



# **Class Teacher Year 3/4 - 1 Vacancy**

Candidate Information

Start Date: Spring Term 2027

Discover your best

# Welcome from the Headteacher

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Ofsted (2023) noted that children 'enjoy their learning and work hard', that they are 'proud' of their school and make every effort to do well, relishing the opportunities they experience.

Pupils, parents, families, staff, the community and governors work extremely hard together to develop a safe, happy and caring and stimulating environment in which everyone in the school community can be challenged and can achieve success.

At Peases West Primary Academy we want all pupils to achieve their full potential, with pupil well-being and personal development at the centre. Every child deserves the highest standard of education, set within a range of learning opportunities and experiences which take into account everyone's interests and talents. We are committed to providing and maintaining the highest standard of education; preparing children for life's challenges and equipping them with the skills and confidence necessary for success in adulthood. Through high quality teaching, a carefully planned curriculum, care, support and guidance, we aim to establish a happy, safe, secure and exciting environment that promotes excellence in learning and teaching, equality and high expectations; where every child's potential is realised and learning is supported and celebrated with the wider community.

At Peases West Primary Academy we design our broad and inspiring curriculum to build on children's prior learning and experiences, providing high quality teaching and learning which allow children to make academic progress, develop their interpersonal skills, build resilience and become creative, critical thinkers and reflective learners who can draw upon their skills in a range of situations. We want our children to be 'team players', being able to communicate effectively, and to build and sustain positive relationships based on mutual respect, kindness, caring, honesty and understanding. We need our children to be ambitious; to value and be proud of their own and others' achievements, and to set themselves challenging goals. Children need to take pride in, contribute to and learn from, and celebrate diversity in their local and wider community; to be prepared for life in modern Britain and to have economic wellbeing. Children need to be aware of the importance of their health, safety and wellbeing, both physical and mental, and have the ability to regulate their emotions.

We want our children to have positive attitudes towards lifelong learning, reflecting the values and skills needed to promote responsibility for learning and future success. Our curriculum needs to be broad and balanced, ensuring equality of opportunity, engaging, inspiring, motivating and challenging children, allowing opportunities for them to recall key aspects of their learning – knowing and remembering more. The ability to learn is underpinned by basic skills in reading, writing and maths and technology. The knowledge, skills and values our children gain through the curriculum needs to be in line with those nationally, and prepare children for life during and beyond primary school. The essential knowledge children need to be educated citizens will be embedded in our curriculum, and a range of out of school hours opportunities and experiences will be provided.

**Melissa Morton**  
**Headteacher**

# Why work for **Advance Learning Partnership**

Advance Learning Partnership (ALP) is a child-centred, forward-thinking organisation where people truly matter. If you're looking for a role in a workplace that values collaboration, innovation, and professional growth, ALP offers the perfect opportunity to thrive.

## A Culture of Excellence and Collaboration

- Our ethos, *'Your child is our child,'* underpins everything we do. We're proud to provide an environment where every decision prioritises the success of our children and the wellbeing of our team.
- As a **Times 100 Best Places to Work 2024** and **Investors in People Platinum Employer**, we are committed to creating a supportive and inclusive workplace. We were proud to be named **Medium Employer of the Year 2024** by Investors in People, highlighting our dedication to our employees.

## Exceptional Benefits

- Pension Scheme with Generous Employer Contributions
- Flexible and Hybrid Working Opportunities
- Generous Annual Leave Entitlement
- Family-Friendly Policies

## Wellbeing First

- Employee Assistance Programme including counselling and financial wellbeing advice.
- Health and Wellbeing Support including benefits like mental health support, physiotherapy, free flu jabs, and 24/7 GP services.
- Occupational Health Services ensuring you're looked after both physically and mentally.

## Investing in Your Development

- Professional Growth: We're passionate about helping our staff develop. From bespoke CPD programmes to leadership pathways, we'll support you to achieve your career goals.
- Leadership Opportunities: Whether you're just starting out or ready to take the next step, we offer leadership development programmes to help you succeed.

## Added Benefits

- Discount Schemes: Enjoy savings on shopping, travel and entertainment.
- Salary Sacrifice Options which include our electric car and cycle-to-work schemes.

## Why Now?

This is an exciting time to join ALP. We are a growing organisation with a clear vision for the future, and our commitment to excellence means you'll be working in a dynamic, inclusive and forward-thinking environment.

At ALP, your contribution will make a real difference—not only to the lives of our children but also to your own personal and professional growth.

