

# HARTLEY BROOK PRIMARY ACADEMY



Astrea Academy Trust  
INSPIRING BEYOND MEASURE

**CLASS TEACHER – PERMANENT POSITION**

**CANDIDATE PACK**



# Open Letter from our Principal

Hello and thank you for expressing your interest at Hartley Brook.

I am truly honoured and privileged to be the Principal at Hartley Brook Primary School. I am very passionate about the school and feel incredibly proud of the pupils. We have developed a strong and caring whole school community, which has helped us go from strength to strength.

The thoughtful and supportive staff ensure children are at the centre of everything we do. We want to provide our children with the best start in life and support them to become ambitious and prepare for life beyond the classroom.

At Hartley Brook we have high expectations of both learning, progress, and ensure children are given the opportunity to reach their full potential. We have an inclusive curriculum and all children regardless of their ability are able to access all areas of the curriculum. Hartley Brook's values (tenacity, scholarship, unity, responsibility, and curiosity) underpin everything we do on a daily basis.

We aim to enrich the lives of our children by providing opportunities to attend extracurricular activities. Children demonstrate true resilience and perseverance and have achieved some amazing results in sports events.

Staff work hard to create a supportive, friendly and nurturing environment, which enables all children to feel safe and know they are listened to.

**Claire Costello**

**Principal at Hartley Brook Primary Academy**



# We can offer you:

*Enthusiastic and caring children who are keen to learn.*

*An opportunity to be part of an inspiring team that plays a central role in the broad and diverse community it serves.*

*An opportunity to make a difference to the lives of the young people and families.*

*Commitment to your continuing professional learning and career development.*

*A hardworking team who are committed to promoting high achievement across the curriculum and school.*

*A good humoured, industrious, highly skilled and enthusiastic staff team.*

*A supportive and vigorous approach to maintaining the safety and welfare of all our children, following and adhering to our dedicated commitment to safeguarding*

*Supportive and effective leadership.*

*Access to the Teacher's Pension Scheme and our Employee Assistant Programme.*

*Astrea Academy Trust is fully committed to being diverse and inclusive workforce where together we can embrace each other's unique individuality, background and heritage. We believe that by reflecting and representing the communities and people we serve, we will better and further the life chances of our pupils.*



# Job Description

**JOB TITLE:**  
Class Teacher

**REPORTING TO:**  
Assistant Principal

**SALARY RANGE:**  
MPS1-6  
£30,291 - £41,745

**CONTRACT TYPE:**  
Permanent

**WORKING PATTERN:**  
Full time, Permanent





# Role Description

## Purpose

- To teach designated pupils and undertake associated pastoral and administrative duties as well as other general responsibilities, having full regard for the academy's ethos, aims and policies.
- To provide a learning environment where children can learn safely and happily.

## Key Accountabilities

- To plan programmes of work for pupils in co-operation with teaching colleagues within the team in order to ensure that all children are taught by members of that team, experience similar learning opportunities.
- To plan work matched to the individual needs of children and within the Academy's agreed policy and schemes of work, including organisation and display of the classroom.
- To produce written records of planning, evaluations and assessments in accordance with Academy policy within agreed timescales.
- To assess and record pupil's achievements and progress within the statutory requirements and Academy's assessment policy and report to parents.
- To contribute to meetings, discussions and management systems necessary to ensure the co-ordination of the work of the Academy as a whole.
- To ensure that the classroom is kept tidy and attractive, with children's resources readily available for them to find independently.
- To contribute to the ideas within the implantation of the Academy Improvement plan.
- To supervise the use of support staff relevant to the class.
- To contribute to the provision of a safe and secure learning environment.
- To liaise with other teachers regarding pastoral, curriculum and other Academy matters in order to maintain the smooth running of the Academy and the well-being of all children and adults.
- To liaise with parents as required on pastoral and curriculum matters.
- To actively support the implantation of Academy policies e.g. behaviour, dress code, ethos of continuous improvement etc
- To promote the good name of the Academy with colleagues in and out of the Academy and in the wider community.
- To liaise with our Designated Safeguarding Lead regarding the safeguarding and welfare of our children. Following Hartley Brooks robust safeguarding procedures

