



Enquire Learning Trust Application Pack

Teacher

ELTJUN2618

Roseberry Academy
Roseberry Crescent
Great Ayton
Middlesbrough
TS9 6EP



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The Enquire Learning Trust

We are a multi-academy trust currently responsible for 32 academies in four clusters across the North of England; North East Lincolnshire, Hull, Manchester, Teesside and North Yorkshire.

We work in complete collaboration with each of our academies and place a strong emphasis on school-to-school support and learning. Our academies work in collaboration with one another, sharing both their talent and ideas with others, giving employees the opportunity to learn from individuals within our other academies.

We recognise that the most important assets we have are our employees, and for our academies to succeed we need to ensure we employ the very best people in every single role. Our core values and beliefs are consistent throughout all of our academies, and our keys to success are at the heart of everything we do.

Every role across the Trust is valued, appreciated and purposeful. We believe that the outcome of every role across the Trust should improve the education each of our learners receive. Whether teaching, support or leadership, every single role is vital to the success of our academies.

We also recognise that all of our academies are different, and we encourage individuality. Whilst we believe our academies should work together to support best practice and to share ideas, we don't believe that implementing blanket priorities and objectives is pertinent to a successful academy, and we encourage autonomy for academy leaders wherever possible.

Values

- We believe that all learners can be powerful learners given access to extraordinary learning experiences. We want children and the academies they attend to be confident, successful and ambitious.
- We envisage a Trust where well led, highly skilled and committed professionals collaborate, learn and innovate together to ensure that all academies are successful and where all learners have access to effective and innovative provision that meets their needs and aspirations.
- We want to add value to achievement and raise standards. We also want to change lives. We know this requires our provision and our practice to be world-class – because of the distance we have to travel, we understand that good will not be good enough and that we need to develop a shared appreciation of excellence and then strive to enact this every day.
- We take learning seriously and work together to create a vibrant culture in which this can happen. We know that it's what we do that counts and that our thinking must be visible in classrooms if it is to have leverage. Children are at the forefront of all that we do and aspire to do. We take serious steps to engage them, to hear their voice in authentic ways and then to use their insight and expertise to develop radical pedagogies that tap into their passions and interests and use the potential of emergent technologies.

The Enquire Learning Trust is committed to promoting sustainability and environmental responsibility across all academies, in line with the DfE (Department for Education) Sustainability and Climate Change Strategy. We care deeply about creating school environments that positively contribute to the communities we serve. Our approach includes driving progress towards net zero carbon emissions, protecting biodiversity, and equipping our children with the knowledge and skills to build a sustainable future.



Roseberry Academy is a vibrant, inclusive primary school at the heart of the Great Ayton community, welcoming children from age 2 to 11. We are proud of the strong, trusting relationships that define our school - relationships with our children, our families, our staff team, and our wider community. These connections create a safe, supportive, and aspirational environment where children feel secure, valued, and ready to learn.

Our school is surrounded by extensive outdoor space and the stunning landscape of Roseberry Topping, provides an inspiring backdrop for children to be active, explore, and enjoy time outdoors. Physical activity and outdoor learning already play an important role in supporting pupils' wellbeing and curiosity. As we continue to develop our outdoor learning offer, our beautiful setting will provide further opportunities to strengthen pupils' enjoyment of learning outside.

We are deeply committed to developing confident, articulate learners, and our work on Oracy with Voice 21 plays a central role in this. We want every child to have the communication skills, confidence, and presence they need to stand out and thrive in the future. This focus on language and voice is woven throughout our curriculum and embedded into daily practice.

Our approach to teaching and learning is rooted in strong pedagogy. We place significant emphasis on effective task design, purposeful use of technology, and evidence informed practice that ensures every learner can access high quality learning experiences. This commitment to professional growth is underpinned by our belief that *"if we create a culture where everyone believes they need to improve, not because they are not good enough but because they can be better, there is no limit to what we can achieve."* — *Dylan William*. This mindset is lived out at Roseberry every day and has contributed to strong outcomes. 80% of our pupils reached the national standard at the end of KS2 in reading, writing and maths combined in 2025. This reflects the dedication of our team: children, staff and families.

Roseberry Academy is an ambitious school looking ahead to the future. We are currently preparing for a new school building through the Department for Education's capital programme, with work expected to begin in the near future. This marks an exciting new chapter for our school and an opportunity to design modern, high quality learning spaces that reflect our vision and values.

With a strong identity, an ambitious outlook, and a culture where relationships truly matter, Roseberry Academy is a school where children flourish — and where leaders can make a meaningful, lasting impact.

