



# Candidate Information Pack

Early Careers Teacher (Key stage 1 and Key stage 2)



L.E.A.D. Academy Trust



## Contents

About the Trust	1
About us	2
Our vision and values	3
Working at Huntingdon Academy	4
Benefits of being part of L.E.A.D. Academy Trust	5
How to apply	6
Job description and Person specification	7



## Welcome from the CEO

L.E.A.D. Academy Trust comprises primary and secondary academies across the East Midlands. Our mission is to be a pioneering, confident, high-performing Trust with national and international influence.

We are determined to bring about change and improvement to education standards in the East Midlands by appointing visionary leaders who believe in the Trust's vision and values and are committed to making a tangible difference to the lives of children and young people.

As a Trust, we pride ourselves on the support and advice we give to all our leadership staff, enabling them to be exceptional leaders and teachers who can inspire both pupils and staff.

This role represents an exciting opportunity to be part of something special; developing and supporting our Trust in improving educational outcomes while retaining the school's individual identity and specific needs of their children, young people and community.

If you are ambitious, determined, energetic and passionate about education and want to join us on our mission, then we look forward to receiving your application.

**Diana Owen CBE**

**Chief Executive Officer**





L.E.A.D. Academy Trust  
comprises of:

**23**  
primary

..... and .....

**3**  
secondary  
academies

..... across .....

**5**  
geographical  
regions

..... with .....

**11,000**  
pupils

..... and .....

**1,500**  
members  
of staff





## Our Academies

### Within our Trust, all academies strive to achieve:

- The highest standards of behaviour and conduct.
- Outstanding teaching and learning.
- A fully inclusive approach in which all children are equally important.
- A climate of mutual respect between the children, staff and community.
- Positive relationships.
- High aspirations for all involved with the school – a ‘can-do’ attitude.
- A wide range of enrichment opportunities for all to get involved in.
- A celebration of all the cultures and faiths represented in the school.
- An organisation in which there are no excuses for underachievement.

*"The headteacher is a visionary leader. Leaders, including subject leaders, are a united team."*

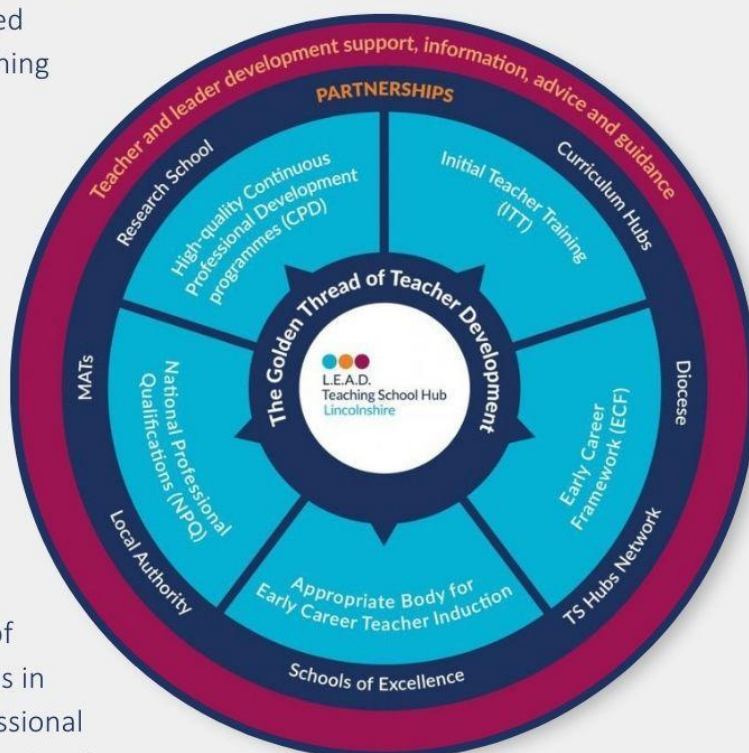
Witham St Hughs  
Academy  
Ofsted Report, 2012

## L.E.A.D. Teaching School Hub

**‘Working together to lead the highest outcomes for all.’**

L.E.A.D. Teaching School Hub Lincolnshire was launched in 2021 as one of the 87 organisations to be awarded Teaching School Hub status by the DfE. The Teaching School Hub is designated to work with schools across Lincolnshire and throughout our Trust. It supports every school type and phase, including nursery, primary, secondary, special and alternative provisions.

The role of the Hub and the Trust is to promote the importance of high-quality continuing professional development, from Initial Teacher Training through to executive leadership, supporting teachers throughout their career in a sequential and cohesive way. During 2021/2022 the TSH delivered 167 days of CPD to 2,163 participants, supporting 233 schools in total. The ability to access this high-quality professional support is therefore a significant opportunity associated with joining our Trust.



