



TEMPLE GROVE  
ACADEMY



# Class Teacher

Information for Candidates  
2025

Together we make the difference



We reserve the right to make an appointment before the closing date, so early applications are encouraged.



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# Introduction from the Headteacher

Dear Candidate,

I am delighted that you are interested in a position with Temple Grove Academy (TGA).

Temple Grove Academy is a very happy school in which all children feel secure and confident. Our team are committed to going the extra mile to help pupils aspire to greatness in both their education and life journey.

We enable every child to flourish in every way and work together as a community to offer a launch pad for the children in our care to dive into life's adventures, striving for personal success and fulfilment.

We create a safe, welcoming environment that provides inspiring and motivating experiences, and support everyone to develop strategies that enable them to take full advantage of what the world has to offer.

We believe that everyone has the talent and potential to excel in life. We celebrate the uniqueness of every individual and cherish the diversity of the community we belong to.



**Rebekah Leeves**  
**Headteacher**  
**Temple Grove Academy**

Together we make the difference





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# Skinner's Academies Trust

Temple Grove Academy is part of Skinner's Academies Trust, a Multi Academy Trust (MAT) comprising of The Marsh Academy, Skinner's Academy, The Skinner's Kent Academy, Skinner's Kent Primary School, Temple Grove Academy and The Skinner's School.

Skinner's Academies Trust is sponsored by The Skinner's Company, one of the 'Great Twelve' livery companies of London. The Company is a major not-for-profit organisation with a well-established reputation for philanthropy dating back some 700 years. Education is a core charitable purpose and the Company has a long track record of establishing, running and supporting excellent schools. Besides the Academies in the Trust, the Company also supports Tonbridge School, The Judd School in Tonbridge, and The New Beacon preparatory school in Sevenoaks.

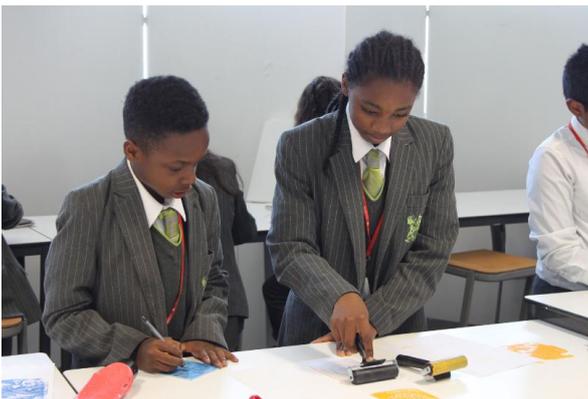
In the Trust, members of The Skinner's Company make up a significant proportion of each Local Governing body and the Company provides financial support to help all its schools provide the best possible education.

The Trust's purpose is to provide its young people with the opportunity to make the most of their talents and fulfil their potential. It aims to:

- **Promote collaboration:** exchanging ideas and good practice to solve common problems together
- **Enable efficiency** in the use of its limited resources
- **Invest in staff**, finding the best teachers and giving them excellent opportunities to develop and progress
- **Share expertise** both from within the group and the wider sector, particularly in specialist areas such as SEND and mental health.

All of the schools within the Trust have first-class teaching, management and leadership, and are supported and held to account by high-quality governing bodies.

Further information about the Trust can be found on its website [here](#).





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# Our Vision and Values

## Our Vision

We are here to enable every child to flourish in every way. We work together as a community to offer a launch pad for the children in our care to dive into life's adventures, striving for personal success and fulfilment. We create a safe, welcoming environment that provides inspiring and motivating experiences, and support everyone to develop strategies that enable them to take full advantage of what the world has to offer. We believe that everyone has the talent and potential to excel in life. We celebrate the uniqueness of every individual and cherish the diversity of the community we belong to. We want to make a difference, and strive to be the difference.

