

# Lawnside Academy Application Pack

## Class Teacher (Part-Time)

**Primary – ASAP**





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# INTRODUCTION

Welcome to Lawnside Academy and the Bedfordshire Schools Trust. Thank you for expressing an interest in our current vacancy.

We have collated this application pack to provide you with all the information you should need to enable you to apply for this role.

However, if you would like any further information or would like to make a visit to our academy, please contact:

**Cheryl Johnson**

**Principal**

[\*\*cjohnson@bestacademies.org.uk\*\*](mailto:cjohnson@bestacademies.org.uk)

**Tel: 01767 312313**

**Lawnside Academy**

Lawnside, Biggleswade, Bedfordshire SG18 0LX

[\*\*www.lawnsideacademy.org.uk\*\*](http://www.lawnsideacademy.org.uk)

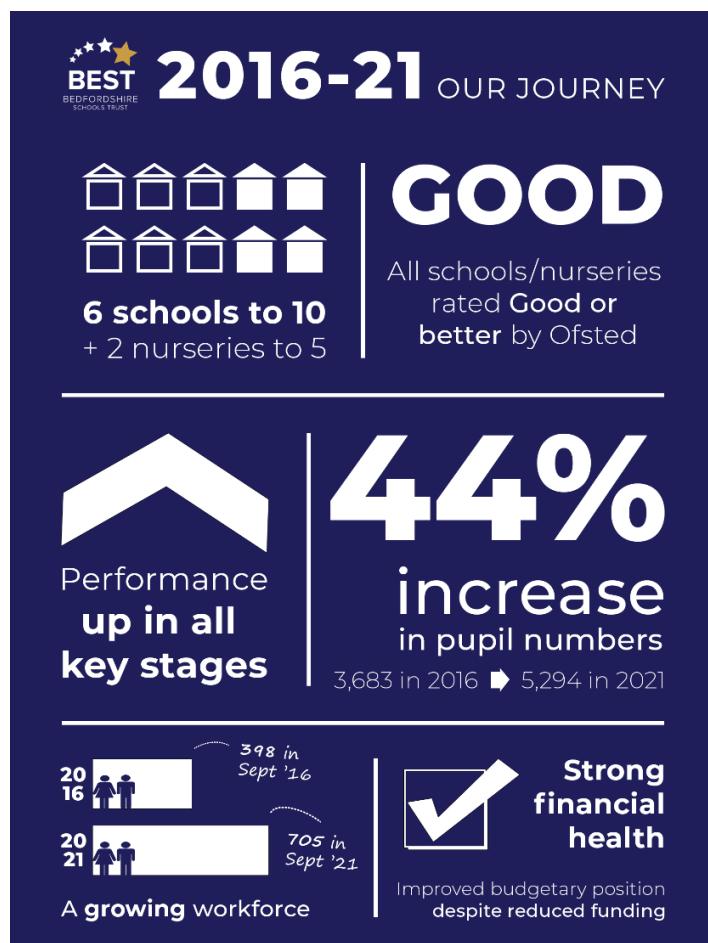


# ABOUT BEST

The Bedfordshire Schools Trust (BEST) is a multi-academy trust providing exceptional education across our community of 10 schools and five nurseries.

Since forming in 2016, we have grown significantly into one of the largest single employers in Central Bedfordshire.

We now educate 6,000 children across the area, from nursery age to advanced level study, and have over 800 members of staff.



It is our aim to grow the BEST in everyone, and everything we do is driven by our values. We will:

- Always put children first
- Collaborate to support and compete to challenge
- Provide community-based provision
- Have the courage to be compassionate

Our aims can only be achieved if we recruit, retain and develop the highest quality workforce – and we want those we employ to be valued in the workplace.

As a single employer, we are able to offer all our staff a fantastic range of benefits, including an excellent working environment, opportunities for career development and training, and discounts and deals that will help save you money.

Full details can be found in our BEST People staff benefits brochure, available for download from our MyNewTerm careers page, or on our website at

[www.bestacademies.org.uk/jobs](http://www.bestacademies.org.uk/jobs)

The formative years of BEST have been a real success story – and we are looking forward to an exciting future, too.

A primary-secondary model of education is being established to replace the current three-tier system in Central Bedfordshire, more schools are looking to join us as we seek to grow further, and performance across all key stages continues to improve.



# ABOUT LAWNSIDE ACADEMY

Lawnside Academy converted to a Primary school in September 2024, with a capacity of 420 pupils. The school is located in the town of Biggleswade, in Bedfordshire.