## A message from the Executive Headteacher

Huntingdon Academy is an Outstanding School, located in the heart of Nottingham. We are committed to and driven by our vision for *'Individual Growth and Empowerment for All'*.

Every decision that is taken at Huntingdon Academy is made in the best interests of both children and colleagues. We have the highest of expectations of the children and provide a continuous learning journey for children from three to eleven years old which responds to their developing and changing needs as they move through the school.

As a result of our high expectations, our children make at least good progress from their starting points and achieve well. The impact of our ambitious curriculum and focus on our children's personal development results in our children achieving above the national average for Key Stage 2 outcomes. Children leave Huntingdon with the essential skills to enable them to be successful in the next phase of their academic career and in life.

We deliver a curriculum based on important skills in literacy and numeracy, to provide the secure foundation for learning in a wide range of situations. Our curriculum is built for thinking. We understand that being curious is an essential life skill and we craft our curriculum and our lesson design make learning interesting and engaging. Our children enjoy school and have a real enthusiasm for learning. We are a Voice 21 Oracy National Hub School which shows our commitment to our school value of communication.



Scan here to



Watch our highlight reel





## Benefits of being part of L.E.A.D. Academy Trust for Teaching staff

We recognise that successful people place value on a range of benefits associated with their careers, including receiving professional recognition, commensurate financial reward, job satisfaction, opportunity to innovate and a balanced approach to work and personal time. We place value on these aspects too.

### Employee benefits from day 1

1. National teacher pay and conditions, including generous TPS scheme with minimum 23% employer contribution rate.
2. Superb CPD opportunities via various established routes including dedicated Teaching School Hub.
3. Access to Trust EAP service: 24/7 free advice on range of issues and wellbeing counselling.
4. Free eyecare vouchers and flu jabs.
5. Access to free Occupational Health Service, including physiotherapy service.
6. Access to free staff discounts and cashback for a huge range of products.

### Ofsted feedback

*"Leaders and staff are highly ambitious for all pupils. They take their responsibility to the pupils and the community very seriously. This is seen in their careful work to develop a knowledge-rich curriculum that promotes character development and raises aspiration."*

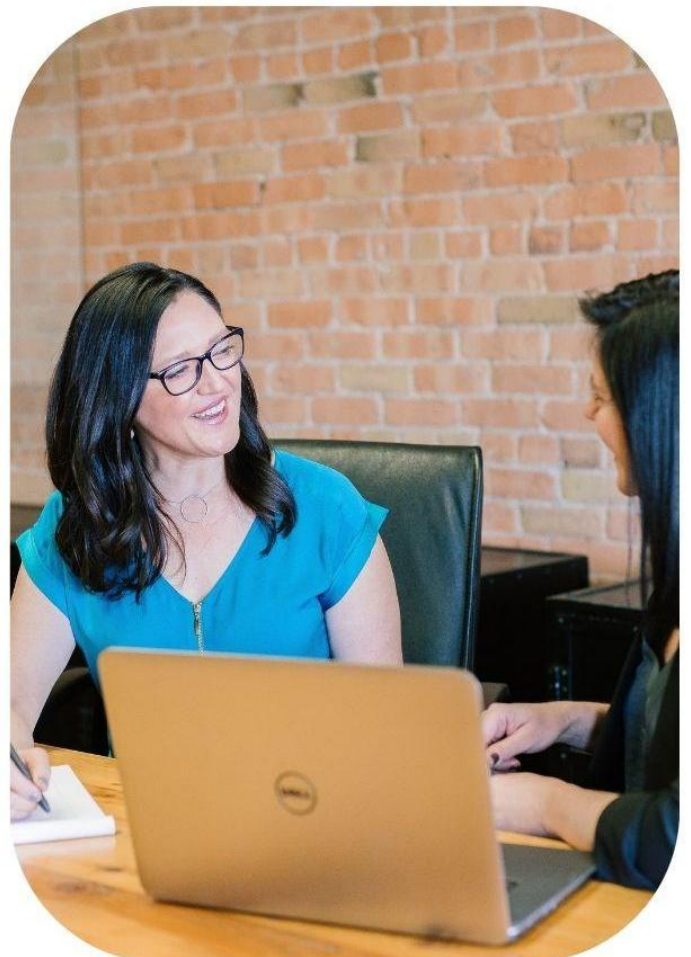
**Radford Academy Ofsted Report, Jan 2023**

*"Staff feel that leaders are considerate of their well-being. They talk about leaders being approachable."*

**Bishop Alexander Academy, March 2023**

*"Staff value the training that they have had and the time to develop subject leadership roles. Teachers at the early stage of their career feel well supported and valued as members of staff."*

**Forest Lodge Academy, June 2022**



**Staff are incredibly proud to be part of such a positive and successful team. They appreciate all that the school does to help their workload and well-being. The governors, trust and school staff work in harmony to ensure that all pupils achieve exceptionally well. The school is a very special place for staff and pupils alike.**

**Ofsted September 2024**

<https://files.ofsted.gov.uk/v1/file/50259541>



## How to apply

Please send a completed application form and covering letter explaining your interest in the role and how you meet the person specification to: [admin@huntingdonacademy.co.uk](mailto:admin@huntingdonacademy.co.uk)

**CLOSING DATE:** Friday 11<sup>th</sup> June 2025

**INTERVIEWS:** We expect interviews to take place Tuesday 17<sup>th</sup> June 2025

Applications will be reviewed upon receipt, therefore shortlisted candidates may be contacted in advance of the closing date.

L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

For an informal, confidential discussion about this opportunity, please email:  
[admin@huntingdonacademy.co.uk](mailto:admin@huntingdonacademy.co.uk)

### Visits to Huntingdon Academy

Monday 19<sup>th</sup> May 3.30pm

Wednesday 21<sup>st</sup> May 3.30pm

Wednesday 4<sup>th</sup> June 3.30pm

Thursday 4<sup>th</sup> June 3.30pm

If these dates and times are not convenient, please contact the school office.



*"I wanted to be part of an organisation that works in partnership, believes in collaboration and invests and understands the importance of high-quality leadership and management."*

Rebecca Riley, Head of School,  
Huntingdon Academy



## Job description

### Key responsibilities and accountabilities

**Job Title:** Teacher (Key Stage 1 and Key Stage 2) – Fixed term 1 year with the possibility of extension

**Pay Scale:** MPS/UPS

**Location:** Huntingdon Academy

**Line Manager:** Head of School/Deputy Headteacher

#### Teaching

50.2. Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.

50.3. Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.

50.4. Participate in arrangements for preparing pupils for external examinations.

#### Whole school organisation, strategy and development

50.5. Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.

50.6. Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.

50.7. Subject to paragraph 52.7 supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.

#### Health, safety and discipline

50.8. Promote the safety and well-being of pupils.

50.9. Maintain good order and discipline among pupils.

#### Management of staff and resources

50.10. Direct and supervise support staff assigned to them and, where appropriate, other teachers.

50.11. Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.

50.12. Deploy resources delegated to them

### **Job purpose:**

- To exemplify excellent classroom practice that results in high standards of learning and achievement for the pupils/students in your care.
- To support the Senior Leadership Team in establishing a culture that promotes excellence, equality and high expectations of all pupils/students and the L.E.A.D. Trust values.
- To ensure that your professional practice is informed by rigorous self-evaluation and that it continuously improves <sup>[T]</sup><sub>[SEP]</sub> learning and pastoral outcomes.
- To ensure that you provide a safe and happy environment that promotes the welfare of children.
- To ensure all safeguarding and child protection policies are adhered to fully and without reservation in line with statutory duties.

### **Duties and Responsibilities:**

#### **Teaching and learning**

- Set high expectations for all pupils/students which inspire, motivate and challenge pupils/students.
- Establish a safe and stimulating environment for pupils/students, rooted in mutual respect.
- Set goals that stretch and challenge pupils/students of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils/students.
- Promote excellent learning behaviours in the pupils/students so that they work hard in the academy and in completing tasks set for homework.

#### **Promote good progress and outcomes**

- Be accountable for all pupils/students' attainment, progress and outcomes assigned to them.
- Be aware of pupils/students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils/students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how children learn and how this impacts on the organisation of the classroom and teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.
- Encourage pupils/students to develop study skills in order to learn more effectively and with increasing independence.

#### **Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subjects and curriculum areas taught, foster and maintain pupils/students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subjects 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 in all work produced.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.

- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### **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).

### **Adapt teaching to respond to the strengths and needs of all pupils/students**

- Know when and how to differentiate appropriately.
- Understand how a range of factors can inhibit pupils/students' ability to learn, apply this understanding to overcome these restrictions to learning.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils/students' education at different stages.
- Have a clear understanding of the needs of all pupils/students, 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.

### **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/students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils/students regular feedback, both orally and through accurate marking, and encourage pupils/students to respond to the feedback.

### **Behaviour and safety and Personal Development**

- Manage behaviour effectively to ensure a purposeful, stimulating 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 site, in accordance with the academy'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/students' needs in order to involve and motivate them.
- Maintain good relationships with pupils/students, exercise appropriate authority, and act decisively when necessary.
- Carry out playground/bus and other duties as directed and within the remit of the current School teachers' pay and Conditions Document.
- Promote and safeguard the welfare of children and young people within the academy, raising any concerns by following the academy safeguarding policies and procedures.

