

# Teacher



**We are Humber Education Trust.**





# Teacher

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Humber Education Trust's vision is to develop a high performing Multi Academy Trust that delivers the very best educational experience for all children and young people.

We will grow, develop, support and improve our schools across the Trust, with a clear focus on raising standards, encouraging innovation and strengthening the ethos of the Trust to ensure that we have a positive impact on all of the children and young people within the Trust.

As a partnership, our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. As a trust, we will drive these aims further and faster for the benefit of our pupils and our communities.

Humber Education Trust is also recognised by the DfE as an Academy Sponsor. This means that through the Trust, we are held accountable for sponsored schools who may join us, to ensure improvement in outcomes and taking responsibility for their performance and financial arrangements.

Humber Education Trust is supported by a strong Trust Board who provide effective support and the challenge required to ensure that we build on our track record of excellence to provide strategic partnerships to improve quality, share best practice and operate effectively and efficiently. We believe passionately that every penny that comes into a school should be spent on the development and provision of a first-class standard of education for all.

Humber Education Trust is a growing trust of 17 schools (13 primary schools and 4 special schools).

We have a strong moral purpose and a determination to provide the best education possible for the children in our care.

### Humber Education Trust is committed to:

- Always put the needs of children first
- Celebrate what joins us and also what makes our schools unique
- Embrace links with other education providers as we seek the best outcomes for children
- Have high aspirations for everyone in the school community
- Personalise the support offered to pupils, staff members and schools alike
- Believe in system leadership
- Being passionate educators of everyone in the school community
- Welcome challenge as this promotes positive change
- Achieve the best outcomes for every individual
- Being relentless in our pursuit of excellence

Thank you for showing an interest in working within our Trust. I wish you well with your application.



**Rachel Wilkes**

*Chief Executive Officer*







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## The Cambridge Park Academy

It gives me great pleasure to introduce you to Cambridge Park Academy.

Our learners are at the heart of our school. Everything that we do is about ensuring that their school experience helps them develop both educationally and socially in a fun, engaging, caring and supportive environment. When learners leave Cambridge Park, we aim for them to have a range of educational, independence and self-help skills which will support them in progressing to the next stage of their lives. Not only do we aim for our learners to become valued citizens, but also young adults who are ready to apply the skills that they have gained in school to achieve a future full of success and happiness.

We are extremely proud of our learners' progress, especially taking into account the difficulties and obstacles that they overcome. Our learners achieve academically and socially by: participating in sporting events and competitions, gaining nationally recognised qualifications across a variety of subjects and taking part in work experiences within the local community which develop their work ethic and give them the opportunity to put into practice skills that they have learned in school. We are all proud of our school; not just because of our learners' positive outcomes and the commitment of our staff team but also because of the role that we play in helping our learners to create happy memories.



**Salary Range:** Main Pay Scale  
**Allowances:** SEN 1 - £2,679  
**Hours of work:** Full time, Mon 8.40-4.30pm,  
Tues, Weds & Fri 8.40-3.10pm  
Thursday 8.40- 4.20pm  
**Contract:** Permanent  
**Start date:** 1 September 2025

*Are you an inspirational classroom practitioner who wants to join us in making a difference for our children?*

We have an exciting opportunity to join an amazing team of enthusiastic professionals who want the best for our children. Joining Cambridge Park Academy opens a gateway to a wealth of experience and knowledge within Humber Education Trust.

We require an exceptional classroom teacher who is highly ambitious for themselves, our children and the school and will 'go above and beyond' to ensure the children make outstanding progress.

Applications are welcome from teachers at all stages of their careers, including those new to the profession and those aiming for future career opportunities.

### The successful candidate will:

- Be a passionate, hardworking, qualified Teacher
- Have successful subject leadership experience
- Have the ability to deliver well planned and stimulating lessons across the curriculum and ability range
- Have a belief that all children are capable of great things and learning should be fun
- Be confident in establishing sound professional relationships with children, colleagues, parents and our community
- Have knowledge and understanding of effective behaviour management strategies and the ability to put these into practice
- Have high expectations of everyone within the school community
- Be committed to safeguarding and protecting children and young people.



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Visits to the school are welcomed, encouraged and can be arranged via Sue Bates, PA to the Principal, Tel: 01472 230110. Further information about the school can be found on our school website:

[www.cambridgepark.co.uk](http://www.cambridgepark.co.uk)

## HOW TO APPLY:

Please visit our [Eteach careers page](#) to apply for this vacancy. All candidates are advised to refer to the job description and person specification before making an application.

Early application is encouraged. We will review applications throughout the advertising period and therefore reserve the right to close the advert early should sufficient applications be received.