We joined Bedfordshire Schools Trust in January 2019 and in our first Ofsted inspection since joining BEST (March 2023), we were judged as 'Good' in all areas.

At Lawnside, we put our children at the heart of everything we do. Each day our hard-working staff strive to improve the provision, opportunities and experiences offered to pupils, and develop skills that will last throughout their lives.

We are a values-based school and strive to nurture a passion for lifelong learning in everyone, encouraging all children and adults to be confident and independent.

We aim to provide opportunities for each and every child to develop their courage, perseverance, self-esteem and aspiration, while all the time feeling safe to take risks, make mistakes and challenge themselves.

At Lawnside, we value everyone for who they are, celebrating individuality and diversity, and creating a culture where all children have their voice heard and encourage each other to achieve the best they can in all areas of school life.



# HOW TO APPLY

We use an application form, rather than asking for CVs, for most vacancies. This ensures all applicants present their information in the same standardised format and tell us only what we need to know.

Apply online via the MyNewTerm website at [www.mynewterm.com](http://www.mynewterm.com) before the closing date.

**Closing date:** 9am, Friday 9<sup>th</sup> January 2026

**Interview date:** w/c Monday 19<sup>th</sup> January 2026

BEST is an equal opportunities employer and we are committed to encouraging equality, diversity and inclusion among our workforce.

We are committed to safeguarding and promoting the welfare of children. All offers of employment will be subject to satisfactory pre-employment checks and references, including enhanced Disclosure and Barring Service (DBS) clearance.

Strictly no agencies.

**We look forward to receiving your application.**



# JOB DESCRIPTION

<b>Job Title</b>	Class Teacher
<b>Based at</b>	Lawnside Academy
<b>Salary/Grade Range</b>	ECT / MPS (not UPS)
<b>Responsible to</b>	Principal
<b>Hours</b>	Part-Time (Wednesday, Year 2 / Friday, Year 1)

## Purpose of Role

- Continuously meet at least the minimum standards outlined in the DfE's 'Teachers' Standards'.
- Comply with school policies and procedures, in particular those relating to child protection and safeguarding.
- Attend staff meetings, INSET days, parents' evenings, parent consultation meetings, and any other functions or meetings required.
- Support phase / subject leaders wherever possible, e.g. through attendance at staff and/or key stage meetings.
- Take responsibility for completing CPD and keeping up to date with developments relating to subject matter.
- Establish effective working relationships with colleagues and set a good example for pupils through a high level of professionalism.
- Participate in any performance-related appraisal arrangements made by the school.

## Main Responsibilities

### Teaching

- Set high expectations which inspire, motivate and challenge pupils by:
  - Establishing a safe and stimulating environment for pupils, rooted in mutual respect.
  - Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
  - Demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils.
- Promote good progress and outcomes for pupils by:
  - Being accountable for pupils' attainment, progress and outcomes.
  - Being aware of pupils' capabilities and prior knowledge, and planning teaching to build on these.



- Guiding pupils to reflect on the progress they have made and their emerging needs.
  - Demonstrating knowledge and understanding of how pupils learn and how this impacts teaching.
  - Encouraging pupils to take a responsible and conscientious attitude to their own work and study.
- Demonstrate good subject and curriculum knowledge by:
  - Having a secure knowledge of the relevant subjects and curriculum areas, fostering and maintaining pupils' interest in the subject, and addressing misunderstandings.
  - Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship.
  - Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
  - Demonstrating a clear understanding of systematic synthetic phonics for early reading.
  - Demonstrating a clear understanding of appropriate teaching strategies for early maths.
- Plan and teach well-structured lessons by:
  - Imparting knowledge and developing understanding through effective use of lesson time.
  - Promoting a love of learning and children's intellectual curiosity.
  - Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
  - Reflecting systematically on the effectiveness of lessons and approaches to teaching.
  - Contributing to the design and provision of an engaging curriculum within the relevant subject areas.
- Adapt teaching to respond to the strengths and needs of all pupils by:
  - Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
  - Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
  - Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils' education at different stages of development.
  - Having a clear understanding of the needs of all pupils, including pupils with SEND, pupils of high ability and pupils with EAL, and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Make accurate and productive use of assessment by:
  - Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
  - Making use of formative and summative assessment to monitor pupils' progress.
  - Using relevant data to monitor progress, set targets, and plan subsequent lessons.



- Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.
- Manage behaviour effectively to ensure a good and safe learning environment by:
  - Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour Policy.
  - Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
  - Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
  - Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.
- Fulfil wider professional responsibilities by:
  - Making a positive contribution to the wider life and ethos of the school.
  - Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
  - Deploying support staff effectively.
  - Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
  - Communicating effectively with parents with regard to pupils' achievements and wellbeing.

## Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, 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' wellbeing, 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.
  - Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in attendance and punctuality.
- Have an understanding of, and always act within, the statutory frameworks which set out teachers' professional duties and responsibilities.

## Organisation

- Assist in the development of the subject curriculums, schemes of work, teaching resources, marking policies and teaching strategies alongside other teachers and subject leaders.
- Identify clear teaching objectives, content, and lesson structures, and plan sequences of lessons appropriate to the subject content and the pupils being taught.
- Incorporate the use of resources into lesson plans, ensuring that equipment is in good working order and suitable for teaching use, and that resources are used effectively.

## Additional duties

- Assist with the organisation of extracurricular activities.
- Assist with the promotion of their subject in the school, e.g. through creating displays of pupils' work.
- Carry out additional tasks as reasonable expected under the direction of the headteacher.

*Please note, while every effort has been made to explain the duties and responsibilities of the post, each individual task undertaken may not be identified.*

*Employees will be expected to comply with any reasonable request from the Principal to undertake work of a similar level that is not specified in this job description.*

# PERSON SPECIFICATION

## Job Title: Primary Teacher

Qualifications and training	
Essential	Desirable
<ul style="list-style-type: none"> <li>QTS.</li> <li>A 2:2 or above degree in their subject area or a related subject.</li> </ul>	<ul style="list-style-type: none"> <li>A postgraduate qualification, e.g. a master's degree.</li> <li>A first aid certificate.</li> </ul>
Skills and experience	
Essential	Desirable
<ul style="list-style-type: none"> <li>At least two years of experience teaching within a primary school environment – within the last 2 years (including during teacher training).</li> <li>Organising and participating in extracurricular activities.</li> <li>Conducting assessments, keeping records and producing reports on pupils.</li> <li>Implementing safeguarding procedures in schools.</li> </ul>	<ul style="list-style-type: none"> <li>Experience teaching within a primary school environment.</li> <li>Experience teaching key stage one pupils (Year 1 and Year 2).</li> </ul>
Knowledge	
Essential	Desirable
<ul style="list-style-type: none"> <li>A clear understanding of the subject's curriculum and examination specifications across the primary age range.</li> <li>Sufficient knowledge to answer subject-related questions raised by pupils.</li> <li>An ability to use different teaching methods and adapt to cater for pupils' different needs.</li> <li>Knowledge of effective intervention strategies to improve the quality of teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>An understanding of relevant legislation and educational developments.</li> <li>An understanding of how assessment and attainment information can be used to improve practice.</li> <li>Skills in effective resource management and deployment.</li> </ul>



Personal traits
<b>The successful candidate will be</b>
<ul style="list-style-type: none"> <li>• Punctual, with a good attendance record.</li> <li>• An excellent communicator, verbally and in writing.</li> <li>• Organised.</li> <li>• An excellent time manager.</li> <li>• Hardworking, with high expectations of themselves and their professional standards.</li> <li>• Committed to CPD.</li> <li>• Able to work both independently and as part of a team.</li> <li>• Able to maintain successful working relationships with other colleagues.</li> <li>• Able to plan and resource effective interventions to meet curricular objectives.</li> <li>• Driven and energetic.</li> </ul>
<b>The successful candidate may also be</b>
<ul style="list-style-type: none"> <li>• Committed to the value and promotion of their subject.</li> <li>• Dedicated to promoting their professional development, and that of others.</li> <li>• Able to promote good behaviour consistently.</li> <li>• Able to plan and take control of situations.</li> <li>• Committed to contributing to the wider school and its community.</li> <li>• Able to effectively promote the school's ethos and vision.</li> <li>• Capable of handling a demanding workload and successfully prioritising work.</li> <li>• Professionally assertive and clear thinking.</li> <li>• Able to work flexibly, attending morning and evening meetings, in addition to managing a demanding workload.</li> </ul>
Additional requirements
<b>The successful candidate will have</b>
<ul style="list-style-type: none"> <li>• An enhanced DBS certificate and barred list check.</li> <li>• Evidence for their previous work experience.</li> <li>• References.</li> </ul>

**We are committed to the safeguarding and promotion of children's welfare and  
offers of employment are subject to DBS clearance**

