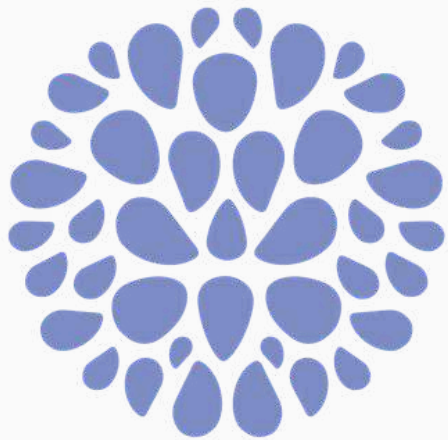




ADVANTAGE  
SCHOOLS



THE LINDEN  
ACADEMY

# WHY WORK FOR US?

## ABOUT ADVANTAGE SCHOOLS

At Advantage Schools, we aim to provide all children with the highest quality of teaching of an excellent curriculum, which enables them to become highly educated and active participants of society.

You'll be working alongside an expert team of colleagues within a forward thinking, collaborative and supportive trust.

We provide sector-leading professional development and offer extensive networking opportunities, and excellent opportunities to develop and grow in a successful and expanding trust.

## ABOUT THE ROLE AND YOUR APPLICATION

This post would suit a highly motivated individual whose values are aligned with ours.

You need to want this school to be the best, full stop.

You will be well supported in developing your competencies as a valued member of our team and you'll be working alongside a smart group of friendly and supportive colleagues in order to achieve our ambitions collectively.

To apply, you should include a letter with your application form on no more than two sides of A4, giving your reasons to for applying for the post, addressing information you have read in the pack with particular reference to the person specification and outline any relevant experience you would bring to the trust. Please do not send a generic letter; we really are looking for someone who is prepared to respond to us as an individual trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.

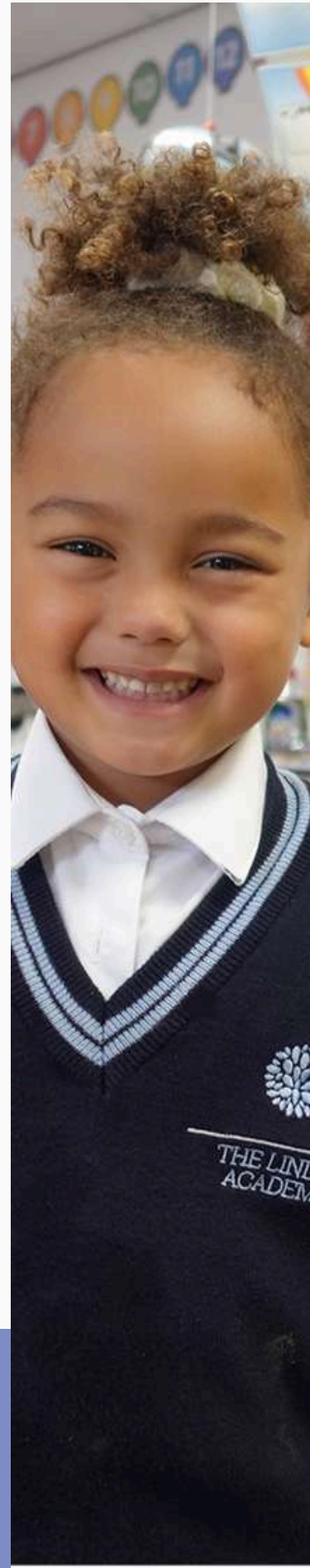
Please read the information in this pack. If you are interested in this job opportunity, please apply online today via our career site on: [www.advantageschools.co.uk/join-us/work-for-us](http://www.advantageschools.co.uk/join-us/work-for-us)

## SAFEGUARDING

'The safeguarding and welfare of children is paramount and all our staff share this view. Applicants must be willing to undergo safeguarding and child protection checks including with past employers and the Disclosure and Barring Service.

## ABOUT THE LINDEN ACADEMY

- At The Linden Academy, we put our children at the heart of everything we do, to serve our local community
- You'll be working alongside a collaborative, forward thinking, friendly and supportive team of around 50 staff
- Unparalleled CPD opportunities with The National College catered to your development needs
- Excellent opportunities to develop and grow in a successful and expanding Trust
- Fantastic children with a wonderful desire to learn
- Employee of the month scheme, winning shopping vouchers
- Fantastic staff benefits that make a difference to your work-life balance



## HERE'S WHAT OFSTED HAVE TO SAY

*"Pupils at this school are very well cared for by their teachers and other adults. Relationships are consistently calm, kind and respectful. Pupils are happy to work and play together. They feel and are safe."*

*Ofsted July 2024*

# INTEGRITY, AMBITION, EXCELLENCE

Welcome to Advantage Schools; a high-performing family of ten schools.

