

Our Community, Our School



HADLEY LEARNING
COMMUNITY

PRIMARY PHASE CANDIDATE INFORMATION PACK





CONTENTS

- **Advert**
 - **Job Description & Person Specification**
 - **Welcome to our school**
 - **Message from the Headteacher**
 - **About HLC**
-
- **Our Vision**
 - **Safeguarding Statement**
 - **Our Leadership Team**
 - **How to Find Us**
- 

UPPER KEY STAGE 2 CLASS TEACHER

REQUIRED FROM SEPTEMBER 2025

Job Details:

Upper Key Stage 2 Class teacher

Start date: September 2025

Salary: Main Pay Scale + TLR

Fixed Term for one year

We are seeking to appoint a highly motivated, skilled and enthusiastic class teacher to join our dedicated and supportive team from September 2025. This post is offered on an initial fixed-term contract for one year, with the possibility of extension.

This is an exciting opportunity for an individual who is passionate about providing high-quality teaching and learning, and who is committed to ensuring the best possible outcomes for all pupils. We pride ourselves on our inclusive ethos, strong sense of community, and our commitment to professional development. The successful candidate will demonstrate high expectations, a reflective approach to teaching, and a genuine desire to contribute to school life.

Please note: this post is not appropriate for Early Career Teachers (ECTs).

School Visits

Prospective candidates are warmly encouraged to visit the school to gain a deeper understanding of our values and environment. Tours will be held on:

Wednesday 7th May at 3:30pm

Thursday 8th May at 3:30pm

Friday 9th May at 1pm

Please email emma.petford@lct.education to book a slot on your preferred date.

To Apply

Application forms and further information is available below or directly from the school. Please note that CVs will not be accepted. All completed application forms should be submitted via email to: emma.petford@lct.education

The successful applicant will be subject to enhanced DBS clearance. We are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. We also welcome applications from individuals of all backgrounds and are committed to promoting equality and diversity within our school community.

Closing Date: Thursday 14th May at 12 noon

Interviews: Week commencing Monday 19th May

TEACHING JOB DESCRIPTION

Title of post: Upper Key Stage 2 Class Teacher

Salary: Main pay scale + TLR2

Working hours: 195 days per year. Full time. (1265hrs)

Terms and conditions

- a) The terms and conditions as set out in the current Teachers Pay and Standards Documents and any orders made under it.
- b) The other terms and conditions set out in the various national collective agreements in force from time to time.
- c) The Local Authority's Rules and Conditions including any local agreement entered into with recognised trade unions.
- d) The school's Instrument and Articles of Government as appropriate.

Description of general teaching post

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.
3. Demonstrate good subject and curriculum knowledge
 - have a secure knowledge of the primary curriculum areas, foster and maintain pupils' interest in the curriculum areas, and address misunderstandings
 - demonstrate a critical understanding of developments in the curriculum and curriculum areas, and promote the value of hard work and determination to succeed
 - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English
 - when teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - when teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

TEACHING JOB DESCRIPTION



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
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum

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; those who are vulnerable 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 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.
- 

TEACHING JOB DESCRIPTION

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
- 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.

Reporting to (also responsible for Appraisal):

A member of the Senior Leadership Team

Review/Appraisal arrangements

This document will be reviewed at all stages of the appraisal process and in conjunction with the arrangements stated in the campus appraisal policy. However, either party may raise issues at any time that is appropriate.

Signed.....

Signed.....(Headteacher)

Date.....

An electronic copy of this document will be kept with your personnel records.