The opportunity to collaborate with other schools and access high quality professional development sets us aside from many schools. As part of the Enquire Learning Trust, we ensure that you will benefit from a vast range of opportunities to develop your skills and learn with likeminded colleagues across the north of England.

EAP Programme



The Trust offers a plan through Health Assured which provides access to valuable health and wellbeing services.

Key Features:

- Unlimited access to 24/7 confidential telephone helpline
- Up to 10 sessions of face to face, telephone and online counselling
- Access to the portal and wisdom app
- Coverage for spouse/partner and dependants
- Medical information line including articles, webinars and podcasts
- Menopause Support access to other resources such as 'Menopause Matters'
- Access to Perks and Discounts
- Online and mobile access, anywhere and anytime
- Self-help guides, mood and wellness trackers

Teacher

ELTJUN2618

Salary Scale Range: MPS

Contract Type: Full-time, Fixed Term Contract until 31st August 2027

Start Date: September 2026

Location: Roseberry Academy, Roseberry Crescent, Great Ayton, Middlesbrough, TS9 6EP

About us

Roseberry Academy is a warm, caring, and ambitious primary school at the heart of the Great Ayton community. We are incredibly proud of the strong, trusting relationships that underpin everything we do — relationships with our children, our families, our staff team, and the wider community. These connections are central to our success and fundamental to the nurturing, inclusive environment our children thrive in.

Our pupils are curious, enthusiastic, and full of potential, and our dedicated staff work hard to ensure every child feels known, valued, and supported. We offer a rich, engaging curriculum, high expectations for learning and behaviour, and a culture rooted in kindness, respect, and belonging. This is an exciting opportunity for someone who is passionate about making a genuine difference, who leads with integrity, and who is committed to helping shape the future direction of our wonderful school.

What we are looking for

Roseberry Academy are seeking to appoint an enthusiastic and committed Teacher to join our forward-thinking academy team from September 2026.

We are looking for an innovative and inspirational teacher who can demonstrate best practice in teaching, has high expectations for all children and has a good knowledge of the primary curriculum and assessment.

We require a member of staff who has the drive and determination to have a positive impact upon pupil outcomes both academically and pastorally.

We are seeking a teacher who:

- Is committed to striving to become an outstanding practitioner with high expectations of themselves, staff and pupils.
- Understands what constitutes good and outstanding teaching and learning.
- Has a love of teaching and learning and a commitment to ensure the very best for every child.
- Shares our high expectations of delivering an exciting, well-rounded curriculum.
- Has the ability to plan well-sequenced lessons, which are tailored to meet the needs of all learners.
- Has an understanding of how to develop excellent relationships with children, staff and families.
- Who has the very highest expectations of children.
- Who is a reflective practitioner who is willing and able to develop their own teaching and to contribute to our professional learning community.

What we can offer

- A fantastic school setting in the beautiful village of Great Ayton, close by to Roseberry Topping.
- Dedicated pupils who love coming to the academy and demonstrate a strong love of learning.
- A happy and successful school that puts children at the heart of everything.
- Excellent relationships with parents/carers and the wider community.
- An enthusiastic and supportive Principal who puts the interests of the children first and is committed to the continual improvement of the academy.
- A supportive and dedicated staff team who care passionately about our school and local community.
- Exceptional professional development opportunities and effective working partnerships between our schools within the Enquire Learning Trust.

For more information, please contact Mrs J Taylor, Business Manager, 01642 722883

If you would like to visit the academy, this will take place on Tuesday 16th June at 3.45pm.
Please contact the school office on 01642 722883 to book a place.

How to apply

You can apply for this position by visiting [The Enquire Learning Trust](#)

Closing date and time: 19th June 2026 at 12noon

Interview Date: 24th June 2026

DBS/Safeguarding Statement

The Enquire Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. As this post involves access to children or vulnerable adults, the successful applicant will be required to obtain an Enhanced disclosure from the DBS.

Job Description

Job Title: Teacher
Location: Roseberry Academy
Salary Range: MPS
Responsible to: Vice Principal / Principal



Teaching Standards

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Accountability

Teachers are accountable for the standards and achievement within the class/ability groups and co-ordinating or managing the work of support staff

All teachers are subject to the conditions of employment set out annually in the School Teachers' Pay and Conditions Document. These detail the professional and particular duties required of teachers, together with requirements for management time, working time, guaranteed planning and preparation time. The school complies with these requirements in order to make reasonable demands of teachers.

A Teacher Must:

Set High Expectations which Inspire, Motivate & 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.