- Promote British values, equalities and pupils'/students' spiritual, moral, social and cultural development.

### **Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the academy.
- Develop effective and collaborative professional relationships with colleagues, drawing appropriately on advice and specialist support.
- Deploy support staff effectively.
- Ensure that parents/carers and pupils/students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and wellbeing.
- Provide the senior leadership team on request accurate, timely and coherent information about class, group or individual pupil/student progress and attainment in order to inform regular academy development planning.
- Carry out any such duties as may be reasonably required by the Headteacher.

### **Team working and collaboration**

- Participate in any relevant meetings/professional development opportunities which relate to the learners, curriculum or organisation of the academy including pastoral arrangements and assemblies.
- 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 academy.
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document.

### **Administration**

- Register the attendance of and supervise learners, before, during or after 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**

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary and 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 performance management.

### **Resource Management:**

- Responsibility for the safe use and safe keeping of Academy and Trust resources in line with the requirements of the role.

### **Influencing and Managing Relationships:**

- Required to have positive working relationships with The Headteacher and Senior Leadership Team within the Academy and all other Trust schools as required.
- Positive working relationships with teaching and support staff, parents and other third party organisations as required.

### **Other Academy Specific Responsibilities**

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

This job description is current at the date shown, but in consultation with you may be changed to reflect or anticipate changes in the job, commensurate with the grade and job title. This includes changes to National Teacher Standards and requirements of the professional role.

At L.E.A.D we have a strong vision and four core principles, to lead, empower, achieve and drive, which you will be expected to demonstrate in your working practices.



## Person specification

The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The two right-hand columns provide guidance as to whether these items are essential (E) or desirable (D) criteria.

This job description lists the competencies expected of an experienced/fully trained post-holder. The two right hand columns provide guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria)

### Teacher Person Specification

This job description lists the competencies expected of an experienced/fully trained post-holder. The two right hand columns provide guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria)

		E	D
<b>Qualifications and Attainments</b>	<ul style="list-style-type: none"> <li>• Qualified teacher with QTS or recognised equivalent</li> <li>• Teaching experience within the age range and/or subjects applying for (NQT status may also be relevant)</li> </ul>	E E	
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Ability to create a stimulating and safe learning environment.</li> <li>• Ability to establish and maintain a purposeful working atmosphere</li> <li>• Ability to plans, prepare and deliver the curriculum as relevant to the age and ability group/subjects taught</li> <li>• Ability to assesses and record the progress of pupils learning to inform next steps and monitor progress</li> <li>• Ability to demonstrate a commitment to equal opportunities and uses a variety of strategies and practices to promote inclusion in the classroom</li> <li>• Ability to teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles</li> <li>• Ability to deploy a wide range of effective behaviour management strategies</li> <li>• Ability to demonstrate current knowledge and understanding of national and local education issues</li> <li>• Ability to contributes to a culture of collaborative working to develop professional practice</li> </ul>	E E E E E E E E	D

<b>Experience</b>	<p>Demonstrable understanding of:</p> <ul style="list-style-type: none"> <li>• The developmental, emotional, social and educational issues of children and young people</li> <li>• Awareness of the range of needs of children within the classroom</li> <li>• Keeping children safe</li> </ul> <p>Proven experience:</p> <ul style="list-style-type: none"> <li>• Experience within teaching environment at relevant age level</li> <li>• Recent experience in work with children and families</li> <li>• Management Information Systems e.g. SIMS, G4S, MyConcern</li> </ul>	E E E  E E	D
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Approachability, enthusiasm and creativity</li> <li>• Honesty and Integrity</li> <li>• Discretion</li> <li>• Patience, tolerance and sensitivity</li> <li>• Flexibility</li> <li>• Resilience</li> <li>• Organisational skills</li> <li>• Commitment to make a difference</li> <li>• Demonstrable commitment to personal CPD</li> </ul>	E E E E E E E E E	
<b>Additional Requirements</b>	<ul style="list-style-type: none"> <li>• This role is subject to an enhanced DBS</li> <li>• May be required to travel to other Trust locations or third party services as part of the role</li> <li>• Hold a driving licence and have access to own vehicle</li> </ul>	E E	D



**L.E.A.D. Academy Trust**  
Lead • Empower • Achieve • Drive

L.E.A.D. Academy Trust  
5a The Ropewalk  
Nottingham  
NG1 5DU

**Email address:**

[admin@huntingdonacademy.co.uk](mailto:admin@huntingdonacademy.co.uk)

**Phone number:**

0115 9156841