



Field Court Junior Academy

Teacher Vacancy for September 2026

Headteacher: Mrs. Kelly Armstrong • Field Court Junior School • Courtfield Road • Quedgeley
Gloucester • GL2 4UF • Tel: (01452) 720066 •

Email: admin@fieldcourt-jun.gloucs.sch.uk • www.fieldcourt-jun.gloucs.sch.uk



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Information about the School

Ofsted Report

For the latest Ofsted Report on Field Court Junior School please click [here](#)

Website

For more information on Field Court Junior School please click [here](#) (please note this is undergoing significant updates/rebuild behind the scenes for September 2026 so some sections are out of date)

Gloucestershire

For more information on living and working in Gloucestershire please click [here](#)

School Location

Field Court Junior School
Courtfield Road
Quedgeley
Gloucester
GL2 4UF
01452 720066



The school is situated in a large community on the edge of Gloucester, 5 minutes from Junction

12 of the M5 motorway. We occupy an attractive site with a playground and a very large playing field. We share the site with our infant school, nursery and before and after school club. The pupils, 354 NOR, are organised into 12 classes. Our pupils are enthusiastic and happy; we are looking for someone who can nurture their social and emotional needs whilst keeping them interested and engaged in learning, to ensure they continue to make rapid progress and achieve well. Our last full OFSTED inspection was in March 2025, when we received good and outstanding judgements. We are always striving for excellence. We were one of the first converter academies in 2011 and are currently a Single Academy Trust, and regularly embrace the freedoms this brings us in terms of curriculum and other benefits. However, we work closely with the Gloucester Schools Partnership for sharing of best practice, events and CDP. The school enjoys a strong sense of belonging in the local community. There is a lively, enthusiastic Friends group, who generously support the school; along with a very involved and passionate governing body.

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Advert

Teacher Vacancy

Post: Class Teacher, Full Time, Permanent

Ability to lead in: History, Science, School Sport, Performing Arts
an advantage

An exciting and rare opportunity has arisen to join the team at Field Court Junior Academy - we are looking for a teacher to join our long-standing staff team, in Year 4 or Year 5.

What we can offer you:

- Dedicated, supportive, friendly staff who work closely together.
- A brilliant school atmosphere and ethos, confirmed by our recent inspection.
- Fabulous, regular CPD and career progression opportunities.
- Pupils who are fun, well behaved and strive to achieve their best.
- A dynamic, experienced, collaborative leadership team.
- A committed, forward thinking governing body.

Our Governors, Staff and Children are looking for someone who:

- Is an excellent, talented, creative teacher.
- Is kind, good fun and enthusiastic.
- Is committed to nurturing children whilst ensuring they achieve their full potential.

Visits to the School: We strongly encourage you to visit the school and see if you like what we do for yourself. Please contact us on 01452 720066 to book a tour- times available both in and out of the school day.

Please visit our website and navigate to the Current Vacancies page to download our application form.

We look forward to meeting you and hopefully working with you in the future. Due to tight end of term time scales, please ensure your application is received by 3pm on the 13th May via email to head@fieldcourt-jun.gloucs.sch.uk Thank you and Good Luck. *This school is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, and volunteers, to share the same commitment. This position is subject to an enhanced DBS check.*

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Selection Process Details

We are pleased to be able to provide details of our selection process in advance so that candidates can prepare as soon as they would like to in case of being selected for interview.

Stage 1- APPLICATION FORM – please complete the form – available to download on our website- and submit to head@fieldcourt-jun.gloucs.sch.uk by 3pm on 13.5.26

Stage 2 – SHORTLISTING – using application forms– successful candidates will be contacted on the evening of the 13th May if selected for interview. (If you are not contacted on this date then please assume you have been unsuccessful at this time.)

Stage 3 –REFERENCES – these will be called immediately on receipt of application unless you indicate otherwise.

Stage 4 – SUBMISSION OF SELECTION TASKS

Once we have agreed an interview time and date with you, we will ask you to pre-submit via email (i.e. any time before the day of interview) the following tasks which will be use as a part of our selection process. We are letting you know this know so that you may pre-prepare due to the time frames and so you can perform at your best.

