



Inspire Education Trust

Together we achieve, individually we grow

# RECRUITMENT PACK

## Class Teacher



**Hearsall**

Community Academy



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## WELCOME FROM OUR CEO



It is my pleasure to welcome you to Inspire Education Trust.

At Inspire Education Trust we are passionate about making a difference to the lives of our pupils. They are at the heart of everything we do and we strive to inspire all learners, and want all our schools to be the best they can be and for each and every child, to discover the skills, abilities, talents and interests that lie within them.

We believe in working in partnership, enabling us to ensure all children and pupils achieve their full potential. Our schools know the impact that working collaboratively can bring.

Our schools have a desire to question, change and innovate to ensure that what they provide enables our children to become successful learners, confident individuals and responsible citizens.

At the same time, we recognise the importance for each school to retain and promote their individual identity. Every school has its own context and challenges. This is why we encourage our member schools to lead and manage in a way that preserves that individual identity and responds to the specific needs of their children and community.

The combination of autonomy and collaboration across key areas of leadership and management, underpinned by shared values and best practice is what makes our schools special.

**Lois Whitehouse – CEO**

## DEPUTY CEO



We put the quality of education at the core of our vision. Our school improvement strategies provide an excellent framework to deliver a truly broad, balanced and inclusive curriculum with an emphasis on co-curricular activities such as Arts, Music and Sports from age 2 to 18. We believe that every child is a powerful learner.

We are a progressive Trust with an excellent track record of Primary school improvement across our portfolio of 8 schools, 7 of which are Primary schools.



We have strong models of Primary school improvement alongside high-quality implementation and delivery. We have proven able to deliver high standards of education, systematically, through excellent improvement practice that incorporates knowledge building, evidence-informed professional development, and the creation of communities of improvement.

As a successful Trust we deploy the expertise of specialist primary teachers and leaders across our schools to ensure maximum impact.

The goal is for every member of staff, in every classroom to be as **good as they can be** in what they teach (the curriculum) and how they teach (pedagogy), e.g., paired planning time with subject/ teaching expert to develop teacher confidence and pedagogy.

Coaching conversations with teachers/ leaders so that developments come directly from them to motivate and signpost independent improvements through self-study documents such as WALKTHRUS and external courses. This will allow capacity to be enhanced so that teachers can then improve each other and hone/ innovate practice. Once practice is embedded and impactful, we would look to develop leaders of these areas externally to innovate and lead future practice in their school and more widely across the Trust.

We are constantly refining the way we support, challenge, and improve our schools. At the heart of our approach is first-class teaching.

**Rob Darling – Deputy CEO**

## ABOUT THE ROLE

<b>Post Title</b>	<b>Class Teacher</b>
<b>Salary Range</b>	<b>TMS</b>
<b>Reporting to</b>	<b>Head Teacher</b>
<b>Status</b>	<b>Fixed term contract, All year round, 1.0 FTE</b>
<b>Flexibility</b>	<b>Job flexibility</b>

### **Job Purpose:**

We are seeking to appoint an inspiring primary classroom practitioner to join our friendly and supportive team from September 2026.



## Main Duties and Responsibilities

### Teaching:

- Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work
- Be aware of the most effective pedagogical strategies for delivering individual lessons
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Adapt teaching to respond to the strengths and needs of pupils
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Participate in arrangements for preparing pupils for external tests
- Whole-school organisation, strategy and development
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school and Trust's values and vision
- Make a positive contribution to the wider life and ethos of the school and Trust
- Work with others on curriculum and pupil development to secure coordinated outcomes
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach

### Behaviour and Safety:

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures



#### Professional development:

- Take part in the school's appraisal procedures
- Take part in further and actively use training and development provided in order to improve own teaching
- Where appropriate, take part in the appraisal and professional development of others
- Take time, where applicable, to develop own pedagogical knowledge and understanding by referencing latest research by Education Endowment Foundation (EEF), The Sutton Trust and other relevant professional bodies.

#### Communication & Collaboration:

- Work collaboratively with others to develop effective professional relationships in own school and across the Trust
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with other schools and colleagues within Inspire Education Trust and relevant external bodies
- Make a positive contribution to the wider life and ethos of the school and Inspire Education Trust
- Personal and professional conduct
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

#### Safeguarding and Child Protection:

- Knows what to do if they have concerns about a child
- Takes on the responsibility for providing a safe environment and promoting children's welfare
- Undertakes regular safeguarding and child protection training
- Familiarises themselves with *Keeping Children Safe in Education part 1* (KCSIE) and local policies and procedures as directed by the trust/academy

All staff are expected to know what to do if they have concerns about a child, take on the responsibility for providing a safe environment and promoting children's welfare, undertake regular safeguarding and child protection training and, familiarise themselves with KCSIE part 1 and local policies and procedures as directed by the trust/academy.



## PERSON SPECIFICATION – Class Teacher

		Essential	Desirable
<b>Education and Qualifications</b>	Qualified Teacher Status	✓	
	Evidence of continuing and recent professional development relevant to the post		✓
<b>Experience</b>	Experience of promoting positive behaviour conducive to learning and which is focused on raising standards	✓	
	Experience of teaching in the relevant Key Stage and year group		✓
	Teaching in classes with high number of children with SEN and EAL needs		✓
<b>Skills and Knowledge</b>	Knowledge and understanding of current theory and best practice in learning and teaching	✓	
	Understanding of a diverse range of teaching and learning styles and techniques	✓	
	The theory and practice of providing effectively for the individual needs of all children	✓	
	Statutory National Curriculum requirements at the appropriate Key Stage	✓	
	The monitoring assessment, recording and reporting of pupils' progress	✓	
	The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection	✓	
	Good understanding of effective procedures for managing and promoting positive behaviour among pupils	✓	
	The positive links necessary within school and with all its stakeholders	✓	
	Latest research around effective teaching and learning strategies to maximise pupil outcomes		✓
	Develop good personal relationships within a team	✓	



	Establish and develop close relationships with parents, governors and the community	✓	
	Communicate effectively (both orally and in writing) to a variety of audiences	✓	
	Create a happy, challenging and effective learning environment	✓	
	ICT skills	✓	
	Ability to create a happy, challenging and effective learning environment	✓	
	Innovative practice in using ICT/ digital technology in the classroom		✓
<b>Classroom Management</b>	Insistence on high standards and expectations of children	✓	
	Well organised and managed classroom where children are independent	✓	
	A creative and exciting learning environment, where children's work is well displayed	✓	
	Work planned to a high standard and regular assessment of children's achievements carried out	✓	
<b>Personal Qualities</b>	Dedicated to our vision that all children are entitled to a first-class education	✓	
	Possesses a genuine belief that all children are equal and celebrates the diversity in our school communities	✓	
	Self-motivated and able to work on own initiative without supervision	✓	
	Works with honesty and integrity	✓	
	Emotional resilience in working with challenging behaviour	✓	
	Recognises the importance of protecting their own personal wellbeing	✓	
	Committed to making children feel happy, safe and secure	✓	
	Approachable and empathetic	✓	
	Enthusiastic, organised. Patient and resourceful	✓	
<b>Safeguarding and Child Protection</b>	Understands their role in safeguarding and protecting children or a keen willingness to learn this	✓	
	Develops appropriate professional boundaries with children. Knows not to build friendships	✓	



	Awareness of the key safeguarding processes in schools or willingness to understand these	✓	
	In-depth understanding of the requirements of Keeping Children Safe in Education		✓
	A realistic appreciation of the challenges involved in working with children		✓
	Committed to improving safeguarding processes and practices. Sees it as part of their job		✓
<b>Professional Development</b>	Willing to participate in further appropriate professional development	✓	
	Positive approach to own continuous personal professional development and training		✓

### CORE COMPETENCIES

Clear understanding and commitment to safeguard and protect children

Adopts an inclusive approach respecting diversity in all forms

Conscientiously adheres to school / trust policies and procedures and works ethically

Works in a way, which abides to the school values of Excellence, Resilience, Nurturing, Fairness and Partnership

Embraces the vision "Together we achieve, individually we grow" and devotedly helps all students achieve this.



## ABOUT HEARSALL ACADEMY



**Hearsall**  
Community Academy

## FACTS AT A GLANCE

**2-FORM ENTRY**

**NUMBER OF PUPILS: 465**

**NUMBER OF STAFF: 66**

**BASED IN: EARLSDON, COVENTRY**

## WELCOME FROM HEADTEACHER



Hearsall is a thriving, diverse school in a fantastic Edwardian building, which has been serving the local community for over 100 years. We are proud of our warm and nurturing environment which is full of enthusiastic children and staff who are committed to supporting children to achieve their best.