## Our Values

-  together we are **Aspiring** 
-  together we are **Resilient** 
-  together we are **Respectful** 
-  together we are **Encouraging** 
-  together we are **Enriching** 



Together we make the difference





# Job Profile

**Post Title: Class Teacher**

## Main Purpose of the Job:

- Be responsible for the learning and achievement of all pupils in the class(es), ensuring equality of opportunity for all;
- Be responsible and accountable for achieving the highest possible standards in work and conduct;
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils;
- Act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2012);
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

## Duties and responsibilities:

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers'

performance will be assessed against the Teacher Standards as part of the appraisal process as relevant to their role in the school.

## Teaching:

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach to a good/outstanding level;
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate;
- Be accountable for the attainment, progress and outcomes of pupils' you teach, ensuring all pupils make at least good progress;
- Be aware of pupils' capabilities and prior knowledge to inform planning, differentiation and adaptations, demonstrating knowledge and an understanding of how pupils learn;
- Have a clear understanding of the needs of all pupils, including those with special educational needs, those that are gifted and talented in specific areas, those with English as an additional language and those with SEND, and be able to use and evaluate distinctive teaching approaches to engage and support them;
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, including the correct use of spoken English;



## Job Profile

### Teaching Cont.:

- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics;
- Co-ordinate activities and resources within a specific area of the curriculum and support colleagues in the delivery of this specialist area;
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment;
- Make accurate and productive use of assessment to secure pupils' progress;
- Give pupils regular feedback, both orally and through marking, and encourage pupils to reflect on the feedback given and be proactive in implementing said feedback in future lessons;
- Use relevant data to monitor progress, set targets, and plan subsequent lessons;
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils;
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary;
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils;
- Have high expectations of behaviour, promoting self-control and independence of all learners;
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document;
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns, following school protocol/procedures;
- Comply with health and safety policies and the undertaking of risk assessments where appropriate.

### Behaviour and Safety:

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards both consistently and fairly;
- Participate in any relevant meetings/professional development opportunities at the school which relate to the learners, curriculum or organisation of the school, including pastoral arrangements and assemblies;



## Job Profile

### Team working and collaboration Cont.:

- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them;
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and - where appropriate - threshold assessments;
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil;
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school;
- Take part in school events and activities, some of which may take place in evenings or weekends.

### Fulfil wider professional responsibilities:

- Work collaboratively with others to develop effective professional relationships;
- Deploy support staff effectively as appropriate;
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate;
- Communicate and co-operate with relevant external bodies;

- Keeping up to date with changes and developments in Primary education;
- Make a positive contribution to the wider life and ethos of the school.

### Administration:

- Register the attendance of and supervise learners before, during or after school sessions as appropriate;
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.

### Professional development & Training:

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary, responding to advice and feedback from colleagues;
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.
- Complete all whole-school training deemed necessary including but not limited to Safeguarding, GDPR and Prevent.
- Undertake other training required to develop in the role.
- Take part in the school's appraisal procedures.



# Job Profile

## Safeguarding:

- Follow all school policies and the staff code of conduct relating to safeguarding and promoting the welfare of children

## Other:

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality;
- Read and adhere to relevant school policies
- Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. The postholder may be required to do other duties appropriate to the level of the role, as directed by the line manager.
- This job description may be amended at any time in consultation with the postholder.

**This document should be reviewed annually in June**



## Person Specification

CRITERIA	QUALITIES	ESSENTIAL	DESIREABLE
<b>Qualifications and experience</b>	<ul style="list-style-type: none"> <li>A relevant teaching qualification recognized and approved by the DfE (e.g. QTS/QTLS).</li> <li>Degree educated.</li> <li>Good General Education including English and Math's GCSEs.</li> <li>Successful primary teaching experience (ECTs welcome).</li> <li>Experience of assessing, reporting and recording.</li> <li>Additional qualifications in Mental Health/SEND.</li> <li>Experience of leading a subject.</li> <li>Safeguarding Awareness training.</li> <li>Experience in phase/middle leadership.</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> <li>✓</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>Knowledge of the latest National Curriculum updates.</li> <li>Knowledge of effective teaching and learning strategies.</li> <li>An excellent understanding of how children learn.</li> <li>Experience in successfully adapting teaching to meet pupils' needs, including children with SEND.</li> <li>Ability to build effective working relationships with pupils, parents and staff.</li> <li>Ability to use own initiative and work flexibly to plan, prioritise and manage a workload in an environment of regular and critical deadlines.</li> <li>Knowledge of guidance and requirements around safeguarding children.</li> <li>Be able to support pupil needs in learning and pastoral matters.</li> <li>Good ICT skills, particularly using ICT to support learning.</li> <li>Knowledge of effective behaviour management strategies.</li> <li>A commitment to staying up to date with current research on good practice and curriculum development, regularly attending conferences, workshops and meetings.</li> <li>Ability to use own initiative and work flexibly to plan, prioritise and manage a diverse and demanding workload.</li> <li>Have a high level of understanding of current research as to how children learn and possess the ability to motivate pupils to perform at their best.</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> </ul>	