- A 100-word Biography telling us anything you want to about you/your life, you are welcome to include photos.
- A written answer to the following questions:
 1. What do you want to stop doing, start doing and do more of?
 2. What makes you a great teacher for our school?
 3. What is your philosophy of education – why do you teach?
- Any examples (up to 5 pieces) of pupils' work which you are proud to share with a brief explanation. (whilst maintaining GDPR protocols)
- A selection (up to 10) Photographs of your current classroom/displays. (Whilst maintaining GDPR protocols) (if you are a student this could be a previous class you worked in)

Stage 6 – INTERVIEWS – final shortlisted candidates will be invited to interview on Friday 15th May and final selection tasks will take place (we will work flexibly to fit around your current teaching commitments).

We hope all of this information makes sense and allows you to be as successful in the process as possible. We have designed it to present many opportunities for you to shine! Please feel free to get in touch at any stage of this process if you have any questions.

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Person Specification

<i>Essential</i>	<i>Desirable</i>
Qualifications	
<ul style="list-style-type: none"> Qualified Teacher status 	<ul style="list-style-type: none"> Evidence of further qualifications
Experience	
<ul style="list-style-type: none"> Experience of developing children's independent learning and key skills. 	<ul style="list-style-type: none"> Experience of working with and involving school Governors
<ul style="list-style-type: none"> Experience in and ability to lead the school in a subject area. 	<ul style="list-style-type: none"> Experience of teaching in more than one year group or key stage
<ul style="list-style-type: none"> At least 1 years successful good or better teaching, assessment and target setting experience in the primary age range 	
Knowledge & Understanding	
<ul style="list-style-type: none"> Confident use of ICT skills 	<ul style="list-style-type: none"> Experience of using IPad's as a teacher tool and a teaching tool.
<ul style="list-style-type: none"> Understanding of effective strategies for gaining and maintaining high standards of discipline at whole school level, in accordance with the school's policy 	<ul style="list-style-type: none"> Knowledge of the preparation and administration of statutory National Curriculum tests;
<ul style="list-style-type: none"> Knowledge of the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies); 	
<ul style="list-style-type: none"> Knowledge of the monitoring, assessment, recording and reporting of pupils' progress; 	
<ul style="list-style-type: none"> Knowledge of statutory National Curriculum requirements at the appropriate key stage; 	
<ul style="list-style-type: none"> Knowledge of the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection; 	
Self-Management Skills	
<ul style="list-style-type: none"> Ability to plan time and organise work effectively, work under pressure and meet deadlines 	
<ul style="list-style-type: none"> Be self-motivating and set personal goals 	
<ul style="list-style-type: none"> Ensure that the school atmosphere is welcoming and that parents are encouraged to take an active part in the life of the school and their child's education. 	
<ul style="list-style-type: none"> Ability to develop good personal relationships 	
<ul style="list-style-type: none"> Ability to create a happy, challenging and effective learning environment. 	
Personal attributes- all essential	
<ul style="list-style-type: none"> Energy and enthusiasm 	<ul style="list-style-type: none"> Sense of humour
<ul style="list-style-type: none"> Reliability and integrity 	<ul style="list-style-type: none"> Approachable
<ul style="list-style-type: none"> Passion for the profession 	<ul style="list-style-type: none"> Committed
<ul style="list-style-type: none"> Patient 	<ul style="list-style-type: none"> Organised

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Job Descriptions

Job Title: Class Teacher

Name:

Responsible to: Headteacher and the Governing Body

OVERALL RESPONSIBILITY

- To maintain and build upon the standards achieved in the award for QTS (Primary) as set out by the Secretary of State.
- To use Planning, Preparation and Assessment (PPA) time effectively for these purposes. At least 10% of timetabled time will be designated as PPA time, and it will be allocated in blocks of no less than 30 minutes.

SECTION 1 - GENERAL TEACHING DUTIES

Teaching and Learning:

