



OUR MISSION

Providing a formidable education, within the classroom and beyond, to inspire the next generation of global citizens

The Learning Community Trust is a multi-academy trust which spans education for children and young people from the age of 2 years old through to 16 years old, and up to 25 years old in our specialist settings. We have an excellent reputation both regionally and nationally and are proud to place our pupils, staff and families at the heart of everything we do. We want our pupils to thrive, enjoy school, and understand the importance of respect for others.

We believe that pupils should have access to a formidable educational experience, ensuring a mindset for success and a readiness to thrive, preparing them for their futures as global citizens. The Learning Community Trust exists because we have a commitment and passion for providing great academies for our communities. We acknowledge and celebrate the distinctness and individuality of each academy's community; we celebrate equality, diversity, inclusivity and individuality because we believe that we have far more in common than that which divides us.

The trust academies span across the education sector, with primaries, secondaries, and specialist academies. This means we are responsible for thousands of pupils and staff across our campuses; we take that responsibility very seriously. Each academy is individual and has its own distinctive ethos. However, we all share the same LCT value, to support all our pupils to ensure that – regardless of their background or starting point – they can achieve exceptional educational outcomes.

Our absolute focus is to provide the highest quality of education and pastoral care in our academies, developing compassionate, resilient and inspirational young people who can thrive within an ever-changing global community.

Staff members across our Trust benefit from a broad spectrum of training opportunities, including nationally recognised development programs, all tailored to support the specific needs of our academies and their personnel. Whether you are beginning your journey in education or are an experienced leader, we are here to ensure you reach your fullest potential.

For more information about the Learning Community Trust, and our academies please visit:



Learning Community Trust Job Description Teaching Staff



Job Title:	Teacher of Maths	Salary:		Work Schedule:	FTE
Location of Role:	Hadley Learning Community				
Trust Mission and Vision					
Mission Statement: Providing a formidable education, within the classroom and beyond, to inspire the next generation of global citizens					
Vision: Developing compassionate, resilient and inspirational young people who can thrive within an ever-changing global community.					
How our Trust vision aligns with our teachers' roles					
A Trust With Heart	Successful Pupils	Never Leave A Child Behind	Learning For All		
Thriving Community	Respect For All	Together We Are Stronger	Coping With The Challenges Of Life		
Role Specific Information					
Main purpose of role	- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document - Meet the expectations set out in the Teachers' Standards				
Duties and Responsibilities	Safeguarding - To uphold the academy's policies in respect of Safeguarding, Child Protection, Prevent and CSE to ensure the safety and well-being of all pupils. - Support the academy and Trust culture among pupils, managing behaviour effectively to ensure a good, safe and enjoyable learning environment. Quality of Education Planning: To plan effectively to ensure high quality delivery to all pupils at all times Classroom Management: Establish a positive and organised classroom climate that promotes focus, participation, and respect. Engagement Strategies: Employ a variety of techniques to capture and maintain pupils' attention, creating an inspiring learning experience and a thirst for learning that raises pupil aspirations. Innovation: Deliver exciting, engaging, modern approaches to learning that inspires all pupils to be the very best that they can be. Clear Communication: Provide explicit and concise instructions to ensure pupils understand expectations and learning objectives. Curriculum Development: Design and implement a rich and rigorous curriculum that aligns with educational standards and pupil needs. Pupil Achievement: Tailor instruction to meet the needs of all pupils, especially those with additional needs and identified sub-groups, to ensure that - regardless of background or starting point - all pupils can achieve exceptional educational outcomes. Subject Expertise: Demonstrate a deep understanding of the subject matter and effectively convey knowledge to pupils. Scaffolding and Modelling: Offer guidance, examples, and support to help students grasp new concepts and essential knowledge.				

- **Independent Practice:** Provide opportunities for pupils to practice and apply their learning independently, reinforcing understanding.
- **Assessment and Feedback:** Utilise effective formative assessment strategies to monitor pupil progress, identify areas for improvement, and provide timely feedback.
- **Pupil progress:** Analyse pupil performance through effective assessment and identify areas for improvement, offering targeted interventions, both in the lesson and beyond, to help them achieve their full potential.
- **Homework:** Uphold the academy's homework policy.
- **Department Development Plan:** To support the delivery to the DDP, lead on areas as appropriate and provide evidence of completion as required.

