



**LIGHTHOUSE**  
SCHOOLS PARTNERSHIP

# LSP Collaborative Recruitment: Primary Teaching Vacancies

Application Pack  
June 2025



# Contents

- CEO Welcome and Trust Vision
- CPD and Professional Development
- Posts Available
- The Collaborative Recruitment Process
- Next Steps and How to Apply
- Job Description



**LIGHTHOUSE**  
SCHOOLS PARTNERSHIP



Lighthouse Schools Partnership:  
**‘A mature partnership dedicated to  
the flourishing of our pupils, our  
colleagues and our whole  
communities.’**



# Welcome from Gary Lewis, Chief Executive

I am delighted you are interested in joining Lighthouse Schools Partnership (LSP) as a Teacher in one of our primary schools. We are one of the largest Trusts in the South-West with 33 thriving schools led by talented and committed staff and we have several exciting primary teaching vacancies from September 2025.

## What will my life be like working at a LSP School?

- Life will be full of opportunity and challenge - this reflects the nature of a career in education and our culture of continuous improvement and professional learning.
- Life will be full of collaboration and collegiality with networking amongst like-minded colleagues and support from our experienced and expert teams.
- Life will have a good balance between rewarding work and your personal time.
  - Shared curriculum resources and pedagogy framework
  - Strong behaviour management policies and processes reduces workload and stress
  - No emails expected at weekend and evenings
- A package of employee benefits including a support scheme offering counselling, a rewards gateway with discounts and a contributory health scheme

As we have a number of opportunities across our Trust we are holding one interview process for a multiple roles. This collaborative recruitment process will allow us to secure the best teachers for our pupils and whilst allowing prospective candidates, like yourself, to interview for roles with us in a time efficient process. As a Trust, collaborative working is a core value and is evident in many of our day-to-day activities.

Whichever of our schools you are applying to work in we know you will be working with passionate school leaders, skilled colleagues and wonderful pupils.

All the information you need on the vacancies, how to apply and further details on how the collaborative recruitment process will work can be found in this document. You can also [visit our website](#) to find out more about LSP.

I hope to see you in one of our schools in September.

Dr Gary Lewis, Chief Executive



# Trust Vision and Values



**LIGHTHOUSE**  
SCHOOLS PARTNERSHIP

## We believe that:







CPD: At the heart  
of all we do



## Introduction from Janine Ashman, Director of Learning

### Professional development opportunities to support every step of your career

Lighthouse Schools Partnership is a vibrant and inspiring place to work, where staff are valued, supported and developed at every stage of their careers. As a Trust committed to excellence, we offer an exceptional professional development programme that empowers teachers to grow and thrive. Our CPD offer includes subject networks, regular curriculum briefings and Trust-wide INSET days delivered by leading voices in education such as Tom Sherrington and the team behind *Teach Like a Champion*.

As a delivery partner for the [National Society of Education](#), we offer access to National Professional Qualifications (NPQs), and through our [West100 partnership](#), we work with Trusts across our region to improve outcomes for our priority pupils.

We are proud to be an English Hub and the authors of the DfE-validated phonics programme *Unlocking Letters and Sounds*, providing nationally recognised training in early reading.

Our Teachers and Leaders have worked together to develop a resourced curriculum which reduces the workload for our staff and our trust-wide approach to pedagogy underpins our teaching. With a strong culture of collaboration, evidence-informed practice and continuous learning, Lighthouse Schools Partnership is a place where teachers thrive and make a real difference.

If you would like to find out more about the benefits of working at LSP and the interview process for these posts, please join me at an optional online information session on briefing on Tuesday 10 June 11.30am-12.00noon. [Click here to register](#).







# Summary of Posts Available

School	Post(s) available	School Visits ( <a href="#">book here</a> )
<a href="#">Blagdon Primary School</a>	Part Time KS1 Teacher – Fixed term (Maternity Cover) 2x KS2 Teachers – Permanent Contracts	Tuesday 10 June at 9.00am, 2.00pm or 4.00pm
<a href="#">Flax Bourton CofE Primary School</a>	Teacher (initially Year 2) – Permanent Contract	Tuesday 10 June at 9.00am
<a href="#">Golden Valley Primary</a>	KS2 Teacher – Permanent Contract KS2 Teacher – Fixed Term (12 months) KS2 Teacher - Fixed Term (Maternity Cover)	Wednesday 11 June at 9.30am, 2.00pm or 4.00pm
<a href="#">Northleaze CofE Primary School</a>	KS1 Teacher - Fixed Term (Maternity Cover)	Wednesday 11 June at 1.30pm or 4.00pm  Friday 13 June at 1.30pm or 4.00pm
<a href="#">St Mary Redcliffe CofE Primary</a>	Part Time KS1 Teacher – Fixed term (Maternity Cover)	Thursday 12 June at 10.00am
<a href="#">St Andrews CofE Primary</a>	KS2 Teacher – Fixed Term (12 Months) KS2 Teacher – Fixed Term (Maternity Cover)	Thursday 12 June at 4.00pm
<a href="#">Whiteoak Academies</a>	KS2 Teacher – Fixed Term (Maternity Cover)	Friday 13 June at 9.15am
<a href="#">Winford CofE Primary School</a>	KS2 Teacher – Permanent Contact KS2 Teacher – Fixed Term (12 Months) Part Time KS2 Teacher – Fixed term (Maternity Cover)	Wednesday 11 June at 11.00am

*On your application supporting statement please specify which roles (and their reference number) you are applying for.*



## collaborative recruitment process

*We know that this collaborative recruitment process could be a new experience for you. Here are some frequently asked questions and replies.*

### **Will I have to apply for each job separately?**

No – you will complete the application form once and specify which posts you want to be considered for.

### **Do I have to apply for all the posts?**

No – you can choose which posts to apply for and share this on the application form. During the interview process you will be given the opportunity to review this and add / remove schools from your choice.

### **Can I apply for more than one post?**

Yes – by completing this process you will be considered for all the posts you want – just let us know on the application form in the 'supporting statement' section, and during the interview day.

### **Can I specify preferences for schools?**

Yes – we will do this during the interview process.

### **If I am applying for posts at different schools how do I personalise my application to each school?**

You won't need to do this in your written application – we will build this into the interview day.

### **Will I have an interview for every post I apply for?**

No – we will interview collaboratively and school leaders will share information from each stage of the interview process. During the day you will be given the opportunity to teach a lesson, complete some tasks (that don't need prior preparation) and have a single interview with some of our headteachers.

### **Will I have to do lots to prepare for the interview day?**

We will try to keep this to a minimum by giving you the plans and resources to teach a lesson (it will be a lesson from our LSP curriculum). Other tasks will be given on the day but not require preparation.

### **How can I find out more about the schools?**

Each school is hosting an open event for you to visit and meet school leaders (you can [book here](#)). During the interview day there will also be opportunities to talk to headteachers and find out more about their schools.

### **I have been unsuccessful in an interview at an LSP school previously – should I not apply?**

Do apply! Schools look for different skills sets at different points in time so being unsuccessful previously does not mean you won't ever work in one of our schools.





# Next steps and how to apply

**Attend our optional online information session regarding this recruitment process with Janine Ashman, Director of Learning. This is being held on Tuesday 10 June 11.30am – 12noon.**

[Click here to book onto this information webinar.](#)

**Choose to visit any specific schools you are interested in working for.**

[Click here to book a specific school visit.](#)

**Read through the job description and person spec (on the following pages).**

**Complete our online application form. On your supporting statement please specify which roles (and their reference number) you are applying for.**

[Click here to access our online recruitment portal to apply.](#)

**Deadline for applications is 9.00am on Monday 16 June 2025.**

**Wait to hear from us about the collaborative interview day on Thursday 19 June. Please keep this date free.**

*Lighthouse Schools Partnership is committed to safeguarding and promoting the welfare of children.*

*All appointments will be subject to a satisfactory completion of safeguarding and reference checks.*



<b>Job Title:</b>	TEACHER (TMS)
<b>Location:</b>	Any Lighthouse Schools Partnership location
<b>Salary Range:</b>	MPS
<b>Reports To:</b>	Headteacher

### Job Purpose

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.

### Main Responsibilities and Duties

The Teacher will:

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;

- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

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 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 wellbeing.

#### 9. Trust Related Responsibilities

- formative and summative assessment (Insight the Trust Assessment Tracker) into weekly and termly curriculum planning to ensure coverage of the NC programmes of study;
- report to parents on the personal development, progress and attainment of pupils;
- take part in and contribute to meetings that relate to teaching/curriculum; cooperate with and, where appropriate, advise the Headteacher and other colleagues, on the development and management of a number of subjects (applicable to any teacher who is not an NQT);
- communicate and co-operate with specialists from outside agencies;
- participate in the Trust appraisal process through:
  - the appraisal of their own performance
  - undertaking ongoing CPD linked to appraisal
  - supporting CPD of other staff (where applicable)
- Undertake other duties as delegated by the Headteacher to contribute to whole-school provision as a member of the whole-school team.

### **Supervision and Management**

Headteacher and the Senior Leadership of the school

### **Problem Solving and Creativity**

The class teacher:

- will be able to problem solve and by doing so demonstrate they are able to address a challenge or problem in a creative manner as it may be the solution is not obvious.

<b>Key Contacts and Relationships</b>	
School, staff, parents, governors, officers from the Trust Local Community Lighthouse Schools Partnership	
<b>Decision Making</b>	
<b>Resources</b>	
Laptop	
<b>Working Environment</b>	
School classrooms and offices.	
<b>Special Notes or Conditions</b>	
This job description should be read in conjunction with current duties as set out in the most recent School Teachers Pay and Conditions Document as well as the Teachers' Standards.  Teachers with additional responsibility should also refer to additional relevant job description.  NOTE: This job description is not intended to be an exhaustive list of duties and may be amended in the light of developing school needs, in consultation with the post-holder.	
<b>Name</b>	
<b>Signature</b>	
<b>Date</b>	





**LIGHTHOUSE**  
SCHOOLS PARTNERSHIP

### PERSON SPECIFICATION

<b>Job Title:</b>	<b>Teacher</b>
<b>Location:</b>	<b>Any Lighthouse Schools Partnership location</b>

KEY CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications and Experience</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status.</li> <li>• Successful recent teaching in Primary Schools.</li> <li>• Experience of teaching in Foundation Stage/KS1 and relevant assessment practices and desire to gain experience in teaching across the full Primary range.</li> <li>• Experience of analysing data to improve practice.</li> <li>• Experience of using effective techniques and strategies to ensure an outstanding learning environment where learning is well organised and calm.</li> <li>• Experience of meeting the needs of a wide range of learners (SEN, vulnerable learners, those at greater depth and G&amp;T).</li> <li>• Experience of effective team working and commitment to planning co-operatively in a team situation</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of commitment to further professional development.</li> <li>• Teaching experience across primary range.</li> <li>• Experience of leading a subject or initiative in school.</li> </ul>
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Extensive knowledge of best practice.</li> <li>• Good understanding on how to teach high-quality phonics, grammar and spelling.</li> <li>• Has a thorough understanding of young pupil's needs, and how they learn.</li> <li>• Understanding of how to plan a broad and balanced curriculum which engages pupils in learning.</li> <li>• Commitment to parents as co-educators.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence to contributing to wider school life e.g. extracurricular groups.</li> </ul>

<b>Work-related Personal Requirements</b>	<ul style="list-style-type: none"> <li>• Well-organised, professional and innovative.</li> <li>• To be loyal and committed to the school.</li> <li>• To be able to work positively with pupils and parents.</li> <li>• A reflective practitioner who wants to grow and improve.</li> <li>• A team player.</li> <li>• A flexible teacher who wants to gain experience across the Primary age range.</li> <li>• Able to work under pressure and meet deadlines.</li> <li>• Have a sense of humour and be positive.</li> <li>• Have an awareness of the needs of others.</li> <li>• Able to manage an appropriate work-life balance.</li> <li>• Passionate about wanting to make a difference to our pupils.</li> <li>• Has a desire to further their own learning.</li> <li>• Have an approachable and friendly manner.</li> </ul>	<ul style="list-style-type: none"> <li>• To have varied interests outside school and education.</li> </ul>
---	--	--





**LIGHTHOUSE**  
SCHOOLS PARTNERSHIP

Lighthouse Schools Partnership, St Marys Road,  
Portishead, Bristol ,BS20 7QR

01275 841396

[www.lsp.org.uk](http://www.lsp.org.uk)