## Key Responsibilities

- To pursue the aims of the school and Academy in a positive manner and promote the agreed ethos.
- To work co-operatively within a whole staff team, and throughout the school, learning group and Academy, to achieve continuous improvement with constant regard to quality in both learning and teaching.
- To teach pupils according to their individual needs, including the planning and assessment of work in line with agreed policies of the school and to ensure work is differentiated and supports the needs of all learners.
- To monitor and assess children's progress and report to parents.
- To implement and maintain the Academy's policy on discipline and behaviour.
- To support the Academy's endeavours to meet the needs of its community.
- Participate in the school's performance management process.
- To contribute towards curriculum development within the school and Academy.
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- To implement and maintain the Academy's policy on discipline and behaviour.
- To support the Academy's endeavours to meet the needs of its community.
- Participate in the school's performance management process.
- To contribute towards curriculum development within the school and Academy
- Following and adhering to our commitment to safeguarding and promoting the welfare of our children



# Role Description

## **Management of Staff, Equipment and Resources:**

- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
- Regularly review own practice, set personal targets and take responsibility for own personal development by participating positively in arrangements made for performance management
- Manage own workload and support others to manage an appropriate work life balance
- To respect all equipment purchased by the academy and encourage pupils to follow example
- Work with the SLT on transition between year groups and key stages

## **Health and Safety:**

- To have due regard for health and safety in the workplace.
- To be familiar with, and adhere to, relevant parts of the school's Health and Safety Policy.
- Co-operate with health and safety requirements.
- Report all known defects.
- Use, but do not misuse anything provided for your health, safety and welfare.
- Do not undertake unsafe acts.
- Inform the head of establishment of any 'near-misses'.
- Be familiar with the emergency action plans for fire, first aid and security issues.
- Undertake specific designated duties regarding emergency evacuation.
- Raise health and safety and environmental issues with students.

## **General:**

- To undertake any other duties, commensurate within the grade, at the discretion of the Head of School
- Be familiar and comply with all relevant Health and Safety, Operational, Personnel, Child Protection, Data Protection and Financial Regulations, policies and procedures
- Ensure equality of opportunity is afforded to all persons both internal and external to the authority, actively seeking to eliminate any direct or indirect discriminatory practices/behaviour



# Person Specification

## Experience

- Successful teaching experience or evidence of successful completion of initial teacher training
- Successful classroom experience in a primary setting

## Education and Qualification

- Qualified Teacher Status or working towards
- Commitment to ongoing and professional development

## Knowledge

- Knowledge of National Curriculum requirements
- Understanding of values and processes of planning monitoring and evaluation as an aid to raising standards
- Clear knowledge of and commitment to Safeguarding

## Skills and Abilities

- Excellent classroom practitioner
- Good literacy, communication, IT, administrative and organisational skills
- Ability to relate to and motivate pupils
- Ability to plan, organise, prioritise and delegate workload effectively and meet deadlines
- Promotion of positive behaviour strategies
- Ability to understand pupils complex learning needs including SEN and EAL
- Ability to demonstrate understanding of differentiation and inclusion
- Ability to work collaboratively and effectively in a team with staff and parents
- Ability to maintain high levels of confidentiality
- Flexibility with a positive outlook
- Resilience in the face of challenges
- **Additional**
- Application forms should be completed in full
- Successful candidate to have enhanced DBS and other appropriate school checks
- Two positive written references – One from current employer/most recent employer
- Enthusiasm and determination
- Responds effectively to daily challenges

**This is not exhaustive.**

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy



# About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

## Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

## Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

## A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)



Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.

## Astrea Talent Programme

*We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.*



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