Professional learning and development

- **Coaching:** actively participate in coaching to enhance teaching practices and improve pupil outcomes.
- **Subject knowledge:** Continuously seek opportunities to further enhance subject knowledge.
- **Trust network:** Participate in network hub meetings and other professional L&D activities.
- **Collaboration:** Willingness to work with others to share good practice and develop resources.
- **Appraisal:** To work effectively with line manager to support academy and personal development progress through proactive engagement in the appraisal cycle.

Personal & Professional Conduct

- **Code of conduct:** Follow LCT code of conduct.
- **Adhere to Ethical Standards:** Maintain the highest standards of conduct, both inside and outside the academy, to uphold the integrity of the profession.
- **Respect Academy Values:** Embrace the academy's ethos, policies, and practices, demonstrating commitment and professionalism in all aspects of your work.
- **Passion and Enthusiasm:** Demonstrate a passion and enthusiasm for education and the teaching of pupils that translates to an energy and hunger in pupil learning.
- **Understand Professional Responsibilities:** Fully understand and fulfill your professional duties and responsibilities as outlined in relevant statutory frameworks.
- **Promote Public Trust:** Strive to maintain public trust in the academy, trust and the profession by acting with integrity and upholding ethical standards.
- **Treating pupils with dignity:** Building relationships rooted in mutual respect, and always observing proper boundaries appropriate to a teacher's professional position.
- **Pupils' Wellbeing:** Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- **British Values:** 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.
- **Objectivity:** Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Other professional requirements

- **Communication:** Communicate proactively and effectively with colleagues, pupils, parents and carers.

	• Wider contribution: Contribute fully to the wider curriculum and enrichment programmes of the academy, Trust and local community • Operations: Adhere to the policies and practices of the academy including staff code of conduct and GDPR practice. • Extra-curricular: contribute to the extra-curricular programme and show a willingness to support academy trips and activities. Employee qualities • Ambitious - A strong desire for success, growth, and learning. Ambitious employees are motivated and driven to achieve their goals. • Humble - Humble employees are open to feedback, willing to learn, and embrace change. • Emotionally intelligent - The ability to recognise and regulate one's own emotions, while also understanding and responding to the emotions of others. Encompassing skills such as empathy, self-awareness, and effective communication • Resilient – The capacity to adapt to change, overcome challenges in both the whole academy and classroom settings, while maintaining a success-oriented mindset and a readiness to flourish • Collaborative - demonstrate strong collaboration skills, with the ability to work effectively as part of a team, foster open communication, and actively contribute to professional development opportunities.				
Specific additional role based on specific appointment:					
Name of Staff:		Signature:		Date:	
HR Name of Staff		Signature:		Date:	
This job description may be reviewed as part of the appraisal process and may be subject to amendment or modification after consultation with the post holder It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Academy in relation to the post holders' professional responsibilities and duties, including the provision of high-quality teaching and learning across the Academy and the pastoral care of the pupils in their charge. Elements of this job description and changes to it may be negotiated at the request of the principal or the Learning Community Trust or the incumbent of the post.					

The Learning Community Trust is committed to safeguarding and promoting the welfare of children and young people. All post holders are subject to an enhanced DBS check (including a check on the children's barred list) and an online search for the successful applicant. References will be checked following the Learning Community Trust recruitment and selection process.

In line with the Statutory Guidance Keeping Children Safe in Education an online check will be undertaken for all shortlisted candidates prior to the interview.

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

For more information regarding our school's commitment to safeguarding, please see our Child Protection & Safeguarding Policy. [Child Protection and Safeguarding Policy | HLC Secondary](#)

Person specification

CRITERIA	QUALITIES
Qualifications and experience	• Qualified teacher status • Degree in relevant subject area • Successful teaching experience in Secondary Phase, KS3 and KS4. • 2 consecutive successful appraisals/ performance reviews or ECT equivalent.
Skills and knowledge	• Highly competent in all elements of the Teachers' Standards • Achievements and contribution to educational settings are substantial and sustained • An excellent knowledge of the National Curriculum • An excellent knowledge of effective teaching and learning strategies • An excellent understanding of how children learn • Extensive knowledge of how to adapt teaching to meet pupils' needs • Ability to build effective working relationships with pupils • An excellent knowledge of guidance and requirements around safeguarding children • Extensive knowledge of effective behaviour management strategies • Extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subject/curriculum area you teach • A more developed knowledge and understanding of your subject/curriculum area and related pedagogy, including how learning should progress • Flexible, creative and adept at designing learning sequencing within and across lessons as part of the curriculum • Good ICT skills, particularly using ICT to support learning
Personal qualities	• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the academy. • High expectations for children's attainment and progress • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality