



# Application Pack

KS2 Teacher  
Maternity cover



[watertonacademytrust.org](http://watertonacademytrust.org)

<b>Job Title</b>	KS2 Teacher
<b>Salary &amp; Grade</b>	MPS/UPS
<b>Contract</b>	Full time, Maternity cover, Fixed term until 26.03.2027
<b>Reporting to</b>	Executive Headteacher / Head of School
<b>Start Date</b>	April 2026

## Dear Applicant

Thank you for your interest in the role of KS2 Teacher.

Waterton Academy Trust is looking to appoint an inspiring and dynamic Teacher to join the team at King's Meadow Academy a one and a half form entry school, located in Kinsley, Pontefract.

If you are an ambitious, talented and highly motivated Teacher with a passion for ensuring children learn and achieve, and if you work hard and have the drive and energy to make a difference to children's lives and their learning, then Kings Meadow Academy could be the school for you!

King's Meadow Academy is an average sized school and joined Waterton Academy Trust in 2018. The Trust consists of 14 primary phase schools, 4 Assessment Resource Units and 4 Pre Schools in the Wakefield and Barnsley area. As part of this Trust both staff and children enjoy varied opportunities for collaboration in all areas of the curriculum.

The school is committed to providing a stimulating, creative environment so that all children enjoy learning, make outstanding progress and reach their potential. By offering an engaging and language rich curriculum, the school is constantly striving to provide high-quality learning opportunities which challenge and inspire all our pupils.

This is an excellent opportunity for an ambitious and talented individual to take a key role in our team. We are looking for someone with a genuine passion for education – someone who is driven to make a difference to the lives of the children they work with.

We look forward to receiving your application.

Warm Regards,

Lauren Penny  
Executive Headteacher

## About Us

Waterton Academy Trust is a thriving and values-led partnership of schools committed to giving every child the best possible start in life.

Established in 2014 with Walton Primary Academy as its founding member, the Trust has grown steadily and strategically, guided by a strong moral purpose and a deep understanding of the communities we serve. We believe that **success is a shared experience** – every learner, every member of staff, and every school should flourish, together.

By the end of 2026, we expect to support more than 4,000 pupils across our schools, with a dedicated team of over 600 staff and an annual turnover approaching £28 million.

Our growth has not been about size alone - it reflects the strength of our educational offer, the diversity of our provision, and the depth of our partnerships.

We work across two key regions - Wakefield and Barnsley - and are proud to be seen as a trusted and collaborative presence within the wider education system. All our schools are primary-phase, and collaboration sits at the heart of how we work. Our Trust continues to grow, with King's Oak Primary joining us in September 2025, and two other schools in the pipeline for growth.

In response to local need, our first independent special academy – Newstead Academy opened in Barnsley in 2023 and has already grown to include a satellite site based at Hunningley. Building on this success, we are preparing to open a new specialist setting - Hammer Lane Academy - in Wakefield in September 2025. These developments are a testament to our commitment to inclusive education and our ability to work alongside local partners to meet the needs of all learners.



We also know that a great start in education begins early. That's why we've expanded our offer to include four pre-school settings, with plans for further growth.

If you share our belief that all children deserve the highest-quality education and want to be part of a forward-thinking, people-centred organisation, we'd love to hear from you.

Waterton Academy Trust, Centre For Excellence, Walton Primary Academy, The Grove, Wakefield, WF2 6LD

📞 01924 240767 🎤 admin@watertonacademytrust.org 🌐 watertonacademytrust.org



### Our Locations

#### Waterton Offices

- C – Centre for Excellence
- O – Operations Office

#### Waterton Schools

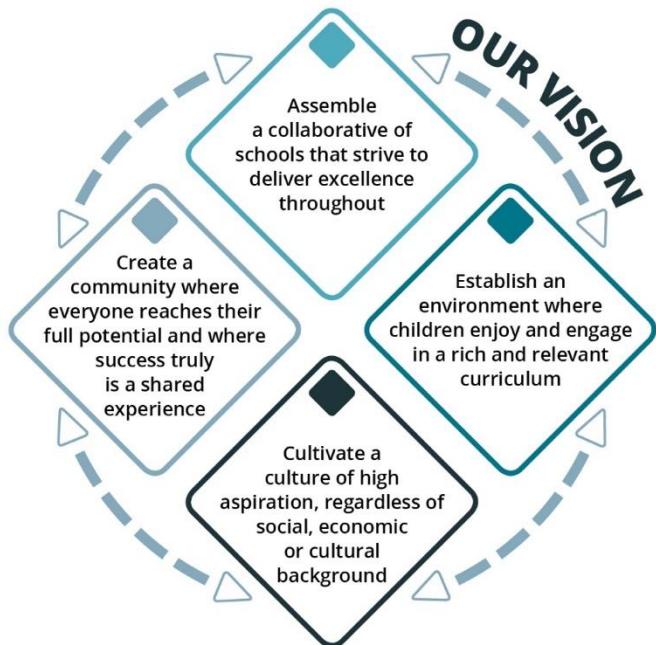
- 1 – Wrenthorpe Academy
- 1p – Wrenthorpe Pre-School
- 2 – Sharston Community School
- 3 – Walton Primary Academy
- 4 – Normanton Junior Academy
- 5 – Lee Brigg Infant and Nursery School
- 6 – Normanton Common Primary Academy
- 7 – Crofton Infant's School
- 8 – Hammer Lane Academy
- 9 – Churchfield Primary School
- 10 – King's Meadow Academy
- 10p – The Meadow Pre-School
- 11 – West End Academy
- 11p – The Woodland Pre-School
- 12 – South Kirkby Academy
- 13 – Ackworth Mill Dam School
- 14 – Cherry Tree Academy
- 14p – Cherry Blossom Pre-School
- 15 – Newstead Academy
- 15a – Hunningley Academy
- 16 – Kings Oak Primary

## Our Vision and Values

The Trust is proud of its shared vision and values, which are embedded across all aspects of our work.

This vision—centred on collaboration, aspiration, enjoyment, and equity—guides our actions and unites our schools in a common purpose. We aim to create a culture where success is a shared experience, every child enjoys a rich and relevant curriculum, and all pupils are supported to achieve their full potential, regardless of background.

Candidates interested in joining the Trust are encouraged to explore our vision and values to ensure they align with their own ethos and long-term aspirations.



## About The School

Are you a classroom champion with the power to inspire? Do you have what it takes to engage, challenge, and motivate our amazing young people? Are you resilient enough to thrive in a supportive community school that's rapidly rising to excellence?

If so, we can't wait to hear from you!



King's Meadow Academy is a vibrant Primary School nestled in the heart of Kinsley. Since joining our Trust in 2018, we've undergone a remarkable transformation. Through the dedication and passion of our entire team, we've moved from challenging circumstances to a school that's making impressive strides in all key areas.

We're excited to offer an outstanding opportunity for a talented Teacher to join our innovative team.

Thank you for considering our school. Our leadership team believes in being accessible and supportive. We respect teaching as the sophisticated craft it is and invest significantly in professional development for all colleagues, whether you're just starting out or are an experienced educator.

Our curriculum is dynamic and immersive, designed to help children meaningfully connect with their learning. The wonderful children and families we serve are what give our school its unique character and make it such a rewarding place to work.

While our team is rightfully proud of how far we've come, we're just getting started! We have ambitious plans to ensure every child who passes through our doors has the best possible foundation for success here, at secondary school, and throughout life.

Ready to join a fast-paced, positive environment backed by supportive leadership and an innovative trust? We're looking forward to receiving your application!

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King's Meadow has become the most friendly, welcoming and supportive school that I have taught at so far. The staff work as a team to provide the very best education for our children, and it is a privilege to be part of this. Each day, the children astound me with their enthusiasm, their politeness and how well-mannered they are.

**Mrs Moore**  
**EYFS Lead**

At King's Meadow Academy, we've created a genuine transformation that you can feel the moment you walk through our doors. Our whole-school approach to behaviour has cultivated a calm, focused, and purposeful learning environment where children can truly flourish. As a highly inclusive school, we emphasize positive reinforcement with clear rewards and consequences—you should see how enthusiastically our children collect their Dojo points and use their Safe Hands around school!



We're constantly evolving to deliver exceptional learning experiences that capture imaginations and stretch abilities. Our refreshed curriculum isn't just designed by leadership—our teaching staff actively shape it and other key aspects of school life. This collaborative approach is at the heart of everything we do. We firmly believe (with full backing from our Waterton colleagues) that "collaboration is the stuff of growth."



Investment in our people isn't just talk—it's action. We currently have leaders pursuing NPQ qualifications and our first cohort of Teaching Assistants working toward Level 5 apprenticeships. We're active participants in the

Reading Fluency strategy, implementing evidence-based practices that make a real difference in the classroom.

Our passionate, dedicated staff team creates a space where children feel safe to be curious, reflective, and take measured risks—building the resilience they'll need throughout life. Our curriculum doesn't just deliver knowledge; it nurtures the whole child.

While our academic journey has been remarkable, we're equally focused on strengthening our community connections. Building positive relationships with parents and carers isn't an afterthought—it's essential to supporting each child's learning journey.

We take pride in our strong parent partnerships and are committed to being a vibrant hub within our local community. At King's Meadow Academy, we're not just teaching children; we're helping shape the future of Kinsley.

“

The children are amazing and make all our hard work worthwhile. It's a strong team who are dedicated to improving school opportunities for our children and families.

**Miss R Peace**  
**Class Teacher**

**Lauren Penny (Executive Headteacher)**  
**Kerry Williams-Kendall (Head of School)**

## Why Choose King's Meadow Academy?

King's Meadow is buzzing with energy and packed with opportunity! There's never a dull moment in our vibrant school where fresh ideas take flight every day.

Our leadership team gets it—teaching isn't just a job, it's an art form. That's why we make sure our staff have the breathing room, tools, and backup they need to really shine at what they do.

You should see our positive reward system in action! It's not just something we talk about—our kids and staff have totally embraced it, creating an atmosphere where achievements (big and small) are celebrated all day, every day.

Our parents are genuinely amazing too. They've not only supported our journey but have become our biggest cheerleaders as they've witnessed the incredible changes we've made together.

We're heading somewhere special, and we want passionate, can-do people who don't give up when things get tough to join our team. If you bring your A-game and believe in making a real difference, you'll fit right in at King's Meadow Academy!



## Our Pupils

Waterton Academy Trust serves communities with some of the highest levels of deprivation in the region, and in the country. In response, we place children's well-being, voice, and enrichment at the very heart of our work. We believe that every pupil, regardless of background, should feel the full benefit of belonging to a trust that puts their experience of school first.

Pupil voice is not just encouraged - it's embedded in our decision-making. Our elected Children's Parliament meets regularly with the CEO and Headteachers, sharing their views and shaping priorities for improvement. Their efforts were recognised nationally, receiving a letter of commendation from former Prime Minister Theresa May.

Beyond the classroom, we create rich and joyful experiences that promote creativity, confidence, and healthy living. Our roaming art gallery, Waterton's Got Talent, and Waterton Young Chef of the Year celebrate the diverse talents of our pupils, while our annual MATlympics and extensive sports offer promote inclusion, teamwork, and well-being.

These experiences are not just events; they are integral to our mission—ensuring that every child in a Waterton school is heard, celebrated, and empowered to thrive.

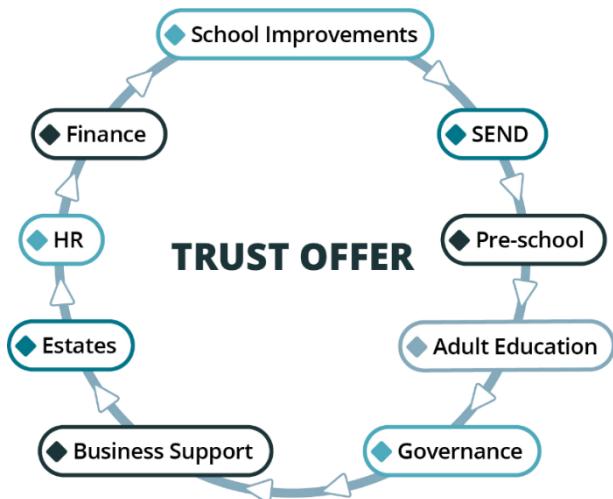


## Trust Offer

At Waterton Academy Trust, we are proud to provide a consistent, high-quality offer that enables every school - regardless of size, Ofsted rating, or context - to thrive. Our Trust Offer ensures that all academies benefit from the same comprehensive package of educational and operational support, tailored to meet individual school needs while remaining accessible to all.

This offer is underpinned by our belief that school leaders should be able to focus their time and energy on what matters most: delivering excellent teaching and learning. By reducing operational burdens and providing high-quality, evidence-informed school improvement support, we create the conditions in which pupils and staff can flourish.

Our investment in a strong and expert central team means that every school can draw upon specialist support in areas such as safeguarding, governance, curriculum, finance, HR, IT, estates, marketing, and data protection. This support is complemented by access to legal advice and professional development, including high-impact CPD, leadership development, and coaching.



The Trust Offer is more than a service package - it's a reflection of our values. It supports excellence, equity, and collaboration across all Waterton schools, enabling leaders to deliver the very best for their pupils, every day.