Join us and be part of something truly special.

## The Role

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A dedicated, enthusiastic, experienced KS2 class teacher is needed for our stimulating, ambitious and supportive school. This role offers the opportunity to contribute to a thriving learning community and make a real difference in the lives of children and their families. The ideal candidate will be passionate about education, possess excellent classroom management skills, and be able to create engaging and effective lessons that cater to diverse learning needs as well as contributing to our busy wider school life.

## The Person

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- Inspirational and well-qualified teacher, who has experience teaching in LKS2.
- Has high expectations for all pupils and can create an inclusive, adaptive learning environment.
- Possesses excellent listening and communication skills.
- Displays a high level of organisational skills, both verbal and written.
- Displays a high level of organisational and time management proficiency.
- Cultivates a positive and inclusive learning environment, encouraging intellectual curiosity and critical thinking.
- Exemplifies the values and ethos of the school as a positive role model.
- Collaborates as a team player, demonstrating flexibility and commitment to contributing actively to a full program of extra-activities.
- Exhibits excellent people management skills.

# Job Description

|                       |                                         |
|-----------------------|-----------------------------------------|
| <b>JOB TITLE</b>      | Class Teacher                           |
| <b>CONTRACT TYPE</b>  | Permanent                               |
| <b>ACCOUNTABLE TO</b> | Subject Leader / Senior Leadership Team |
| <b>GRADE</b>          | MPS                                     |
| <b>REQUIRED</b>       | Spring Term 2027 January Start          |

## RESPONSIBILITIES OF ALL POST HOLDERS

### ETHOS

**Employees are expected to support and contribute to the school ethos.**

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedure and tasks but sets the main expectations of the school in relation to the post holder's professional responsibilities and duties.

The Trust is committed to safeguarding and promoting the welfare of children and expects all employees and volunteers to share this commitment. This post is subject to signing our ICT Employee User Policy and having a satisfactory Enhanced DBS Certificate.

### GENERAL EXPECTATIONS

**Employees will:**

- Contribute effectively to the work of the school and to the achievement of the 'School Improvement Priorities'.
- Play a full part in the life of the school community, to support our distinctive aims and ethos, to encourage employees and pupils to follow this example.
- Follow school policy regarding care, support and supervision of pupils.
- Attend training and development activities and courses, ensuring continuing, personal and professional development.
- Contribute to a welcoming school culture by promoting mutual respect for all.
- Comply with any reasonable request from a leader to undertake work of a similar level that is not specified in this job description.
- Work as a team member.
- Act as a role model to pupils in speech, dress, behaviour and attitude.
- Have common duties in the areas of: Quality Assurance, Communication, Professional Practice, Health & Safety, and General Management (where applicable), Financial Management (where applicable), Appraisal, Equality & Diversity, Confidentiality and Induction.

## RESPONSIBILITIES FOR ALL TEACHING EMPLOYEES

### Teachers will:

- Work within the National Conditions for Employment of School Teachers (STPCD).
- Uphold and observe the Professional Code for Teachers (GTC) and meet the National Standards for Qualified Teachers.
- Promote the school's stated ethos and support the school's policies in pupil leadership and management.
- Support and encourage colleagues at all levels within the school.
- Contribute to and implement the annual School Improvement Plan and agreed policies.
- Teach as directed throughout the school, subject to appropriate training.
- Expect, monitor and improve progress in pupil learning.
- Contribute to the personal and social development of all pupils.
- Participate in the pastoral management and delivery of the schools Personal Social Health Citizenship and Enterprise Education programme (PSHCEE) as requested.
- Take part in quality assurance and performance management procedures outlined in an agreed school policy.
- Take responsibility for personal development.

## RESPONSIBILITIES FOR ALL TEACHERS

### All subject teachers will:

- Take full responsibility for ensuring a scheme of work is delivered to pupils in their allocated classes.
- Plan lessons using a range of strategies to meet pupil's individual learning needs understood from attainment and supporting data.
- Have a thorough knowledge and understanding of their subject, its teaching and place in the National Curriculum and that of the school.
- Use the models set out in School Policies for delivery of lessons.
- Set homework according to school and department policies.
- Mark, assess, record and report on pupil's achievements, setting appropriate targets. Keep to deadlines for reporting, marking, submission of coursework and assignments.
- Prepare pupils for examinations when required, taking part in standardising and moderating activities required by departments and examination boards.
- Contribute to the development of schemes of work, school and department policies as appropriate.
- Attend and contribute to appropriate meetings and professional development activities.
- Take an active part in the school's self-evaluation process, including the completion of appropriate documentation, and contribute to this process within the subject area. Undertake whatever other duties might reasonably be requested by the Head Teacher or Subject Leader.