TEACHING PERSON SPECIFICATION

Job Attributes	Essential
Qualifications	<p>Qualified Teacher Status (QTS) awarded by an appropriate and recognised body</p> <p>A degree or equivalent qualification relevant to primary education</p> <p>Evidence of commitment to continuing professional development (CPD) and further professional study</p> <p>Desirable: Additional qualifications or training relevant to Key Stage 2 (e.g. Maths/English leadership, SEND, EAL)</p>
Experience	<p>Successful experience of teaching in a primary school, with recent and sustained practice in Key Stage 2, particularly in Years 5 or 6</p> <p>A proven track record of securing at least good outcomes for pupils, with evidence of accelerating pupil progress and raising attainment.</p> <p>Experience of working with children with diverse backgrounds, abilities, and learning needs, including those with SEND and/or EAL.</p> <p>Experience of working as part of a year group or phase team to plan and deliver a cohesive and progressive curriculum</p> <p>Experience of implementing and contributing to whole school priorities.</p>
Knowledge and Skills (Teaching and Learning)	<p>Secure knowledge of the National Curriculum for Key Stage 2 and age-related expectations</p> <p>Thorough understanding of assessment for learning, including statutory assessment at the end of KS2 (SATs), and effective use of formative assessment</p> <p>Knowledge of how children learn and the ability to apply this knowledge to raise pupil achievement</p> <p>Awareness of key educational research and evidence-informed practice, including cognitive science, metacognition, and retrieval practice</p> <p>Understanding of safeguarding and child protection procedures and responsibilities</p> <p>Familiarity with the SEND Code of Practice and effective classroom strategies for inclusion and differentiation</p> <p>Understanding of current developments, challenges, and priorities within the primary education sector</p> <p>Ability to plan and deliver high-quality, stimulating lessons that engage, motivate, and challenge all learners</p> <p>Strong classroom management skills and the ability to maintain a calm, safe, and purposeful learning environment</p> <p>Ability to deploy a range of effective teaching strategies to support pupils with differing needs and starting points</p> <p>Capacity to use data intelligently to identify gaps in learning, adapt teaching, and track pupil progress over time</p> <p>Ability to use educational technologies confidently and purposefully to enhance learning and teaching</p> <p>Commitment to promoting pupils' spiritual, moral, social, and cultural development, as well as British values</p>
Decision Making	<p>Proven ability to analyse information, identify problems, and implement appropriate solutions</p> <p>Sound professional judgement and the ability to make informed decisions under pressure</p> <p>Capacity to reflect on practice, seek feedback, and adjust improve effectiveness</p>
Communication Skills	<p>Excellent verbal and written communication skills suited to a range of audiences, including pupils, parents, colleagues, and external agencies</p> <p>Able to foster positive and respectful relationships with children that promote engagement and achievement</p>

TEACHING PERSON SPECIFICATION

	<p>Skilled in working collaboratively with colleagues as part of a team, contributing to a shared ethos and goals</p> <p>Ability to deal sensitively and confidentially with parents and carers, building trust and promoting partnership</p> <p>Confidence to liaise with professionals from external agencies and contribute to multi-agency working where necessary</p>
Self-Management	<p>Highly organised, with the ability to prioritise workload, meet deadlines, and manage time effectively</p> <p>Commitment to high standards and continuous improvement</p> <p>Reflective and responsive to professional feedback and coaching</p> <p>Demonstrates resilience, stamina, and a strong work ethic</p> <p>Willingness to contribute to the broader life of the school, including extra-curricular activities, clubs, and events</p>
Personal Attributes	<p>Warm, approachable, and emotionally intelligent, with a genuine enthusiasm for working with children</p> <p>Adaptable and open to change in a dynamic school environment</p> <p>A positive role model for pupils, staff, and the wider community</p> <p>Professional integrity, reliability, and discretion</p> <p>Passionate about making a difference in the lives of children and committed to inclusive education</p> <p>A strong sense of personal responsibility and commitment to the school's vision, values, and ethos</p>
Desirable Qualities	
<ul style="list-style-type: none"> • Experience of leading or co-leading a core curriculum subject (English, Mathematics, or Science) across the whole school, demonstrating impact on pupil outcomes and/or staff development • Evidence of successful teaching experience across more than one key stage (e.g., Key Stage 1 and 2, or EYFS and Key Stage 2), showing adaptability to different age groups and curriculum expectations • Experience of initiating, developing, and evaluating a whole-school project or initiative • Experience of mentoring, coaching, or supporting other staff members, such as Early Career Teachers (ECTs) or teaching assistants • Involvement in strategic school improvement activities, including contribution to school self-evaluation, development planning, or curriculum innovation • Understanding and experience of monitoring and evaluating the impact of teaching and learning across a subject or phase • Recent experience of working in partnership with parents, external agencies, or the wider community to support school improvement • Engagement in or contribution to research-informed practice to enhance pedagogy and pupil outcomes 	

WELCOME TO OUR SCHOOL



Welcome to Hadley Learning Community - Primary Phase.

At Hadley Learning Community – Primary Phase, we are more than just a school—we are a thriving, diverse, and welcoming community at the heart of Hadley in Telford. We believe that every child belongs, feels valued, and is inspired to achieve their very best. Respect, ambition, and enjoyment are at the core of everything we do, ensuring that our pupils develop a love of learning and the confidence to succeed.

Our recent Ofsted report (June 2022) described Hadley Learning Community (HLC) – Primary Phase as a warm and friendly place where pupils enjoy coming to school and love to learn. Inspectors praised our strong sense of community, noting that leaders have skilfully created a family feel to the school where everyone is important.

At HLC, we provide a broad and balanced curriculum that nurtures every child's talents, fosters respect for differences, and champions every success, no matter how small. We believe all pupils can achieve and ensure learning is accessible to all through thoughtful planning and support. Our curriculum inspires curiosity, independence, and a lifelong love of learning, enriched by meaningful educational visits and opportunities with HLC Secondary. We aim for every child to leave HLC with confidence, creativity, resilience, and the skills needed for life beyond the classroom.

We are looking for passionate and dedicated professionals who:

- ✓ Inspire and motivate young learners.
- ✓ Are committed to making a difference in children's lives.
- ✓ Have the enthusiasm, energy, and expertise to help pupils thrive.
- ✓ Value teamwork, creativity, and inclusion in their approach to teaching.

If you are excited about shaping the future of young minds in a supportive, forward-thinking environment, we would love to hear from you!



Dear Potential Candidate,

Welcome to Hadley Learning Community Primary, where our values of Belong, Respect, Inspire, Succeed, and Enjoy are at the heart of everything we do. Our school is a vibrant community, celebrating our achievements and looking forward to a bright future.

At HLC Primary, we believe that enjoyment and achievement go hand in hand. Our staff find joy in their work, and it is this enjoyment that underpins their ambition and drives their success. We are looking for ambitious, dedicated practitioners who want the very best for their pupils and can make a significant difference in their lives. We seek individuals who will actively contribute to our school's continued progress towards excellence.

What can you offer us? Are you ready to embrace our values and help us create an environment where every child feels they belong, is treated with respect, is inspired to learn, succeeds in their endeavors, and enjoys their educational journey?

I look forward to reading your application.

Warm regards,

Ben Evans



MR BEN EVANS

**PRIMARY PHASE
HEADTEACHER**

ABOUT HADLEY LEARNING COMMUNITY

Hadley Learning Community (HLC) is a thriving all-through school for students aged 3 to 16, proudly serving the diverse community of Hadley in central Telford. Now part of the Learning Community Trust, we continue to grow and develop, ensuring the very best opportunities for our pupils.

Our state-of-the-art, 21st-century learning campus offers outstanding facilities, purpose-built to inspire and support every learner. Opened in September 2006, HLC was established as part of a £70 million PFI project in partnership with Mitie, reflecting a major investment by Telford and Wrekin Council to provide exceptional education for our community.

Hadley Learning Community (HLC) Primary Phase is a thriving three-form entry school, offering a teacher-led nursery that provides the very best start for our youngest learners. We are committed to ensuring that every child feels a strong sense of belonging, respect, and success, fostering a love of learning that lasts a lifetime.

Our bespoke, spiralised curriculum is carefully designed to build knowledge and skills over time, ensuring deep understanding and strong progression. Rooted in STEM and Reading, our curriculum ignites curiosity, develops problem-solving skills, and instils a passion for learning, preparing pupils for an ever-evolving world.



HLC VISION

Our Community, Our School

Belong. Respect. Inspire. Succeed. Enjoy

At our school, every child walks through the door with pride, knowing they are part of a place where everyone belongs. We work closely with our families and the local community, offering support and being an active part of everyday life here. We believe that our school's strength comes from the community we serve, and we are committed to laying the foundations for everyone to grow and succeed together.

Our students will understand the value of their education and show respect to everyone in their school and beyond who helps them grow and do their best. Our children will learn the importance of being kind, well-mannered, and confident, so they can represent themselves and their school with pride.

Our staff will inspire and encourage every child to reach for their best, helping them develop the drive and ambition to achieve their full potential. We'll provide opportunities for learning that go beyond the classroom, making sure their journey of discovery continues throughout their lives. Our students will develop a love of learning and gain the skills they need to make a positive difference in their local community, across the country, and around the world.

Our students will feel confident knowing that our staff will do everything they can to help them succeed. They will understand the importance of working hard, being resilient, and staying focused on their studies. We will create a 'can do' culture, where we learn from our mistakes and support each other, knowing that together, anything is possible

Our students will feel confident knowing that our teachers are always there to help them succeed. They will learn the importance of working hard, being strong when things are tough, and staying focused on their learning. We will build a 'can do' attitude, where we learn from our mistakes and help each other, believing that together, we can achieve anything.

We will stand by our belief that as a school we can transform a community to understand that education is the most valuable gift anyone can offer you. We will believe in our students and promise to give them the opportunities they dream of. We will shape happy, young people who relish learning in a safe environment. We will all call our school our own and be proud to be a part of the HLC family.

We will inspire our students to respect themselves, others and the environment in which they belong, allowing them to succeed through the enjoyment of learning.

'Our Community, Our School'



WHAT DO OUR STAFF SAY?

Working at HLC for the past three years has been a truly rewarding experience. One of the things I appreciate most is the open and supportive team environment —it's easy to reach out and have genuine conversations with anyone. This sense of connection makes collaboration smooth and creates a positive, inclusive workplace culture.

Another aspect I really value about working at HLC is the opportunity to collaborate with subject leaders. They're always approachable and willing to share their expertise, which has been incredibly helpful in developing my own practice. Whether it's seeking advice, sharing ideas, or getting feedback, having access to their knowledge and support has made me feel more confident and better equipped in my role. It's reassuring to know that guidance is always available when I need it.