# Professional Development Skinners' Academies Trust

Skinners' Academies Trust are committed to investing in our people and as such offer a high-quality suite of professional development opportunities for all our teachers. Everyone at the Trust is committed to being a reflective practitioner, open to learning and motivated to keep getting better.

We know that professional development for our people will lead to impact in our schools. The five pillars of our offer are designed to offer opportunities to all our staff, to support our vision for an excellent education in all our schools and to have a clear impact on outcomes for all our pupils.

## Chartered College of Teaching membership

All teaching staff are given full membership to the Chartered College of Teaching. This gives them access to a range of resources including research papers, articles, lesson videos and the quarterly journal, *Impact*; and opportunities to participate in CCT courses or become a Research Champion.

## Research-led networking opportunities

The Trust-wide book group meets online each half term to explore an education-based text and discuss the implications on classroom practice. Copies of the book are free to members.

Our Research Enthusiasts group similarly meets each half term. It offers teachers from across the Trust with a passion for evidence-informed practice the opportunity to debate a range of research and its implications for classroom practice and student outcomes.

## Development for middle leaders

Our bespoke Middle Leadership Programme is a 10-month course designed and delivered internally for those at the start of their leadership journey. Throughout the course we explore evidence and good practice around effective leadership, use of data, managing teams and how to implement improvement. All participants are allocated a mentor who supports them throughout the course, and get to visit each Trust school over the course of the year.

## Subject-specific collaboration

We have established Subject Communities for English, Maths, Science and MFL, enabling improvement at subject level the Trust through collaboration between subject leads and shared good practice. This gives heads of department an exciting chance to experience and learn from a range of practice across all our schools.

## SLT Community of Practice

All senior leaders across the Trust are members of our SLT Community of Practice, giving them the opportunity to share good practice in school improvement. Leaders participate in visits to Trust schools, hear from external experts and provide professional and supportive critique to one another.





## Staff Wellbeing & Benefits

Temple Grove Academy is committed to providing a healthy and caring environment that promotes and supports positive mental health and wellbeing for our pupils, staff and stakeholders. Positive mental health and wellbeing is vital to what we do at school; it underpins the crucial work carried out to support pupils and their families. As a School we are highly committed to supporting staff's mental health and wellbeing, to ensure that there is a positive and supportive workplace.

Outlined below are some of the ways in which staff are supported:

- Key staff are trained as Mental Health Leads within the Trust and school
- Investing in practices which support teaching staff to maintain a healthy work-life balance (for example Kapow curriculum planning and the option to take PPA off-site - at home or at another Trust school).
- Continued learning and development for all staff through a wide range of CPD.
- A commitment to support staff with personal issues and an empathetic approach to such events.
- Recognising that staff working hours can be flexible depending on personal circumstances. We do not expect a response to communications outside of working hours.
- Continued learning and development for all staff through a wide range of CPD.
- A commitment to support staff with personal issues and an empathetic approach to such events.

### Pension Scheme Contributions

We offer a valuable pension package of benefits for members and their dependents of both the teachers and local government pension schemes; generous employer contribution; tax relief on your contributions; flexibility to pay more or less in contributions; flexible retirement options.

### Kent Rewards

Through Kent Rewards, employees are able to access a wide-range of discounts on high street and supermarket shopping, leisure facilities such as cinema and gym, and travel options such as holidays and hotel stays.