## RESPONSIBILITIES FOR ALL FORM LEADERS

### All form leaders:

- Are responsible for day-to-day administration in the form group.
- Review and discuss pupil's work and welfare, setting targets as necessary.
- Meet with parents including school calendared meetings.
- Promote good behaviour and positive attitudes at all times.
- Support form, year and school activities as appropriate.
- Deliver an appropriate programme of form group activities, including the agreed PSHCE programme.

## CAREER STAGE RESPONSIBILITIES

### RESPONSIBILITIES OF POST THRESHOLD TEACHERS

Teachers who have passed the Threshold should ensure that they continue to meet Threshold Standards and should demonstrate that they make an active contribution to the policies and aspirations of the school.

#### Specifically:

- They provide a role model for teaching & learning.
- Make a distinctive contribution to the raising of pupil standards.
- Contribute effectively to the work of the wider team.
- Take advantage of appropriate opportunities for professional development, using outcomes effectively to improve pupils' learning.
- There is a clear expectation that Post-Threshold Teachers will take a lead role in the development of other teaching employees and will welcome pupil and Early Career Teachers and visitors, by prior arrangement, into their learning environment.

### (TLR) FACULTY POST HOLDERS / HEAD OF DEPARTMENT / TEACHING AND LEARNING RESPONSIBILITIES

- Act as a role model and lead professional for members of the team.
- Manage and conduct appropriate monitoring and evaluation procedures, including lesson observations, to ensure high standards of teaching and learning.
- Maintain a positive climate for learning based on high expectations of pupils and their potential.
- Take appropriate steps to support employees in developing their teaching practice including the organisation and delivery of appropriate training, advice, and coaching activities.
- Use and apply data effectively to ensure pupil progress is monitored against targets and prompt action is taken to address any concerns.
- Ensure that marking and assessment procedures are followed consistently by all members of the team, in line with school and department policy, including the application of assessment for learning processes and techniques.
- Plan and review schemes of work which incorporate all statutory requirements, and which demonstrate the use of appropriate and varied teaching and learning strategies.
- Ensure that the needs of all pupils are known and met effectively, including pupils with learning and behavioural needs.
- Use appropriate strategies and support mechanisms to meet the needs of the pupils.
- Develop opportunities for enhancing the curriculum experience for pupils including the provision of booster classes and other extension activities.
- Monitor and review the range of curriculum options and opportunities offered to pupils and advise on and manage the introduction of new provision where appropriate.

### PUPIL OUTCOMES

- Be accountable for the performance of pupils against targets in the appropriate curriculum area(s).
- Prepare reports as required analysing pupil progress and performance in the designated area.
- Establish and maintain a safe, healthy and attractive environment for learning.

## RESOURCES

- Manage budgets within your area of responsibility following all Trust procedures.
- Deploy employees and physical resources effectively to support the delivery of high quality teaching and learning.
- Ensure all relevant health and safety requirements are complied with, bringing concerns to the attention of the relevant employees promptly.

## LEADERSHIP RESPONSIBILITIES

### PERFORMANCE MANAGEMENT

- Performance management team leader responsibilities.
- Meet regularly with employees to monitor progress towards objectives.
- Carry out lesson observations as required as part of the monitoring arrangements.

### CONTRIBUTION TO SCHOOL DEVELOPMENT

- Contribute to the development of school policy through participation in appropriate meeting groups, committees and working parties.
- Liaise as appropriate with external agencies including the LA achievement services.
- Support the school ethos and policies in relation to pupils, parents, the local community and other external groups.
- Provide reports as appropriate for Governors on activities and progress within the area of responsibility.

### PERSONNEL

- Participate in and advise on the appointment and selection of employees.
- Provide support, guidance and leadership to all members of the team.
- Clearly articulate and promote a shared understanding of and commitment to the vision for the school and its development at both team and whole school level.
- Delegate tasks appropriately within the team.
- Chair team meetings.
- Mentor and support new employees.
- Provide advice to the head teacher as required on matters including threshold and upper pay spine progression for members of the team.
- Prepare confidential references for members of the team as required.