We unashamedly believe in high attainment. Our schools seek to transform the life-chances of the young people in our care. We do this through very high expectations – of behaviour and conduct, of hard work and of determination and perseverance – alongside the very best knowledge-based curriculum.

At Advantage Schools, we commit to ensuring that pupils will be able to learn in an environment that is free from disruption so that they can chase their dreams and fulfil the aspirations they share with parents and colleagues. A broad curriculum places pupils in a strong position to question and debate the world around them, making them intellectually resilient and prepares them for citizenship in a democratic society. We believe this is a right of all pupils and one which is empowering.

We also pride ourselves on the additional opportunities available to pupils outside of the classroom. Our extensive extra-curricular programmes include residentials, sports and music so that we develop well-rounded young people.

Our schools work together to provide teachers and support staff with the best possible training. In partnership with families, we work hard to ensure that pupils have the widest possible opportunities in their lives.

Our schools' doors are open in every sense:

- we are in the centre of our communities, inviting them in regularly and celebrating the richness of our local area and those we serve;
- we collaborate with other professionals and schools, sharing our work to benefit pupils across the country;
- we celebrate what we do while maintaining humility in accepting feedback so that we can continue to improve.

We run our schools in the best interests of the pupils, guided by our principle that *"it must be good enough for our own children or those that we care deeply about to be good enough for our pupils"*.

***"Educating children, serving the community, achieving exceptional outcomes."***

**Stuart Lock**  
Chief Executive



# OUR LEADERSHIP

Thank you for taking the time to read our information pack and finding out more about Advantage Schools.

I am very proud of our family of schools. Together we are determined to maximise educational provision in this region, ending educational disadvantage.

At Advantage Schools, we 'punch above our weight'. Despite being a medium-sized trust we have been involved in national policy. We are a delivery partner for the National Professional Qualifications, the Early Career Framework. We deliver very large amounts of bespoke training via the Advantage Schools Knowledge Exchange. We share our work with other like-minded schools and trusts, and work towards being an 'outlier' organisation

Our collaborative partnership of schools provide exceptional educational provision inside and outside of the classroom for all of our children. Our schools ensure that pupils are supported, monitored and encouraged, ensuring that their learning experience will be challenging, rewarding and memorable. Pupils enjoy their time at our academies and give back to the wider community.

I am one of the Department for Education's National Behaviour Advisors, and at Advantage Schools, we have a national reputation for excellent behaviour and a focus on strong outcomes. We take behaviour and curriculum really seriously. Our teachers must be able to teach, and pupils able to learn. Our curriculum is an entitlement for all – we do not make exceptions in our high aspirations. But our families, colleagues and trustees are hungry for more. We will, therefore, recruit a colleague who is hungry for the school and trust to be better still; who will not tolerate mediocrity; who will challenge when required and inspire regularly. This will be underpinned by substantial knowledge about education.

We expect hard work, but we support and manage workload so that you can do the job sustainably.

If you are interested in the post but are unsure whether you have the skills and expertise that would make you ready to apply, please do get in touch for an informal, honest conversation. We can arrange tours of our schools and are happy to put you in touch with relevant colleagues. We will ensure that the right candidate is fully supported with training and through our established support network.

I very much hope that we receive your application.

With best wishes,

Stuart Lock





## ABOUT THE LINDEN ACADEMY

The Linden Academy is a school which serves the heart of the local community as well as taking children from further afield. We are proud to be a very diverse school and regularly celebrate the wide range of cultures and experiences our children and families bring to the school.

A unique feature of The Linden Academy is we intentional smaller class sizes, with classes not exceeding 24. The children are very much at the heart of everything we do; we believe children need to be happy, safe and secure in order to thrive and therefore place care at the very centre of all we do. We focus on instilling five key values in the children – being respectful, being hardworking, being caring, being honest and being understanding.

Our curriculum is designed to be bespoke to our children and our aim is for both teaching and learning to be exciting, relevant and enjoyable.

With a healthy emphasis on the core curriculum and a commitment to learning through modern technologies, TLA children receive a broad and balanced education.

