



*Diocese of Ely*

# Agapé Courage Thankfulness

## Job Description : UPPER KEY STAGE 2 Teacher – Part-Time

---

Upper Key Stage 2 Class Teacher (Part-Time) – 0.4

Great Wilbraham CE Primary Academy

Required for September 2026

---

### Teaching at Great Wilbraham is a vocation, not a post

Great Wilbraham CE Primary Academy is a small, rural Church of England school where teaching is deeply relational, purposeful and ambitious. At the heart of our village community, we believe education should do more than deliver outcomes — it should shape lives, build character and open doors.

Children at Great Wilbraham are known well. Teachers know families. Relationships are strong, professional and respectful. Learning is taken seriously, but never at the expense of dignity, joy or belonging.

As part of ACT Multi Academy Trust, we are united by a shared moral purpose and a clear professional framework:

**ACT FRAME – Teaching That Transforms, Learning That Lasts.**

Within this context, we are seeking a **part-time Upper Key Stage 2 class teacher** who believes that teaching is an act of service; who understands the importance of this transitional phase; and who wants their work to have lasting value for children and for the profession.

---

## The purpose of the role: teaching that shapes futures

The purpose of this role is to deliver high-quality, inclusive teaching that ensures pupils in Upper Key Stage 2 are:

- academically secure and ambitious,
- emotionally confident and resilient,
- morally grounded and reflective,
- and well prepared — academically and personally — for the transition to secondary education.

As a teacher at ACT, you are expected to meet and embody the Teachers' Standards by:

- setting high expectations which inspire, motivate and challenge pupils;
- promoting strong progress and outcomes across the curriculum;
- demonstrating secure subject, curriculum and pedagogical knowledge;
- planning and teaching clearly structured, purposeful lessons;
- adapting teaching intelligently to meet the needs of all pupils;
- using assessment to inform teaching and deepen learning;
- and managing behaviour effectively to create calm, focused classrooms.

**At ACT, these standards are not reduced to compliance. They are lived professionally and ethically, through ACT FRAME.**

---


## ACT FRAME: how excellent teaching is lived every day

### Knowing Every Child – Equity by Design

You will place children at the centre of your professional practice. This means developing a deep understanding of:

- pupils' academic starting points and misconceptions;
- their social relationships and sense of identity;
- their emotional world, recognising that behaviour is communication.

This knowledge shapes:

- lesson design,
  - classroom relationships,
  - adaptive strategies,
- 

- and the support provided within and beyond lessons.

**No child is invisible. No child is underestimated. Every pupil is supported to access ambitious learning with dignity and confidence.**

---

### Ambitious, Well-Sequenced Learning – Focus and Recall

Teaching in Upper Key Stage 2 requires precision and coherence.

You will:

- design learning that is carefully sequenced and cumulative;
- ensure pupils know more, remember more and apply learning confidently;
- use retrieval and deliberate practice to strengthen understanding;
- hold high expectations in reading, writing and mathematics, ensuring no pupil coasts or falls behind unseen.

**At ACT, excellence is an entitlement. You will maintain ambition while responding thoughtfully to difference, never lowering the bar.**

---

### Clear Explanations and Strong Modelling – Making Learning Visible

You will:

- explain new concepts clearly and explicitly;
- model thinking, strategies and high-quality outcomes;
- anticipate misconceptions and address them with clarity and care;
- scaffold learning, then gradually release responsibility so pupils become independent, confident learners.

**Clarity is an act of kindness. Strong modelling builds confidence and agency.**

---

### Calm, Purposeful Classrooms – High Challenge, Low Threat

You will establish a classroom culture where:

- routines are predictable and purposeful;
- expectations are clear, fair and applied consistently;
- relationships are warm, respectful and professional;
- pupils feel safe to take intellectual risks and learn from mistakes.

**Behaviour is addressed relationally and professionally, grounded in the belief that high challenge must always sit alongside emotional safety.**

## Inclusion Lived Daily – Not Added On

Inclusion at Great Wilbraham is not an intervention — it is how teaching works.

You will:

- use adaptive strategies as everyday practice;
- ensure pupils with SEND or additional needs are full members of the class;
- collaborate closely with SEND leaders and support staff;
- apply graduated approaches thoughtfully and respectfully.

**We hold firmly that what works best for the most vulnerable pupils improves learning for all.**

---

## Subject leadership and wider professional responsibility

As part of this role, you may hold or develop subject leadership responsibility, aligned to experience and capacity.

In subject leadership, you will:

- act as a steward of curriculum quality and ambition;
- support coherence, progression and consistency;
- contribute to evaluation through pupil outcomes and work review;
- support colleagues through professional dialogue, modelling and shared planning.

**Subject leadership at ACT is relational and purposeful — focused on strengthening practice, not paperwork.**

---

## Professional conduct, safeguarding and integrity

You will:

- uphold the highest standards of professional ethics and behaviour;
- treat pupils, colleagues and families with dignity and respect;
- build trusting, professional relationships with parents and carers;
- maintain clear professional boundaries;
- contribute positively to the Christian ethos and moral life of the school;
- uphold safeguarding as a shared, non-negotiable responsibility.

**Teaching here is understood as a moral endeavour, rooted in care, responsibility and hope.**

---

## Why Great Wilbraham and ACT?

### Great Wilbraham: teaching where relationships and ambition belong together

At Great Wilbraham, you will work in a school where:

- relationships between staff, pupils and families are strong and respectful;
- children are eager to learn, enjoy challenge and take pride in their progress;
- teaching is ambitious but humane, with compassion and expectations held together;
- leaders know their staff well and lead with clarity, kindness and moral purpose;
- your professional contribution is visible, valued and felt every day.

**In a small school, your work matters. You are not one of many — you are part of something shared.**

---

### ACT: a Trust where values genuinely guide decisions

Across ACT Multi Academy Trust, you benefit from being part of a Trust that is small by design and values-led by intent.

ACT is deliberately structured so that:

- schools are known individually, not managed generically;
- leaders are accessible and relational;
- professional dialogue is meaningful, not performative;
- support is timely, thoughtful and human.

**ACT's Christian ethos, grounded in Agape, Courage and Thankfulness, shapes decisions and culture while welcoming staff and families of all faiths and none.**

---

### ACT FRAME: clarity without overload

ACT FRAME is one of the strongest reasons teachers stay with ACT.

It:

- provides absolute clarity about what excellent teaching looks like;
- removes the need for constant initiatives or fleeting trends;
- embeds inclusion and ambition into daily practice;
- protects teacher autonomy within a shared professional language.

**Teachers can focus on teaching well — deeply and sustainably.**

---

## A Trust that grows people, not exhausts them

Working for ACT means:

- being trusted as a skilled professional;
- accessing high-quality CPD rooted in coaching and reflection;
- being supported to develop responsibility at the right time and pace;
- working in a culture where workload is treated thoughtfully.

**ACT believes that: when teachers thrive, children thrive.**

---

## Who this role is for

This role is for a teacher who:

- understands the significance of Upper Key Stage 2;
  - believes every child can succeed;
  - values ambition and inclusion equally;
  - wants to teach part-time sustainably and well;
  - is reflective, thoughtful and professionally curious;
  - sees teaching as more than employment — as a calling.
- 

## A final word

If you believe that:

- how we teach shapes who children become;
- clarity and kindness belong together;
- and teaching should transform lives —

**then Great Wilbraham and ACT may be where you truly belong.**