If you have any queries regarding the role or application process, please contact Sue Bates, PA to the Principal, at Cambridge Park Academy via [sbates@cambridgepark.het.academy](mailto:sbates@cambridgepark.het.academy)

## Closing date for completed applications:

8am, Friday 6 June 2025

## Interview date: w/c 9 June 2025

Any offer of employment to this role will be subject to receipt of a satisfactory enhanced disclosure from the Disclosure Barring Service, Children's Barred List Check, Section 128 check where applicable, identity checks, medical clearance, proof of relevant qualifications, satisfactory references and eligibility to work in the UK checks.

As part of Humber Education Trust's recruitment processes, in accordance with statutory guidance Keeping Children Safe in Education, an online search will be carried out on all shortlisted candidates. Those

shortlisted for interview will also be required to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

All members of staff are expected to promote and safeguard the welfare of students in accordance with KCSiE, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach.

Professional standards detail responsibilities and expectations of our job roles. The enclosed generic role specification is offered in good faith as a guide to professional practice.

We strive for excellence and encourage our staff to aim high, making positive impacts through their clear focus and professionalism. All role specifications are subject to change to adapt with circumstances. Additional duties may be asked of our staff if necessary.

If you believe you are the right person for our role then we would love to hear from you.

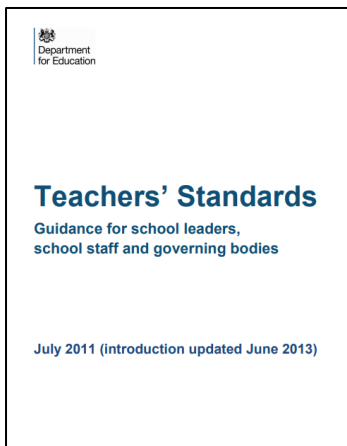


**Steve Kernan**  
**Principal**

[Cambridge Park Academy](#)



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## The Teachers' Standards apply to:

- Trainees working towards QTS
- All teachers completing their statutory induction period (early career teachers [ECTs]);
- Teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations.

<https://www.gov.uk/government/publications/teachers-standards>

The standards clearly set out the key areas in which a teacher should be able to assess their own practice. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

## PART ONE: TEACHING

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

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



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- 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.

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.

A teacher must:

## 1. Set high expectations which inspire, motivate and 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.

## 2. Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- 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

## 3. Demonstrate good subject and 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

## 4. 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 pupils have acquired





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- 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).

## 5. Adapt teaching to respond to the strengths and 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.

## 6. 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 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

## 7. Manage behaviour effectively to ensure a good 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 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.

## 8. 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.



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## Notes:

This job description may be amended at any time in consultation with the postholder.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Postholder

Signed \_\_\_\_\_ Date \_\_\_\_\_

Principal







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I: Interview, R: Reference, A: Application Form

Characteristics	Essential	Desirable	Evidence
<b>Qualifications</b>	Qualified Teacher or ECT Graduate	Evidence of continuous professional development	A
		Willingness to undertake further professional development	I
<b>Experience and Knowledge</b>	Have a secure knowledge of specialist curriculum areas	Knowledge of core teaching standards & practical application	R, I
	Successful teaching experience		R, I
<b>Vision and Values</b>	Commitment to deliver the very best educational experience for all children and young people.	Willingness to make a positive contribution to wider life in school	A, I
	Commitment to safeguarding and protecting children and young people		R, I
<b>Skills</b>	Ability to deliver well planned and stimulating lessons across the curriculum and ability range		A, R, I
	Knowledge and understanding of effective behaviour management strategies and the ability to put these into practice		A, R, I
	High expectations of pupils to do their very best, make significant progress & become independent learners		R, I
	Well organised and good communication skills		A, I
	Ability to establish sound professional relationships with children, colleagues, parents and community		R, I
	Ability to analyse data effectively and use data to set clear, challenging targets		R, I, A
<b>Equality</b>	Commitment to inclusion and diversity		A, R, I
			A, I



## We value our employees



The following **benefits** are available to employees within our academies:

### Financial

- Competitive Salary
- Teacher's Pension & Local Government Pension Scheme
- Occupational Sick Pay

### Family Friendly

- Maternity, paternity and adoption leave
- Parental and dependent care leave
- Flexible working

### Employee Benefits - Permanent Contracted Employees & Fixed Term

- Staff Wellbeing EAP - 24/7 Confidential counselling service
- Integrated GP service
- Physiotherapy
- SAS Gym and 12 week weight management programme
- Preparing parents programme
- Financial wellbeing support
- Discounts on high street brands and stores via online discount platform
- 20% Discounted Gym Membership - Hull City Council Leisure & East Riding Leisure



### Professional Development

- Continuous Professional Development for All Staff
- Access to Middle and Senior Leadership Courses
- Supportive staff, committed to improvement, who will work with you to achieve your goals

*The opportunity to make a real difference to the lives of our students*