1. Teach a broad based curriculum to the assigned class or classes to facilitate the acquisition of knowledge/skills and to promote enjoyment in learning.
2. Direct the use of any support staff or class helpers. This does not imply any line manager responsibilities but facilitates the best deployment of human resources.
3. Have high expectations of the pupils' behaviour, academic and social abilities, and set clear targets that are both realistic, measurable and which build upon prior knowledge or attainment.
4. Establish and maintain a high standard of discipline by the use of praise, rewards and sanctions in line with the Behaviour Policy, and thereby create an environment in which pupils feel safe, secure and confident.
5. Provide a challenging, yet supportive learning environment which stimulates maintains and develops, lively enquiring minds.
6. Use a variety of differentiated teaching methods which incorporate effective questioning and response, whole class, small group and individual teaching.
7. Plan and provide structured learning opportunities, which engage pupils' interest and which take account their needs - particularly their developing physical, intellectual, emotional and social abilities.
8. Employ clear presentation and good use of resources.
9. Contribute to the identification of pupils with special educational needs, seeking the appropriate specialist support and advice, so as to give positive and targeted support.
10. Implement and keep records on Individual My Plans.
11. Consider the needs of all pupils within lessons (and to implement specialist advice) especially those who:
 - have SEND;
 - are not yet fluent in English;
 - are disabled.
 - are disadvantaged
12. Encourage all pupils to reach their true potential and become independent learners with a positive attitude to life-long learning.
13. Develop in pupils an appreciation of human achievements, failures and aspirations.
14. Develop in pupils positive attitudes towards, and concern for, the environment.
15. Employ homework to consolidate and extend learning.

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Monitoring, Assessment, Recording, Reporting

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
2. Be familiar with statutory assessment and reporting procedures, and to prepare and present informative, helpful and accurate reports to parents.
3. Discuss pupils' progress and welfare with parents/carers - both formally, e.g. at parent's evenings and also informally at other times.
4. Contribute towards the implementation of My Plans as detailed in the current Code of Practice, particularly the planning and recording of appropriate targets, actions and outcomes.
5. Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development, giving pupils both oral and written feedback.
6. Prepare pupils for National Curriculum Assessments.
7. Carry out or support senior colleagues in the administering of National Curriculum Tests.

Curricular Knowledge and Understanding

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for all relevant areas of the Curriculum.
2. Have a good knowledge of any other statutory requirements related to the pupils' education or welfare.
3. Keep up to date with research and developments in pedagogy and curriculum content.
4. Support the ongoing developments in English, Maths, computing skills and to implement the National Curriculum in subject teaching.
5. Use detailed subject knowledge to deal effectively with subject-related questions raised by pupils and the common misconceptions that they hold - thereby deepening the pupils' knowledge and understanding.

Professional Standards and Development

1. Attend and participate in open evenings and pupils' performances.
2. Understand their professional responsibilities in relation to school policies and practices and in so doing to actively support and reinforce those policies, e.g. anti-bullying, homework, etc.
3. Be aware of the role and functions of the Governing body.
4. Set a good example, not only to the pupils they teach, but also to all other pupils in the School, in their appearance and their personal conduct.
5. Critically evaluate resources and teaching, using this knowledge to improve the quality of teaching and learning.
6. Establish effective working relationships with other professional colleagues, not only those within the School, but also those from outside agencies concerned with pupils' education and welfare, e.g. educational psychologists.
7. Assist in the development of the School Curriculum in line with the School's Improvement Plan.
8. Assist in the maintenance of good discipline in and around the School.
9. Cover for absent colleagues as is reasonable and in line with present government regulations.
10. Attend meetings within the constraints of directed time and contribute to the development of programmes of study, and any other relevant aspects of the life of the School.

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Health and Safety

1. Undergo Basic First Aid training when provided and update courses, in line with school training plan.
2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with Health, Safety & Welfare.

Continuing Professional Development - Personal

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Maintain a professional portfolio of evidence to support the Performance Management process - evaluating and improving own practice.
4. Contribute to the professional development of colleagues when required, especially ECTs

SECTION 2 – SPECIFIC PASTORAL DUTIES

Support, Guidance, Monitoring and Reporting

1. Consider the pupils' welfare as paramount, and take action in accordance with the responsibility 'in loco parentis'.
2. Monitor the social progress of pupils, including the progress in PSHE lessons.
3. Use a counselling approach to help pupils explore thoughts, feeling and solutions to problems.
4. Support the pupils throughout the Target Setting process as applied to both academic and behavioural progress.

Rewards and Sanctions

1. Inform, reinforce and implement the 'Code of behaviour' and/or 'School Rules' and the 'Policy on Rewards and Sanctions'.
2. Collate records of all rewards and incidents of inappropriate behaviour relating to pupils in their class.
3. Check daily that correct uniform/standard of dress is worn and to take action when necessary.

Liaising with Others

1. Consider carefully who is the most appropriate person to help in a specific situation and determining who should make contact, when and how, etc.
2. Consider carefully issues of confidentiality when dealing with pupils, teachers, parents and outside agencies.
3. Inform appropriate pastoral managers about social or behavioural issues related to pupils.
4. Contact parents, if appropriate, after proper consultation with Team Leaders or the Headteacher.
5. Be able to liaise with agencies responsible for pupils' welfare providing the appropriate accurate information.
6. Keep up-to-date with Safeguarding Procedures and notify the 'named person' of any concerns about a child.