# VALUES



## INTEGRITY, AMBITION, EXCELLENCE

We are a unique family of schools, sharing our practice and beliefs to enable young people to achieve the very highest standards.

At Advantage Schools, we provide exceptional opportunities for all to be knowledgeable with experiences that broaden horizons. We ensure our children, students and adults cultivate a strong self-belief so that they can flourish and develop into successful, well-rounded, self-respecting people.

Our commitment to this vision can be demonstrated by our values.

### INTEGRITY

We provide a caring, nurturing environment where children and young adults feel happy, healthy and supported. Our academies will be places of safety, enabling pupils to develop courage, strong ambition and be the best that they can be.

We act honestly and transparently, advocating for pupils even when this causes difficulties.

We work together to share innovative practice and to provide a wealth of opportunities for all pupils and staff.

We focus on the development of all our colleagues through quality recruitment and retention, with excellent opportunities for clear and dynamic career progression.

### AMBITION

We provide exceptional lessons enabling our pupils to be highly successful.

We share the most impactful approaches to teaching, curriculum and assessment, ensuring an interesting, inclusive and challenging education is on offer in each of our schools.

Our aim is to guarantee excellent 2-19 provision, with clear progression routes for all. You can expect excellent behaviour and conduct at all times, allowing all to make progress and achieve.

### EXCELLENCE

We enable all of our pupils to develop and flourish, through close working and regular communication with our families and local community.

Our Cross-Trust focus is to ensure children are supported to meet ambitious targets and to provide exciting opportunities both inside and outside of the classroom.

# STAFF BENEFITS

We offer a fantastic range of benefits across our trust, supporting our staff in a variety of ways. Ranging from an extensive **Wellbeing package**, to free tea and coffee, you can be reassured that we have your best interests at heart.



Whole trust training events



Free eye test vouchers



Refer a friend £500 bonus scheme



Staff recognition with reward shopping vouchers



Enhanced pension employer's contribution & death in service payment



We are in the process of a big benefit review. Watch this space!



Support for all staff with an experienced licensed counsellor



Cycle to work scheme

## EDUCATIONAL PARTNERSHIPS



## CAREER PROGRESSION

At Advantage Schools, we are committed to helping every colleague grow, thrive, and achieve their full potential. Supporting career progression is at the heart of what we do.

To empower our staff, we provide fully funded opportunities to study for NPQs, along with tailored middle leader training for eligible colleagues.

Additionally, we offer a wide range of CPD training through various partnerships and platforms, giving all staff access to an extensive selection of professional development courses.

Join us and take your career to the next level with our exceptional development opportunities!



All colleagues have access to Perkbox, our Employee Benefits Programme, offering them a huge range of perks from vouchers, hot drinks, cinema tickets, gym classes and so much more. It also offers a substantial **wellbeing package**.