Miss Abigail Blocksidge

The bespoke curriculum allows teachers to be creative and think outside of the box ensuring engaging and exciting learning for children.

All staff are incredibly supportive and there are lots of opportunities to collaborate and seek support from experienced staff, which has been especially beneficial for me as an ECT.

Miss Isobel Roberts

Working at HLC for the past 10 years has been an incredibly special journey. The children and their families are truly at the heart of what makes this place so wonderful — their warmth, enthusiasm, and unique personalities make every day meaningful and rewarding. Over the years, I've had the privilege of building strong relationships, not only with families but also with colleagues who have become life-long friends.

I've always felt valued and supported by the Senior Leadership Team, who have encouraged and invested in my professional development at every stage. Their guidance and belief in my potential have helped me grow both personally and professionally.

This school is more than just a workplace — it's a community I'm proud to be a part of. I genuinely couldn't imagine being anywhere else.

Mrs Toni Young



WHAT DO OUR PUPILS SAY?

I like HLC because we have lots of activities to do. These could be going to the library or going to the swimming pool. I also like how we have badges and tournaments for P.E like football. We also have a astro turf and a field. At HLC we have a nice curriculum and teachers help us succeed and to our best in learning.

HLC is an amazing school but one thing that stands out is the enthusiasm we bring to sports. With coming 2nd place in the TPSW Athletic tournament due to our incredibly hard working pupils and P.E teachers.

At HLC I enjoy all of the lessons because the staff make it fun and exiting. Like for our RE topic (Buddisum) we are going to a Buddhist Temple as a trip and for our Blue Abyss topic we went to the Sea Life Centre. Our writing is always changing, one week we will be designing a sea creature and the next we will make a potion or even writing about a Victorian work house.

Our rules make sure everyone belongs to our school, respects our resources and people so, that we can succeed and inspire each other to enjoy our school day.

OUR SENIOR LEADERSHIP TEAM



Ben Evans
Headteacher



Milli Couzens
Deputy Headteacher



Samantha Armstrong
Deputy Headteacher



Rachael Harris
Assistant Headteacher



Dean Peckham
Assistant Headteacher



Adelaide Knight
Assistant Headteacher /
SENDCo



Hannah Owens
EYFS Lead

SAFEGUARDING STATEMENT

The Learning Community Trust is committed to safeguarding and promoting the welfare of children and young people. All post holders working in regulated activity with children, are required to have an enhanced DBS check (including a check on the children's barred list).

References will be required for all shortlisted candidates, prior to interview and these 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 also be undertaken for all shortlisted candidates prior to the interview. Shortlisted candidates will also be required to complete a criminal self-disclosure declaration, posts that involve working in regulated activity are exempt from the Rehabilitation of Offenders Act, please note it is a criminal offence for individuals on the barred list for children to apply for any post working with children. For more information, please refer to The MOJ's guidance on the Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975, for information about which convictions must be declared during job applications and related exceptions and further information about filtering offences can be found in the DBS filtering guide.

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 - <https://hadleylearningcommunity.org.uk/primary/policies/>



HOW TO FIND US

BY PUBLIC TRANSPORT

Our nearest train station is **Wellington Train Station**. There are regular trains from **Shrewsbury** and **Wolverhampton/Birmingham**. Regular buses run from **Wellington train station** to **Hadley Bus Station**



BY CAR FROM THE M54

- At junction 6, take the A5223 exit to Telford(West) /Whitchurch/ A442
- At Ketley Dingle Interchange, take the 4th exit onto Whitchurch Dr/A5223
- At the roundabout, take the 3rd exit onto Holyhead Rd/B5061
- Turn left onto Waterloo Rd then Crescent Road

FURTHER INFORMATION

Documents

**Our most recent Ofsted report can be found here
<https://files.ofsted.gov.uk/v1/file/50194200> and our prospectus can
be found on the school's website
<https://hadleylearningcommunity.org.uk/primary/welcome/>**

Visits

**Ben Evans (Headteacher) would be delighted to meet you to discuss the
opportunity further. Please email Emma Petford (PA to the
Headteacher) emma.petford@lct.education to arrange a visit for one of
the following times:**

Wednesday 7th May at 3:30pm

Thursday 8th May at 3:30pm

Friday 9th May at 1pm

Applications

**Please send completed applications to Emma Petford (PA to the
Headteacher) emma.petford@LCT.education.
Sorry, but incomplete applications or CV's will not be accepted.**



CONTACT US



01952 951406



www.hadleylearningcommunity.org.uk/



emma.petford@LCT.education



**Hadley Learning Community, Crescent
Road, Hadley, Telford, TF1 5NU**





THANK YOU

