

Candidate information pack



“A Community of Learners”

Welcome from the Academy Principal

Dear applicant,

Thank you for your interest in joining our team here at Roundthorn Primary Academy. We are looking to appoint an enthusiastic class teacher who will have a clear vision of what constitutes excellent provision within a Primary School setting and will be committed to achieving the highest standards. We are keen to find the right person for our school, who is a more experienced teacher looking for a move or new challenge.

We are looking for someone who:

- Has a passion for delivering a broad curriculum to primary aged children
- Is fair, caring, flexible and dedicated
- Is highly motivated with the ability to work as part of a team
- Has high expectations and demonstrates a commitment to achieving the best for all our children both academically and personally
- Has clear drive and ambition to learn and develop themselves
- Is adaptive and can work flexibly with other colleagues in the year group
- Is willing and able to share a class, taking equal responsibility for all aspects of the role

We can offer:

- A school where role, workload and wellbeing are given high priority and are balanced
- A friendly and caring school
- Happy, enthusiastic and well-behaved children who have a passion for learning
- High quality CPD and support from Focus-Trust as well as mentoring and support in school
- A strong track record of successfully supporting new colleagues

We hope that you will find this information pack helpful in finding out more about this post. You are very welcome to make an appointment to visit the school and meet with our Head of Academy Joelle Hardman. Please contact Mark Jones, School Business Manager either by email at mark.jones@focus-trust.co.uk or telephone on **0161 770 8600** to arrange this.

To find out more about Focus-Trust please visit www.focus-trust.co.uk or Roundthorn Primary Academy www.roundthornprimaryacademy.co.uk

Please return all completed documents via the My New Term Platform by 12 noon on Friday 12th June 2026.

Best of luck with your application,

John Taylor
Executive Principal

Welcome from Ken Lees, Chair of Governors

Dear applicant,

Thank you for taking the time to consider applying for the role of Class Teacher. As Chair of the Governing Board, I would like to take this opportunity to tell you a little bit about the context of our school.

Roundthorn Primary Academy is a school for around 210 children aged 3-11. We were assessed as Good in the Ofsted inspection in December 2023 with a judgement of Outstanding for Personal Development. When you visit you will find well-behaved children who are happy to be in school. Good quality teaching and learning combine to make Roundthorn a rewarding and exciting place to be.

I hope that we have given you a flavour of Roundthorn school. We have every confidence that we will successfully recruit a Learning Support Assistant who can support us to develop school further. We are a very supportive governing body with high expectations for our young people and staff, and hope that you feel encouraged to apply for the post.

Warm regards,

Ken Lees
Chair of Governors



Job description

| | |
|-----------------------|---|
| School/Academy | Roundthorn |
| Job title | Class Teacher |
| Accountable to | Executive Principal |
| Line manager | Head of Academy |
| Grade | MPS1-UPS3 |
| Contract type | Permanent |
| Contract term | Part time – 2.5 days per week* |
| Closing date | 12 noon Friday 12 June 2026 |
| Interviews | Tuesday 30 June 2026 |
| Address | Roundthorn Primary Academy, Roundthorn Road, Oldham OL4 5LN |
| Telephone | 0161 770 8600 |
| Email | roundthorn@focus-trust.co.uk |
| Website | www.roundthornprimaryacademy.co.uk |

**Working days will be based on needs of the school and are subject to change*

Introductory statement

The responsibilities and professional duties of the post are to be performed in accordance with the provisions of the most recent version of the Teachers' Standards.

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, colleagues and external agencies in the best interests of their pupils.

Purpose of the role

To ensure all pupils achieve high standards of learning and well-being.

Main duties

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
- Lead by example and demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes.
- Plan teaching to build on pupils' capabilities and prior knowledge.
- 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.

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of all curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.

- Demonstrate a critical understanding of developments in curriculum areas, and promote the value of learning and 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.
- Demonstrate a clear understanding of the teaching of systematic synthetic phonics, reading and the teaching and application of basic skills.
- Demonstrate a clear understanding of the teaching of mathematics and the application of basic skills.

Plan and teach well-structured lessons

- Impart knowledge and develop skills and understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set and assess homework and plan other out-of-class and enrichment 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 review, design and provision of an engaging curriculum.

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.
- Make effective use of resources (including other adults) to impact on pupil learning and progress.
- 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.

Make accurate and productive use of assessment

- Undertake formative, summative and statutory assessments in line with the Academy's policy and assessment calendar.
- Make use of formative and summative assessment to plan for and secure pupils' progress.
- Use data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular and timely feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- Prepare and present written and verbal reports for parents and carers.

Manage behaviour and resources 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, around the academy and when learning off-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' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Ensure the learning environment is kept well ordered, tidy and free from hazards.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the Academy and the Trust.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff and other adults in a support role effectively.
- Liaise with external agencies with regard to pupil progress, safety and welfare.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and external advisers.
- Work with other staff across the Trust and in other maintained schools.
- Communicate effectively with parents with regard to pupils' achievements and well-being.
- Lead an area or strand of school improvement (excl NQT).

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 the Academy, 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; and
 - 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 Academy and the Trust, 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; and within the policies, handbooks and guidelines of the Academy and of the Focus-Trust.

General

This job description is not exhaustive and may be changed at any time to meet the changing requirements of the school or the Trust. This job description details responsibilities but does not direct any particular priorities or amount of time to be spent carrying out these duties.

The post holder is expected to:

- Actively support the work and ethos of the Focus-Trust.
- Undertake such additional duties as may reasonably be requested by the Headteacher.
- Respect confidentiality of staff, pupils, families and visitors and not breach this trust.
- Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
- Proactively keep abreast of developments in relation to the post, and whenever possible and appropriate, attend professional development opportunities.
- Comply with and support all policies of the Focus-Trust and school.
- Ensure that all statutory requirements are met.

Person specification

Key:

App- application form

Ref- Reference

SP- Selection process. This could include a range of exercise, including an interview

| Knowledge, experience and skills | | |
|--|---------------------------------|---------------------------|
| | <i>Essential/ Desirable</i> | <i>How identified</i> |
| Experience | | |
| Teaching in more than one primary phase | D | App |
| Teaching pupils from minority ethnic backgrounds | D | App |
| Sharing a class with another teacher | D | App |
| Ability of raising attainment of all pupils | E | App |
| Ability to reflect on practice and improve teaching methods to increase pupils achievements | E | App & SP |
| Ability to continually improve teaching and learning through schemes of work, assessment and extra curriculum activities etc | E | App |
| Knowledge | | |
| Up to date knowledge in the primary curriculum | E | App & SP |
| Ability to use strategies needed to establish consistently high aspirations and standards of results and behaviour | E | App & SP |
| Skills | | |
| Able to play a full and active role in a team | E | App & SP |
| Clear understanding of expectations, accountabilities and consistency | E | App |
| Aligned with the Trusts values | E | App |
| Motivated to continually improve standards and achieve excellence | E | App |
| Commitment to the safeguarding and welfare of all pupils | E | App & SP |
| Excellent classroom practitioner | E | Ref & SP |
| Effective and systematic behaviour management, with clear boundaries, sanctions, praise and reward | E | |
| Excellent communication, planning and organisational skills | E | App & SP |
| Fulfil wider professional responsibilities | | |
| Understand when and how to seek advice and support. | E | SP |
| Able to develop and maintain good relationships with staff, parents, pupils, governors and the community | E | App |
| Committed to own development as a professional. | E | App |
| Able to reflect on own practice and identify areas for improvement | E | App & SP |
| Qualifications and training | | |
| Qualified Teacher Status or other educational qualification | E | App |
| Qualified to degree level and above | E | App |
| Evidence of further professional development. | D | App |
| Personal qualities and attributes | | |
| Moral purpose (Equality, children and adults treated with respect) | E | SP |
| Excellent communicator (Listening, putting a message across) | E | SP |
| Child centred | E | SP |
| Resilient | E | SP |
| Integrity | E | Ref & SP |
| Self motivated and able to motivate others | E | SP |
| Enjoys challenge | E | SP |
| Works to deadlines | E | SP |
| Enthusiastic and optimistic | E | SP |

About our Academy

Academy vision

“A Community of Learners – A one-form entry school in a close-knit community, focused on learning in and with the community.

Our pupils

Our school serves a community close to the centre of Oldham with families predominantly of south Asian backgrounds.

Our staff

We have a healthy mix of long-serving and newer staff across different roles. We work closely with Coppice Primary Academy, sharing an Executive Principal. Leaders of the two schools meet together regularly and expertise around the curriculum and subject leadership is shared between teachers.

Our school organisation

Our pupil admission number is 30 and there is one class for each year group, from Reception to Year 6. In addition to class teachers, learning is supported in classes by teaching assistants – the number of these depends on needs within classes and year groups.

Our facilities

Roundthorn is all on one level and so is accessible to anyone with mobility difficulties. In addition to classroom accommodation, there is a hall / gym and extensive school grounds.

We have our own kitchen and school meals are cooked on site. Privately managed before-school, after-school and holiday care is available to pupils. A pre-school nursery operates in the same building during the day.

Our curriculum

We have worked hard to establish a curriculum that meets the needs of all pupils. We have a Forest School leader and use Oldham Music Service to provide instrument tuition for children in KS2. We ensure that language and vocabulary development underpins everything that we do – “every lesson is a language lesson.” We employ a sports coach to ensure high quality PE and after school provision for our children, including entering local sports competitions.