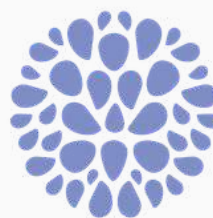


## MEDICAL

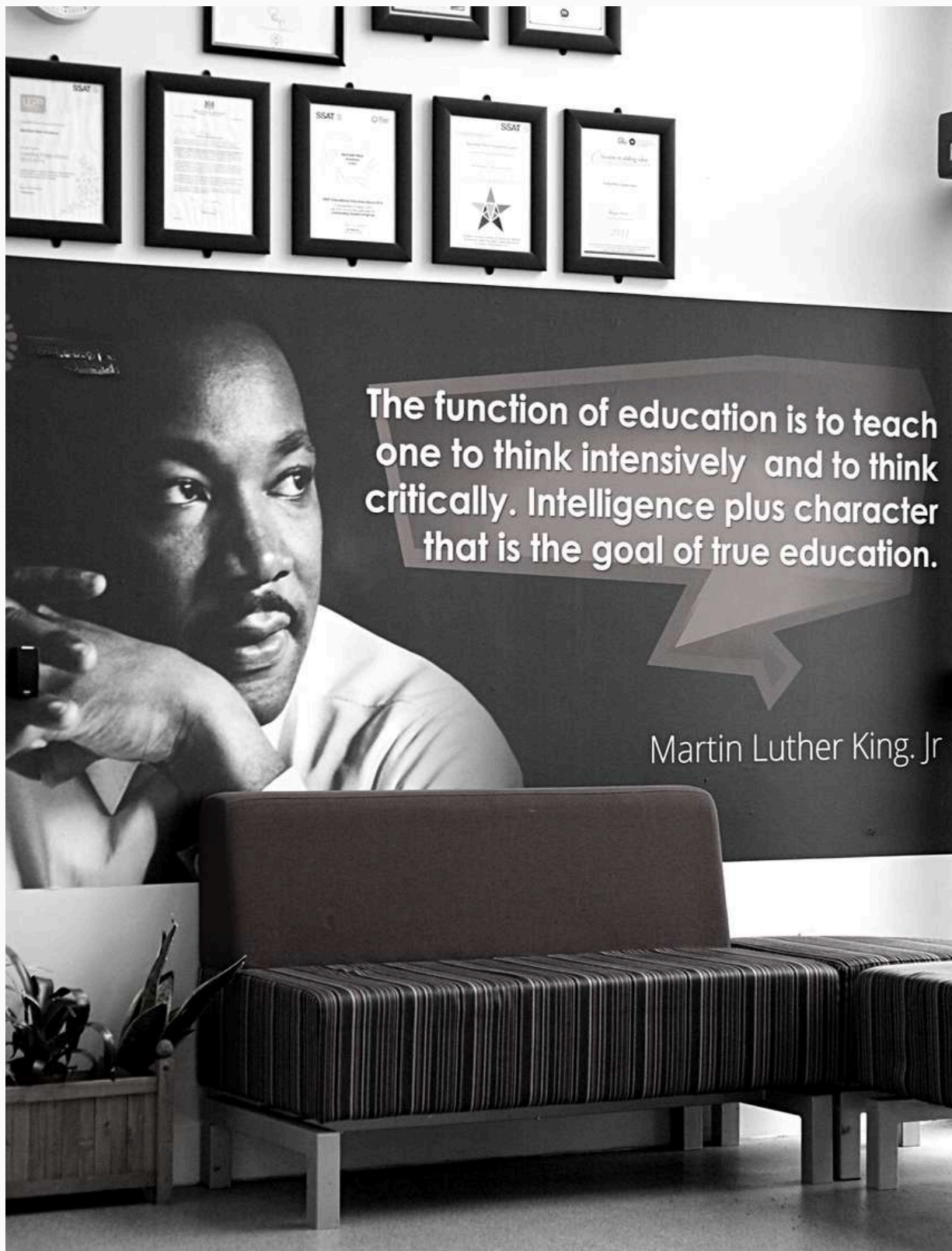
Perkbox also provides 24/7 access to GP appointments, confidential support and guidance through the Employee Assistance Programme.

Colleagues have access to a team of fully qualified counsellors and advisors, with support for a range of emotional, legal and financial issues, along with a wellbeing portal, full of resources and videos

# RECRUITMENT BOOKLET



THE LINDEN  
ACADEMY



SEE MORE AT

[WWW.ADVANTAGESCHOOLS.CO.UK](http://WWW.ADVANTAGESCHOOLS.CO.UK)

## SENDCo

We have an exciting opportunity for an experienced SENDCo to join our team at The Linden Academy and lead the development of our SEND team. We are seeking to appoint an exemplary teacher, who is going to be able to model, coach and mentor teachers, with a focus on high expectations for all pupils, including those with SEND. You will be part of a wider network of SENDCos, regularly meeting with SENDCos within Advantage Schools to share best practice.

As well as being an excellent subject leader or pastoral leader, the candidate should have a proven track record in leading positive change and have the drive and commitment to ensure that high standards are met. The candidate will appreciate and engage with the latest research and be confident enough to deliver school wide CPD.

At The Linden Academy, our values of Integrity, Ambition, Excellence are underpinned by very high expectations and drive in everything that we do. We have a powerful culture which is warm but strict, based on clear routines, systems, and structures. As a result, our teachers enjoy their teaching with impeccable behaviour in lessons and hardworking, highly motivated pupils.

If you are ambitious, enthusiastic and a dedicated SENDCo with a passion for raising standards through excellence in teaching and learning, apply now and join us.