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Representing Pupils

1. Take action on behalf of pupils when appropriate.
2. Speak for or act 'on behalf of' a pupil, e.g. at a disciplinary meeting.
3. Act as a 'referee' by writing a reference for the pupil to other individuals/institutions, e.g. new school or drama school.

Teaching

1. Plan and deliver quality lessons in accordance with the national curriculum.

General Tasks

1. Set a prompt and structured start to the morning and afternoon sessions.
2. Ensure that the classroom is left tidy at the end of each lesson and to report damage promptly.
3. Participate in, attend and deliver assemblies, where required.
4. Participate in the formulation and execution of Pastoral policies.
5. Organise class participation in School events.

Administration: (Registration, Absences, Lateness)

1. Mark the register fully and accurately. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy on Attendance.
2. Collect absence letters in line with policy.
3. Contribute to the monitoring of the pupils' attendance/absence and lateness records, when necessary or required.
4. Follow the procedures for First Day of Absence in line with school policy.
5. Alert the office/Head Teacher in the cases of unexplained absence on the third day, to ensure procedures are completed ie to contact parent/carers either by letter or telephone.
6. Distribute information at registration, such as newsletters, timetables, etc.

SECTION 3 - ADDITIONAL DUTIES FOR THIS POST

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties, including the provision of high quality teaching and learning and the pastoral care of the children in their charge.

Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

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Job Description

Post:	Subject Leader
Responsible to:	Head Teacher; however there is a responsibility to colleagues in order to promote a shared understanding of the school curriculum and the teaching of your area with the aim of improving teaching and learning across the school.
Responsible for:	
Salary Grade:	QTPS

Job Purpose:

In addition to the responsibilities of class teacher, the subject leader will lead the teaching of **your area** in order to secure high quality teaching and learning across the school and resources effectively used to aid improvement in standards of achievement for all pupils.

Duties and Responsibilities Specific to the Post

- To promote the aims and values of the school through the subject.

The Curriculum

- Co-ordinate the development of a cohesive and effective long term plan in your subject
- Develop, implement, monitor and maintain teaching policies and practices which reflect the school's commitment to high achievement and which are consistent with school policies.
- Support staff to develop an inspiring and engaging curriculum which enables children to acquire excellent skills and knowledge within the subject
- To champion and promote the subject by
 - organising whole school theme days and activities
 - organising external visitors to attend
 - using the school website appropriately
 - advising teachers and year groups of school trip and teaching and learning opportunities.
- To make adjustments to the long term curriculum if necessitated by the school's new approach.
- Ensure plans for the curriculum provide appropriate differentiation for SEND and G and T pupils and seek opportunities for curriculum enrichment.

Assessment, Monitoring and Evaluation

- Ensure that all planning for your subject meets the requirements from the National Curriculum
- To inform parents if / when required and governors annually regarding current thought and practice in allocated curriculum area.
- To prepare an annual action plan detailing your actions for the next year to contribute towards the SIP.

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- Monitor the progress in achieving your actions and targets and evaluate the impact on teaching and learning.
- Review, monitor and evaluate current practice and provide feedback to the senior leadership team.
- Lead assessment and Assessment For Learning in your subject
- To provide and maintain evidence of progression, attainment and achievement through a portfolio of work.

Teaching and Learning

- Support, motivate and advise staff, and work alongside them in the development of their classroom practice, where appropriate
- To model good practice in the teaching of the curriculum area and to be proactive in the promotion and development of this subject throughout the school.
- To inform colleagues, in particular newly appointed staff, of the aims of your subject and planning procedures.
- Disseminate good practice in your subject area by:
 - Contributing towards INSET training
 - Seeking advice and support from other agencies
 - Utilising experts within the school
 - Liaising with other phases in education.
 - Read and research relevant documentation and inform the SLT/ staff of new developments and requirements.
 - to keep up with local and national updates by attending appropriate courses and reporting back

Resources

- Establish plans for the development and resourcing of teaching in your subject
- Evaluate existing resources and ensure appropriate use.
- To manage the purchase and deployment of resources and equipment, in consultation with colleagues.
- To budget for these resources effectively

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