Community is at the heart of everything we do and we work closely with our community of parents, carers, governors and extended families who provide invaluable support for the school including events and fundraising.

We are also part of the Inspire Education Trust community which encompasses 7 other schools. We all work closely together to ensure children are inspired and supported to achieve their full potential.

At Hearsall we are passionate about creating a learning environment and ethos which engages and motivates our learners to work hard and flourish. We want to develop children's skills of independence, resilience, collaboration and respect to prepare them with life skills for the future. Our





theme curriculum is carefully designed to inspire children and ensure they love learning with enriching and creative experiences.

We look forward to seeing you in school.

**Claire Jones – Headteacher**

## OUR SCHOOL VALUES

Our **school motto** is 'Reach your true potential'

Our whole school community values the contribution every child brings, which makes our school a happy and fun place to learn and work. Our **mission statement** is: 'Together We Achieve, Individually We Grow' and this sentiment underpins all we do.

Our purpose is to provide our children with a broad and balanced curriculum, allowing all of our children to flourish academically, socially and emotionally, building the skills to 'live life in all its fullness' and reach their given potential as individuals and as a collective. Our Vision and Values are lived daily by all within our school community. We are proud to celebrate our diverse demographic, which in turn allows us to support the wellbeing of staff and children alike. Inclusivity is at the heart of everything we do, we celebrate different faiths and beliefs which in turn builds a sense of achievement, resilience and mutual trust.

We consider Hearsall to be at the heart of the community. We work alongside our families, local residents and regional businesses to support the local community throughout the year. We support charities, celebrate successes and provide a hub for the local community during times of difficulty. We aim to support well-being by being an active part of the local community, visiting those who need it most and celebrating successes and achievements of those in the locality.

In our school, inclusivity is at the heart of everything we do. We celebrate different faiths and beliefs.

- In our school community, **we aim** to create an atmosphere of trust and understanding in which the sanctity of the individual is cherished and where the children and adults show consideration, courtesy, and respect for each other at all times.
- **We aim** to overcome any barriers to learning in order that children achieve their full potential.



- **We aim** for all members of our school community to feel safe, secure and successful.
- **We aim** to provide a dynamic and responsive curriculum, which stimulates a life-long love of learning through which children develop the skills necessary to be successful citizens of the future.
- **We aim** for the children to be independent learners and feel confident to make decisions and take responsibility for their learning.
- **We aim** to constantly provide opportunities for children to engage with current and new technologies to enhance their learning experiences.
- **We aim** to develop effective partnerships between home, school, local, national and global communities.





## ABOUT INSPIRE EDUCATION TRUST

Inspire Education Trust is an Multi Academy Trust that grew from a shared belief that children deserve a first-class education, so that each child and student understands what they are capable of, and what talents they have, and strives for excellence in themselves to succeed in the next stage of their education and the world of work.



**Inspire Education Trust**  
Together we achieve, individually we grow

We understand that every member of our staff is here for the best interest of our children. With them, we want to ensure that every child is valued and that the unique identity of each of our schools is protected, celebrated, and recognised for the contribution it makes to ensuring our pupils have the best education and experiences.

### Inspire Education Trust is made up of 8 schools.

- Arley Primary School, New Arley, Warwickshire (2024)
- Blue Coat Church of England School & Music College, Stoke, Coventry (2020)
- Clifford Bridge Academy, Binley, Coventry (2015)
- Frederick Bird Primary School, Hillfields, Coventry (2024)
- Hearsall Community Academy, Earlsdon, Coventry (2017)
- Stockingford Academy, Nuneaton, Warwickshire (2019)
- Walsgrave Church of England Academy, Walsgrave, Coventry (2015)
- Whittle Academy, Walsgrave, Coventry (2015)

### Our Trust Motto encapsulates the beliefs and ideals of our family of schools.

*"Together we achieve, individually we grow"*

**OUR TRUST**

- Arley Primary Academy
- Blue Coat Church of England School & Music College
- Clifford Bridge Academy
- Frederick Bird Academy
- Hearsall Community Academy
- Stockingford Academy
- Walsgrave Church of England Academy
- Whittle Academy

## KEY FACTS AT A GLANCE

7 PRIMARIES & 1 SECONDARY

MIXED MAT – 2 CHURCH OF ENGLAND SCHOOLS

5,000+ PUPILS AS OF JAN 2024

709 STAFF

OPERATING OVER 2 LOCAL AUTHORITIES



Inspire Education Trust

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## STAFF WELLBEING & SUPPORT 'THE LITTLE THINGS'

At Inspire Education Trust, we are committed to working towards the best balance of hard work, commitment and wellbeing as well as avoiding the burden of unnecessary tasks. Our trust leaders aspire that all colleagues are fit, well and content at work. Some of the little but important things we give back to staff are listed below; new ideas are always welcome.