### **The successful candidate will**

- Have Qualified Teacher Status (QTS) & (NASENCO) or National Professional Qualification (NPQ) for Special Educational Needs Co-ordinators.
- Have Data Analysis skills: Ability to track pupil progress, identify gaps in achievement, and measure the impact of specific interventions.
- Have Statutory Framework Expertise: Deep understanding of the SEND Code of Practice, EHCP processes, and funding mechanisms.
- Have experience of Coaching & Mentoring: The ability to upskill classroom teachers and Learning Support Assistants (LSAs) on Quality First Teaching strategies.
- Have proven experience working directly with a diverse range of SEND needs (e.g. ASD, ADHD, Dyslexia, SEMH). Be effective when dealing with Multi-Agency Collaboration.
- Have Resilience & Emotional Intelligence, Exceptional Diplomacy, Solution-Focused Mindset & Authority with Empathy
- Be an experienced leader who can manage staff and support colleagues to achieve targets set.
- Have experience of a multicultural school
- Be committed to safeguarding and promoting the welfare of children and young people
- Have excellent communication skills and enthuse staff and implement ideas

### **Job specifics**

**Start Date:** September 2026 or October 2026

**Salary:** AST 1-6 dependent on experience, plus SEN allowance £2,787

**Job role:** Full time, Permanent

The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.

# Job Description

## Class Teacher for Primary

### PURPOSE OF POST

The appointed candidate will be qualified and experienced in Primary teaching. We are looking for candidates with a passion and proven success of working with children. Applicants should have a clear understanding about effective teaching, raising and sustaining achievement and the support required for well-motivated students. They should be good communicators and should be able to engage effectively.

Following the role and professional responsibilities of teachers. This job description is set within the framework and on the National Standards for Qualified Teachers and is aligned with teacher's expectations for Performance Management.

Responsibilities	Key Tasks	Task Evidence
<b>Teaching Responsibility</b>	<ul style="list-style-type: none"> <li>• Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>• Consistently demonstrate the positive attitudes, values and behaviours which are expected of pupils</li> <li>• Plan and prepare lessons to meet the needs of all pupils.</li> <li>• Use teaching time and resources effectively to promote learning objectives.</li> <li>• Use appropriate classroom organisation for curriculum objectives.</li> <li>• Set/mark appropriate, differentiated/challenging work and monitor completion.</li> <li>• Record and report on the progress and attainment of pupils.</li> <li>• Provide appropriate homework.</li> </ul>	Planning file. Lesson observations.  Work sampling.  Tracking date and pupil report
<b>Pastoral Care and Supervision</b>	<ul style="list-style-type: none"> <li>• Form tutoring</li> <li>• Establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>• Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>• Maintain an ordered and disciplined working atmosphere in lessons.</li> <li>• Provide guidance to pupils on social and behavioural issues.</li> <li>• Supervise pupils in lessons, breaks, moving around the school and off-site.</li> </ul>	Lesson observations.  Planning file and behaviour logs
<b>Communication and Liaison</b>	<ul style="list-style-type: none"> <li>• Inform parents of half-termly curriculum plans.</li> <li>• Attend parent evenings to discuss curriculum issues and pupil progress.</li> <li>• Liaise with parents and outside agencies to support pupils.</li> <li>• Provide relevant information to other schools.</li> <li>• Provide information for Governors and educational agencies.</li> <li>• Attend staff meetings and work collaboratively with colleagues.</li> <li>• Work in partnership with support staff and provide clear</li> </ul>	Parent meetings. Communication to parents. Liaison meetings/transfer forms.



	<p>guidance for class helpers which promotes learning objectives.</p> <ul style="list-style-type: none"> <li>• Adhere to GDPR, H&amp;S and EDI responsibilities</li> </ul>	<p>Committee/staff meeting minutes. Communication books.</p>
<p><b>Performance Management and Training</b></p>	<ul style="list-style-type: none"> <li>• Be accountable for pupils' attainment, progress and outcomes</li> <li>• Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>• Guide pupils to reflect on the progress they have made and their emerging needs</li> <li>• Demonstrate knowledge and understanding of how pupils learn and how this impact on teaching</li> <li>• Make a positive contribution to the wider life and ethos of the school</li> <li>• Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• Communicate effectively with parents with regard to pupils' achievements and well-being</li> <li>• Encourage pupils to take a responsible and conscientious attitude to their own work and study</li> <li>• Attend agreed professional development courses/school INSET to update skills.</li> <li>• Participate in school performance management.</li> <li>• Proactive role in keeping PM file containing suitable evidence for teaching standards and targets set.</li> </ul>	<p>INSET/Training record.</p>
<p>Curriculum and Management Duties</p>	<ul style="list-style-type: none"> <li>• Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> <li>• Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>• 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</li> <li>• Draw up and review, as necessary, with staff and governors, the curriculum maps, schemes of work and policies.</li> <li>• Set up resource areas and manage a curriculum budget.</li> <li>• Monitor planning for the provision of PP, SEND, More able and EAL.</li> <li>• Ensure that subject leader monitoring and development folder are kept up to date.</li> <li>• Monitoring quality and standards of implementation.</li> <li>• Contributing to school planning and self-evaluation.</li> <li>• Providing professional support to other teachers and support staff.</li> <li>• Lead appropriate professional development sessions.</li> </ul>	<p>Policy, scheme of work.</p> <p>Subject leader monitoring sheets.</p> <p>Subject portfolio</p>