Our extra-curricular activities

Our committed staff provide a wide range of clubs during lunchtime and after school, taking the opportunity to share their passions, interests and strengths. In addition to sports we have seen dance, cooking, computing, drama, sewing, art, science and music clubs provided.

| Roundthorn Primary Academy Quick Facts | |
|--|-------------------|
| Type of school | Primary |
| Age range | 3 - 11 |
| Location/LA | Oldham |
| Number of children | 210, plus Nursery |
| Number of teaching staff | 8 (plus SLT) |
| Number of support staff | 28 |
| % FSM | 23% |
| % SEN | 16.8% |
| % EAL | 54% |

What you might want to know about Focus Trust



Focus-Trust was incorporated in May 2012 as a primary trust. The Trust has links with the sponsor, Focus Education, but is an entirely separate legal entity. As with all academy trusts, the Trust is a company limited by guarantee and an exempt charity. The Trust's offices are situated in a newly converted historic mill conversion in Chadderton, Oldham with excellent motorway networks to access our schools.

The defining feature of Focus-Trust is that it is a specialist primary phase trust. This means that the work of the Trust is driven by the distinctive needs of primary schools. Whilst the Trust has robust systems for accountability, each school has their own distinctive identity, ethos and culture, and this is a commitment to every school when they convert and join the Trust.

Focus-Trust currently has a small centrally employed team. The members of the team are highly skilled and committed to the vision, culture and values of the Trust.

All the schools within the Trust are willing partners who have actively chosen to join Focus-Trust and there is a very high degree of consensus, cooperation and commitment from within the group.

The Trust has robust policies and systems in place to govern and guide its work. These have been gradually implemented as the Trust has grown. The Trust has well-established productive relationships with trade unions and meets half termly with a group of national trade union representatives to discuss policy development. This has enabled us to introduce and change a range of policies in a streamlined and cooperative way.

Equality of opportunity

Focus-Trust is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

Safeguarding

Focus-Trust is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

Right to work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Validation of qualifications and identity

All shortlisted candidates will be asked to bring original certificates or relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies of the successful candidate will be retained on their personnel file. The copies of unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

References and Social Media Checks

If you are shortlisted, we will take up references before the interview date, unless you state otherwise on your application form. However, two satisfactory references must be received before we can confirm any offer of an appointment. One of your referees must be your current or most recent employer. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record, and suitability to work with children. Copies of references or open references will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies, or relevant issues as part of the recruitment verification process.

In line with our safer recruitment policy, on-line presence checks will be undertaken if you are shortlisted. This check is designed to complement the range of standard recruitment checks and allows us to identify a candidate's online presence, which potentially could damage the organisation's reputation.

Disability

To comply with the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the named person on the advert, if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Disclosure of a criminal record

Employment in this role is subject to an enhanced check with the Disclosure and Barring Service (DBS). Checks will also be made against the lists showing people barred from working with children. All checks must be satisfactory before any offer of employment can be confirmed and before commencement of work can take place.

Dress code

We expect all staff to dress professionally and appropriately for the roles undertaken. We pride ourselves on the high standards of dress of both our pupils and staff; these standards are led by our staff who we expect to set an example.

Knowledge and skills profile

This is an important part of your application and is your opportunity to explain how you meet the person specification for the post. You should demonstrate, using no more than 2000 characters, your skills, knowledge and experience and give short examples. Describe how you match the requirements of the role; include experience gained from previous jobs, community, or voluntary work. Ensure that the information you give is well organised, relevant, and brief. You may find it helpful to use sub-headings to keep your statement well focused. If you do not submit this profile, you will not be considered for short listing.

Policies

Focus-Trust and the schools have a range of policies and handbooks that help to make clear our expectations and ways of working. These are always shared openly with staff and are accessible to everyone. There are several policies that prospective employees should be aware of when making an application. These can be found on the Trust website www.focus-trust.co.uk and school websites. All members of staff will be asked to sign a declaration as part of the induction process to acknowledge that they have read and understand the Code of Conduct and some of the key policies, e.g. Safeguarding and Child Protection, Health and Safety, Acceptable use of IT.

Pensions

Focus-Trust contributes to Teachers' Pensions and Local Government pensions in the same way and with the same level of contribution as local authorities.

Employer Relations

Focus-Trust has a Trade Union agreement which recognises the teacher and support staff unions. This is further supported by an ongoing and productive relationship with key trade union officials.

Thank you for taking the time to read this information pack. We wish you every success in any application you may make.

Please ensure that your application is completed on 'My New Term' by **12noon on Friday 12th June 2026**.

Thank you for taking the time to read this information pack. We wish you every success in any application you may make.