# Application and candidate selection process: our candidate charter

We want every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

## We will:

- provide you with clear, accurate and timely information
- give you the opportunity to ask questions – and we will ensure you get the answers you need
- respond to enquiries promptly and usually within 24 hours during the working week
- adopt a fair and consistent assessment process;
- make sure you have all the documentation and details you need for an interview, well in advance
- provide you with real insight about what it's like to be part of our team
- ensure all offers are fair and equitable; and
- seek feedback on your experience at every opportunity, so we can continue to improve.



## In return we ask that you:

- be honest and upfront about your experience, aspirations and motivations
- provide open and accurate information when submitting an application
- always give yourself the best opportunity to succeed – research who we are and how we work
- let us know if situations change in relation to your interest – and help us understand why; and
- prepare yourself for interview and let us know how we can support you.

## Our commitment to you:

- **Transparency** We will treat you with respect, honesty and fairness
- **Protecting your privacy** We will ensure your information is secure and handled sensitively
- **Understanding You** will be given everything you need to make informed decisions
- **Showcasing talent** We will provide a good opportunity for you to share your skills, experience and potential
- **Feedback** We will provide constructive feedback professionally and promptly
- **Listening** We welcome feedback and we'll act on what you have to share
- **Inclusivity** Our hiring decisions align with our commitment to create a high-quality, diverse workforce.





# Safer recruitment in education: information for applicants

Temple Grove Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.

The aims of our Safer Recruitment Procedures are to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them.

## What we will provide

All applicants for all vacant posts will be provided with:

- a job profile outlining the duties of the post, including safeguarding responsibilities;
- a person specification which will include a specific reference to suitability to work with children; and
- A standard application form found on Kent Teach

All applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role.

In addition, all applicants are required to account for any gaps or discrepancies in employment history.



## Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

## References

References will normally be requested at the selection stage directly from the referee. They will be asked about:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children; and
- whether the referee has any reservations as to the candidate's suitability to work with children.

If the referee has any reservations, the Trust/Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

We will also carry out online searches for all shortlisted candidates to identify any incidents or issues, related to suitability to work with children.

## Pre-employment checks

- an enhanced DBS check is required for all successful applicants;
- Prohibition, social media and overseas checks will also be completed if necessary.



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# Royal Tunbridge Wells

Over 400 years ago a natural spring welled up from the ground and it was named 'The Tunbridge Wells' (the wells near Tonbridge).

Today our charming historic town, only 30 miles south east of London and a 45 minute train ride from the capital, is close to the unspoilt beauty of the surrounding High Weald Area of Outstanding Natural Beauty (AONB) and boasts the elegant charm of The Pantiles. For years Queen Anne visited, but when Queen Victoria made the town part of her regular holiday sojourns 'Royal' Tunbridge Wells, the town, came into being, hence the addition to the original name.



Royal Tunbridge Wells is highly accessible with excellent schools and a wide range of places to live and types of accommodation, both locally and a short distance away amidst the rolling hills, picturesque villages of Kent and East Sussex, ancient woods and open heaths.

Equidistant between London and the south coast it has easy links to the A21 and M25. There are also direct trains to and from London and the coast.

Many professional people move out of London into the area to enjoy the excellent living environment and quality of life whilst also having all the convenience of the major high street and local shops and selection of first-class restaurants, bars and cafes nearby.



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# How to Apply



The closing date for applications is Monday 5th May 2025 at **5pm** with interviews on Friday 9th May 2025.

- Application forms must be completed in full and applicants should directly address the skills and experience outlined in the person specification
- An application form is available on our Kent Teach Page [Temple Grove Academy, Tunbridge Wells](#).
- Temple Grove Academy will reimburse reasonable travel and accommodation costs to candidates attending interviews. You should retain copies of all receipts in relation to expenses incurred

For more information about this position, or to have a confidential discussion about the role, please contact Rebekah Leeves, Headteacher on [headteacher@templegroveacademy.com](mailto:headteacher@templegroveacademy.com).

**We look forward to hearing from you**

**Together we make the difference**





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