**The above list of duties and responsibilities are not an exhaustive definition of all tasks associated with the post.**

# Person Specification

|                                             |                                                                                            | Essential | Desirable |
|---------------------------------------------|--------------------------------------------------------------------------------------------|-----------|-----------|
| APPLICATION                                 | A well-structured letter of application indicating interests and strengths in the subject. | *         |           |
|                                             | Fully supported in references.                                                             | *         |           |
| QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT | Qualified Teacher Status.                                                                  | *         |           |
|                                             | Ability to teach examination classes.                                                      | *         |           |
|                                             | A degree in a relevant subject.                                                            | *         |           |
|                                             | Ability to use ICT as a learning tool.                                                     | *         |           |
|                                             | Evidence of further CPD.                                                                   | *         |           |
|                                             | A clear understanding of keeping pupils safe in schools.                                   | *         |           |
|                                             | A post graduate qualification.                                                             |           | *         |
|                                             | Recent and relevant Continued Professional Development.                                    |           | *         |
|                                             | Team Teach (or equivalent) qualification                                                   |           | *         |
| EXPERIENCE                                  | Evidence of involvement in developing Teaching and Learning.                               |           | *         |
|                                             | Ability to demonstrate high standards of classroom practice.                               | *         |           |
|                                             | Proven ability to plan and deliver successful and inspiring lessons.                       | *         |           |
|                                             | Use of data to inform planning, teaching and measuring progress.                           |           | *         |
|                                             | A commitment to extra-curricular activity.                                                 |           | *         |
|                                             | Experience in more than one school.                                                        |           | *         |
| QUALITIES & VALUES                          | A drive to make learning fun, engaging and exciting for all pupils.                        | *         |           |
|                                             | A passion for the subject.                                                                 | *         |           |
|                                             | Ability to motivate and inspire teaching.                                                  | *         |           |
|                                             | The ability to inspire others and share good practice.                                     | *         |           |
|                                             | Good communication skills with the ability to relate effectively to all.                   | *         |           |
|                                             | A commitment to promoting inclusion.                                                       | *         |           |
|                                             | A desire to extend learning outside of the classroom.                                      | *         |           |
|                                             | A commitment to Equal Opportunities.                                                       | *         |           |
| PERSONAL ATTRIBUTES                         | Ability to adapt teaching to recognise new and emerging technologies.                      |           | *         |
|                                             | Ability to work successfully under pressure and retain a sense of perspective.             | *         |           |
|                                             | A strong moral purpose and drive.                                                          | *         |           |
|                                             | Ability to work as a team member to achieve common goals.                                  | *         |           |
|                                             | Enthusiasm and self-confidence.                                                            | *         |           |
|                                             | High expectations for all pupils.                                                          | *         |           |
|                                             | Initiative, energy and perseverance.                                                       | *         |           |
|                                             | Caring and supportive.                                                                     | *         |           |
|                                             | Ambition to go on to a higher position of responsibility.                                  |           | *         |

Assessment against the criteria above will be through the application form, letter of application, work related assessments, interview process and references.

# Application Guidance

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Please return a completed application form in full ensuring you have provided accurate information, including the names, addresses and relevant contact details of two referees together with your letter of application.

The letter of application should be no more than two sides of A4 and should set out the particular strengths that you would bring to the post and how you feel you meet the criteria outlined in the job description and person specification. Applications received after the closing date/time will not be considered. We strongly advise potential candidates to arrange a viewing of the school.

Please ensure you also complete and return the required DCCR form. Completed applications must be received by the school by **9am, Monday 5<sup>th</sup> October addressed to:**

**Melissa Morton**  
**Peases West Primary School**  
**Billy Row**  
**Crook**  
**DL15 9SZ**

or by e-mail to the school, [contact@peaseswestprimary.org.uk](mailto:contact@peaseswestprimary.org.uk)

## AFTER SUBMITTING YOUR APPLICATION

If you have not heard from us within 4 weeks please assume that you have been unsuccessful on this occasion.

# Shortlisted Candidate Guidance

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## REFERENCES

References will be requested prior to interview, except for non-teaching roles where there are exceptional circumstances, and the applicant does not give consent to do so on the application form.

## DBS

Advance Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment.

An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

## DIGITAL CHECKS

Online searches may be conducted as part of the Trust's due diligence checks. [Section 226. KCSIE 2025.](#)

## PRE-OCCUPATIONAL HEALTH

Pre-occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

## EQUAL OPPORTUNITIES

We are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met.

As a disability confident employer, we are committed to employing disabled people and people with health conditions making reasonable adjustments to support disabled applicants when required.