**To read about impact in 2024, please read our annual report to stakeholders on the Trust website.**

<https://www.watertonacademytrust.org/academies/trust-performance/>

## Job Description – Teacher

<b>Job Title</b>	Teacher
<b>Responsible for</b>	Carrying out the professional responsibilities of a teacher, upholding the Professional Teachers' Standards (DFE) and the supervision of support staff when deployed to contribute to pupils' learning
<b>Reporting to</b>	Executive Headteacher / Head of School
<b>Key Job Purpose</b>	<p>To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils          Ensure delivery of high quality teaching and learning for which they are accountable</p> <p>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 in the best interests of their pupils. (Teachers' Standards, DFE, 2011)</p> <p>Teachers' Standards, DFE, 2011. A teacher must:</p> <ul style="list-style-type: none"> <li>• Set high expectations which inspire, motivate and challenge pupils (TS1)</li> <li>• Promote good progress and outcomes by pupils (TS2)</li> <li>• Demonstrate good subject and curriculum knowledge (TS3)</li> <li>• Plan and teach well-structured lessons (TS4)</li> <li>• Adapt teaching to respond to the strengths and needs of all pupils (TS5)</li> <li>• Make accurate and productive use of assessment (TS6)</li> <li>• Manage behaviour effectively to ensure a good and safe learning environment (TS7)</li> <li>• Fulfil wider professional responsibilities (TS8)</li> <li>• Demonstrate consistently high standards of personal and professional conduct (PART TWO)</li> </ul>
<b>Planning, Development and Co-ordination</b>	<ul style="list-style-type: none"> <li>• To set challenging teaching and learning objectives which are relevant to all pupils in their classes.</li> <li>• To use teaching and learning objectives to plan lessons and sequences of lessons.</li> <li>• To select and prepare resources, and plan for the effective and safe organisation, taking into account pupils' interests, learning needs, language and cultural backgrounds, with the help of support staff where appropriate.</li> <li>• To contribute to the teaching team, meetings and events.</li> <li>• To plan for the deployment of support staff where deployed to contribute to pupils' learning.</li> <li>• To plan for opportunities for pupils to learn in and outside of school contexts.</li> </ul>

	<ul style="list-style-type: none"> <li>• To produce long, medium and short term plans in accordance with the school's policies and procedures and within required deadlines.</li> </ul>
<b>Teaching, Learning and Classroom Management</b>	<ul style="list-style-type: none"> <li>• To have high expectations which inspire, motivate and challenge pupils and build successful relationships centred on teaching and learning.</li> <li>• To establish a purposeful and stimulating learning environment where diversity is valued and where pupils feel safe, secure and confident.</li> <li>• To teach the required knowledge, understanding and skills relevant to the curriculum for pupils in their age range.</li> <li>• To teach well-structured sequences of lessons and schemes of work which interest and motivate pupils, make learning objectives clear, employ interactive teaching methods and provide collaborative opportunities.</li> <li>• To promote active and independent learning that enables pupils to think for themselves and plan and manage their own learning.</li> <li>• To differentiate teaching to meet the needs of pupils of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to promote good progress and outcomes by all.</li> <li>• To organise and manage teaching and learning time effectively.</li> <li>• To organise and manage the physical teaching space, tools, materials and resources safely and effectively with the help of support staff where appropriate.</li> <li>• To set high expectations for pupils' behaviour and conduct and establish a clear framework for classroom discipline in line with the school's policy. Anticipate and manage pupils' behaviour constructively and promote self-control and independence.</li> <li>• To use IT effectively to enhance the delivery of teaching and learning.</li> <li>• To take responsibility for teaching a class or classes over a sustained and substantial period of time.</li> <li>• To provide homework which consolidates and extends work carried out in the class and encourages pupils to learn independently.</li> <li>• To work collaboratively with other professionals and manage the work of support staff to enhance pupils' learning.</li> <li>• To recognise and respond promptly and effectively to equality issues as they arise in the classroom and challenge stereotyped views, bullying and harassment in accordance with the school's policies and procedures.</li> <li>• To create a culture which shows 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).</li> <li>• Be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and</li> </ul>

