nutritional lunches and free breakfast
- Foodbank support
- Wrap around care

Mesosystem

- We endeavour to provide a safe and welcoming environment for pupils and their families.
- We listen to our pupils and families and take seriously what they tell us.
- We work in partnership with other agencies such as CAMHs and Early Help

Macrosystem

- Keeping Children Safe in Education
- Teacher Standards
- Devon and Plymouth Children's Social Services
- 0-25 SEND Team
- Virtual School

Our Benefits

A critical part of our People Strategy is to ensure that we welcome and retain our great employees and ensure that they are supported both at home and at work.

When you join our Ted Wragg family we are here for you every step of the way. Here are some of the benefits we offer:

- Exceptional development and networking opportunities
- Cost of blue light cards can be claimed through expenses
- Free annual flu jab, eye test and allowance for glasses
- Exclusive discounts, cashback and vouchers
- Free, confidential employee helpline. Available 24-7 through Health Assured
- Access to Wisdom app to support your mental health
- PUREGYM Up to 10% off all Pure Gyms
- cyclescheme.co.uk up to the value of £2,000.
- Up to 2 days paid emergency time off for dependants
- Generous public sector pension schemes for all staff
- Timetabled instructional coaching for all teachers
- Family friendly policies and flexible working opportunities

Our Trust Journey

Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.

17
Total number of schools
(July 2024)

13,237
Total number of students
(July 2024)

1,854
Number of employees
(July 2024)

October 2013
Isca Academy

September 2015
Cranbrook Education Campus

May 2016
St James School

April 2017
Exwick Heights Primary School

March 2018
West Exe School

March 2019
Whipton Barton Infant and Nursery School
Whipton Barton Junior School

February 2020
St Luke's Church of England School

April 2020
Marine Academy Primary
Marine Academy Plymouth

January 2021
All Saints Academy Plymouth

February 2021
Queen Elizabeth's School

January 2022
Lipson Co-operative Academy

March 2023
Sidmouth College

July 2023
Honiton Community College

September 2023
Matford Brook Academy

July 2024
Tor Bridge High

Matford Brook ACADEMY

Part of the Ted Wragg TRUST

Thank you for your interest in working with us