**Advantage Schools Teacher Pay Scales 7 to 10 (equivalent to Upper Pay Scale)**

Advantage Schools Teacher Pay Scale (7-12) is the equivalent to Teachers on the Upper Pay Scale who are expected to make a substantial and sustained contribution to building team commitment in line with the statutory requirement to meet threshold standards.

Teachers are expected to contribute significantly to implementing work based policies and practice.

- Teachers are expected to deliver consistently good and outstanding teaching.
- Teachers are expected to ensure that all pupils achieve in line with school expectations, with many exceeding them.
- Teachers are expected to play a proactive role in leading the professional development of key stage colleagues.

**Advantage Schools Teacher Pay Scales 11 to 12 (equivalent to Upper Pay Scale)**

As above and:

Again, equivalent to UPS3 11-12 Teachers play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team with a substantial and sustained approach. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

*This list is by no means exhaustive; it is more of a guide of expected duties. The post holder may therefore be directed by the Head of school to undertake any other duties commensurate with this role.*

## Person Specification

Candidates will be assessed on the following:

Essential Skills	Desirable Skills
<p><b>Professional:</b></p> <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Completion of relevant SENDCo qualification or willingness to undertake the qualification</li> <li>• An enhanced DBS certificate</li> </ul>	<ul style="list-style-type: none"> <li>• Additional professional qualifications</li> </ul>
<p><b>Experience:</b></p> <ul style="list-style-type: none"> <li>• Experience of teaching within Primary education</li> <li>• Proven experience working directly with a diverse range of SEND needs (e.g. ASD, ADHD, Dyslexia, SEMH).</li> </ul>	
<p><b>Skills, Knowledge &amp; Aptitude:</b></p> <ul style="list-style-type: none"> <li>• Ability to create a stimulating learning environment</li> <li>• An understanding of the role of assessment in teaching and learning</li> <li>• An ability to communicate effectively with parents and other members of staff both orally and written</li> <li>• Willingness to involve parents in their child’s learning</li> <li>• A caring and supportive attitude towards all children and a commitment towards meeting the needs of children of all abilities</li> <li>• Ability to manage appropriately children’s behaviour.</li> <li>• Ability to teach in a fully inclusive environment</li> <li>• An ability to plan coherently and seek further opportunities to enhance the curriculum</li> <li>• A sound Knowledge of National Curriculum at Key Stage 1 and 2</li> <li>• Positive role model with strong leadership skills.</li> <li>• Self-motivated, creative and confident</li> <li>• Willingness to learn, share experiences and influence the work of others</li> <li>• Ability to work effectively and flexibly both independently and as part of a team and meet deadlines</li> <li>• Ability to lead, advise and manage other staff within the classroom environment</li> <li>• Confidence and appropriate training</li> <li>• Computer literate</li> <li>• Experience of leading an area of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• A good understanding of school self-evaluation</li> <li>• Ability to demonstrate a clearly identified personal educational philosophy</li> <li>• A clear vision of their immediate professional development needs</li> <li>• A sound understanding of different learning styles</li> <li>• Experience of leading the development of a school policy</li> <li>• A good understanding of work-life balance and how to achieve this</li> </ul>

<ul style="list-style-type: none"> <li>• Ability to reflect upon one’s practice, to evaluate performance (both strengths and areas for development) and to seek further professional development</li> </ul>	
<p><b>Personal:</b></p> <ul style="list-style-type: none"> <li>• Well organised and efficient</li> <li>• Ability to work on own initiative</li> <li>• Ability to work as part of a team within a busy environment – good team player</li> <li>• Excellent verbal and written skills</li> <li>• Enthusiastic with a positive approach to new ideas and developments</li> <li>• Flexible to meet the changing needs of the school</li> <li>• Energy, drive and enthusiasm to support change in the future development of the school</li> <li>• Self-motivated</li> <li>• Demonstrate commitment</li> <li>• Approachable and compassionate</li> <li>• Aspirations for the future</li> </ul>	

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.