Promote Good Progress & Outcomes by Pupils:

Be accountable for pupils' attainment, progress and outcomes.
Plan teaching to build on pupils' capabilities and prior knowledge.
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 and study.

Demonstrate Good Subject & Curriculum Knowledge

Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
Demonstrate a critical understanding of developments in the subject 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, whatever the teacher's specialist subject
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 & 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 within the relevant subject area(s).

Adapt Teaching to Respond to the Strengths & 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; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make Accurate & 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 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.

Manage Behaviour Effectively To Ensure a Good & 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.

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.

Personal & Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct.

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

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

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

Showing tolerance of and respect for the rights of others

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

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.

Person Specification

Job Title: Teacher
 Location: Roseberry Academy
 Salary Range: MPS
 Responsible to: Vice Principal / Principal

	Essential	Desirable	Evidence
Qualifications	Qualified Teacher Status Degree	Continued Professional Development	Application Form Interview
Experience	Proven ability as a good or outstanding practitioner or the capability to become outstanding	The ability to lead developments in teaching and learning in Maths	Application Form Interview
Professional Knowledge, Understanding and Skills	Understand what constitutes good and outstanding teaching and learning. The ability to plan well- sequenced lessons, which are tailored to meet the needs of all learners. Has an understanding of how to develop excellent relationships with children, staff and families. Has the very highest of expectations of children. A reflective practitioner who strives for high levels of achievement for all pupils.	Able to develop and promote independent learning in the classroom. The understanding of how to create an outstanding learning environment within the classroom and around the school in order to support and extend learning. Able to carry out research to engage with new pedagogical approaches to teaching and learning.	Application Form Interview Lesson Observation
Curriculum	Excellent subject knowledge across the curriculum. Able to use AFL techniques confidently in all subjects in the curriculum. Is committed to effective task design.	An understanding of how to use all areas of the curriculum to develop skills in reading, writing and maths. Is able to utilise the outdoors to enhance learning opportunities.	Application Form Interview Lesson Observation
Professional Values	High expectations of yourself, other members of staff and children. Reflective practitioner willing and able to develop own teaching and to contribute to our professional learning community. A commitment to the personal welfare and safeguarding of children.	Willing to help provide extra-curricular activities and first hand learning experiences.	Application Form Interview References

<p>Personal Qualities</p>	<p>Total commitment to and an enthusiasm for teaching and learning. Reflective and forward thinking with the ambition to become the very best teacher possible. A believer in teamwork. A well organised teacher, who is able to prioritise. Ability to communicate effectively at all levels.</p>	<p>Ability to lead others in the delivery of the curriculum. A willingness to collaborate both within and beyond the school to improve the quality of provision.</p>	<p>Letter of application Interview Reference.</p>
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Roseberry Academy
Roseberry Crescent
Great Ayton
Middlesbrough
TS9 6EP

Principal: Mrs S Anderson
Telephone: 01642 722883
Email: office@roseberryacademy.org

The Enquire Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All ID and qualification checks will be made prior to appointment, as will online searches of candidates (Keeping Children Safe in Education 2023). Any offer of employment will be subject to receipt of a satisfactory Disclosure & Barring Service check and Disqualification by Association Disclosure.

DISCLOSURE AND BARRING AND RECRUITMENT CHECKS

The Trust is legally obligated to process an enhanced Disclosure and Barring Service (DBS) check before making appointments to relevant posts.

The DBS check will reveal both spent and unspent convictions, cautions, reprimands and final warnings, and any other information held by local police that's considered relevant to the role. Any information that is "protected" under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 will not appear on a DBS certificate.

For posts in regulated activity, the DBS check will include a barred list check.

It is an offence to seek employment in regulated activity if you are on a barred list.

We'll use the DBS check to ensure we comply with the Childcare Disqualification Regulations. It is an offence to provide or manage childcare covered by these regulations if you are disqualified.

Any data processed as part of the DBS check will be processed in accordance with data protection regulations and the trusts information governance policy which can be found on the website.

Please note this post is in regulated activity and exempt from the rehabilitation of Offenders Act 1974 and subject to satisfactory references and an enhanced DBS criminal records and barred list check for work with children. An online search may be undertaken as part of the recruitment process on information available in the public domain. Candidates should disclose anything that may be relevant in line with Keeping Children Safe in Education.

Any job offer will be conditional on the satisfactory completion of the necessary pre-employment checks. Only applicants who have been shortlisted will be asked for a self-declaration of their criminal record or information that would make them unsuitable for the position. Any convictions that are self-disclosed or listed on a DBS check will be considered on a case-by-case basis.

All documentation will be treated confidentially and processed in accordance with Data Protection regulations