	<p>security, confidentiality and data protection, reporting all concerns to an appropriate adult.</p> <ul style="list-style-type: none"> <li>• To attend and participate in regular meetings.</li> <li>• To participate in training, continuous professional development and other learning activities as required including participation in the school's appraisal and capability arrangements.</li> </ul>
<b>Monitoring and Assessment</b>	<ul style="list-style-type: none"> <li>• To make appropriate use of the school's monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives.</li> <li>• To use monitoring and assessment information to improve planning and teaching for improved learning outcomes.</li> <li>• To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support pupils as they learn.</li> <li>• To involve pupils in reflecting on, evaluating and improving their own performance and progress.</li> <li>• To assess pupils' progress accurately against appropriate standards.</li> <li>• To identify and support pupils with differing levels of ability and those experiencing behavioural, emotional and social difficulties.</li> <li>• To identify levels of attainment for pupils learning English as an additional language.</li> <li>• To record pupils' progress and achievements systematically, providing evidence of the range of their work, progress and attainment overtime to inform planning.</li> <li>• To report on pupils' attainment and progress to parents, carers and other professionals in accordance with the statutory reporting and assessing frameworks.</li> </ul>
<b>Subject Co-ordination and Leadership</b>	<ul style="list-style-type: none"> <li>• To implement and review the school's development plan in conjunction with the Senior Leadership Team and/or line manager.</li> <li>• To develop and audit schemes of work and other documentation related to the use of the subject within school and to support cross curricular delivery including subject support for colleagues to enable curriculum requirements to be met</li> <li>• To develop strategies for the use of the subject to promote new teaching methods and improve learning throughout school and to monitor their effectiveness in raising standards of teaching and learning.</li> <li>• To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice.</li> <li>• To manage the resources available for the subject and make recommendation in order to maintain and develop curriculum provision.</li> </ul>
<b>Core Duties</b>	<ul style="list-style-type: none"> <li>• The education and welfare of a designated class/set groups in accordance with the Conditions of Employment of School Teachers as laid down in the current Pay and Conditions Document.</li> </ul>

	<ul style="list-style-type: none"> <li>• To ensure that the requirements of the National Curriculum (2013), EYFS Statutory Framework (2023) and KCSIE (2023), the school aims and all policies agreed by the Governing Body and Waterton Academy Trust are fully complied with.</li> <li>• To wholly commit to ensuring children and young people are fully supported and safe. To safeguard all children and young people whilst promoting their welfare.</li> </ul>
<b>Expectations of All Employees</b>	<ul style="list-style-type: none"> <li>• Contribute to and uphold the overall vision and ethos of Waterton Academy Trust.</li> <li>• Recognise own strengths and areas of expertise and use these to inspire, advise and support others.</li> <li>• Promote teamwork, working in partnership to ensure effective working relations.</li> <li>• Treat all users of the Academies within the MAT with courtesy and consideration.</li> <li>• Be aware and comply with all Waterton and Academy Policies at all times.</li> <li>• To comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.</li> <li>• To be aware of and support difference and ensure equal opportunities for all.</li> <li>• To maintain a presence in local and national professional networks and through these, and other means, ensure a continuous overview of appropriate policies and developments to keep abreast of current and best practice.</li> <li>• To prepare policy and review papers as required and requested.</li> <li>• To participate in training and other learning activities and performance development as required.</li> <li>• To maintain confidentiality at all times in respect of Academy related matters.</li> <li>• Other duties commensurate with the grade of the post as directed by the CEO and DCEO.</li> </ul>
<b>Additional Information</b>	<p>The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.</p>
<b>Characteristics of the Post</b>	<p>Employees are encouraged to participate in training activities in order to enhance their own personal development.</p> <p><b>The employment checks are required:</b></p> <ul style="list-style-type: none"> <li>• Evidence of entitlement to work in the U.K.</li> <li>• Evidence of essential qualifications – see job specification</li> <li>• Two satisfactory references</li> <li>• Confirmation of medical fitness for employment</li> <li>• Registration with appropriate bodies (where applicable)</li> </ul> <p><b>The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:</b></p> <p><b>Evidence of a satisfactory safeguarding check e.g. DBS check at the relevant level.</b></p>

## Next Steps

For further information about the opportunity please contact the school office on 01924 967607 or [kingsmeadowoffice@watertonacademytrust.org](mailto:kingsmeadowoffice@watertonacademytrust.org)

### To Apply

Please submit applications via My New Term.

### Selection Timeline

**Closing Date:** Friday 27<sup>th</sup> February 2026 - midday

**Shortlisting:** Monday 2<sup>nd</sup> March 2026

**Interviews:** Monday 9<sup>th</sup> March 2026

**Start Date:** April 2026

*Waterton Academy Trust is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare and expect all staff and volunteers to share this responsibility. An enhanced DBS check is required for the successful candidate, this process is completed by an online third party company. The position is also subject to two satisfactory references. Shortlisted candidates will be asked to provide details of any unspent convictions and those that would not be filtered, prior to the date of interview. We are committed to treating all applicants fairly and have a policy on the recruitment of ex-offenders which is available to applicants on request. Waterton Academy Trust is wholly committed in ensuring that all employees, future employees and applicants are treated equally regardless of age, disability, gender reassignment, marriage and civil partnership, maternity, race, religion and belief, sex and sexual orientation.*

*It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.*