External coffee van visits site for staff use



Support for new staff starters who join Inspire Education Trust (e.g buddy pairing)



Calendars regularly reviewed with staff workload in mind



No Student or class data collected for data's sake



Prayer and worship time across our CofE schools



8 free external counselling sessions for all staff



PPA time designed to promote a healthy work life balance



Dedicated classroom wherever possible for all teaching staff



Free Wellbeing App Subscription



Time off for staff wellbeing



Staff wellbeing integral to the appraisal process.



Enhanced paternity leave for all staff - 1 week at full pay and 1 week at Statutory Paternity Pay



Gym and fitness membership discount through CV-Life (based in Coventry)



Flexible and generous approach to family appointments, children's events, nativities, sports days etc



Opportunities for staff to get involved in sport and physical activity



Opportunities for career development always considered



Measured approach to lesson drop-ins



Staff marking & workload group to guide and develop policy



Communications protocol which promotes a healthy work life balance



Cycle to work scheme



Approachable Senior Leadership Teams



Staff social events (e.g time to talk)



Staff wellbeing champion network of support



EAP (Employee Assistance Programme) - Health Assured



Employer pension contributions of 23% + for teaching and support staff.



Generous holiday allowance for all year-round support staff (28 days annual leave, plus 8 bank holidays. Increasing to 33 days after 5 years of service)



Access to trained Mental Health First-Aiders for all Staff



## MAKING AN APPLICATION

Applications for this post will only be accepted using the electronic application form on the My New Term website using the URL: <https://www.ietrust.org/vacancies/>

The closing date for applications is Friday 5<sup>th</sup> June 2026

Interested candidates are encouraged to contact [lucy.vickers@hearsallacademy.org](mailto:lucy.vickers@hearsallacademy.org) to arrange an initial conversation with [Claire.jones@hearsallacademy.org](mailto:Claire.jones@hearsallacademy.org).

Applicants are advised to contact [hearsalladmin@hearsallacademy.org](mailto:hearsalladmin@hearsallacademy.org) if they wish to organise a visit to the school.

Shortlisting will take place, and all candidates will then be contacted by email.

Shortlisted candidates will need to be available for interview on Monday 15<sup>th</sup> June 2026

If you have any questions relating to the application process, see the FAQ's page and if you still have a question - please do let us know by contacting [Catherine.alexander-gamble@ietrust.org](mailto:Catherine.alexander-gamble@ietrust.org)

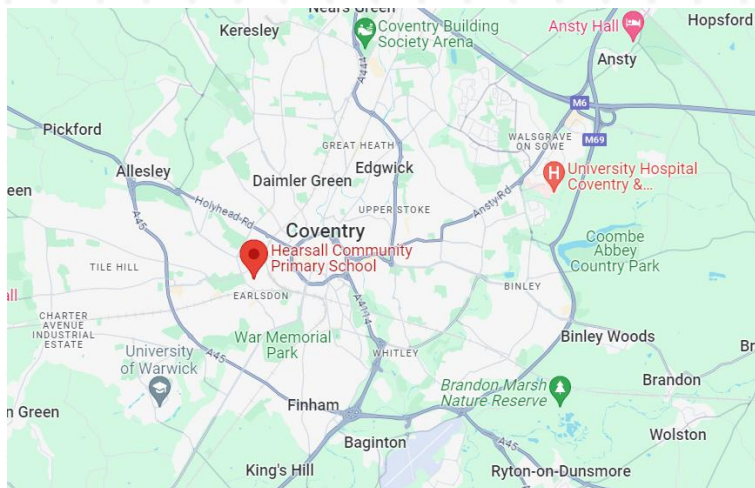
We look forward to hearing from you.





## HOW TO FIND US

If you arrange a visit or are successfully shortlisted for an interview, then you will need to visit our school. Please see the below for guidance and directions on how to find Hearsall Community Academy.



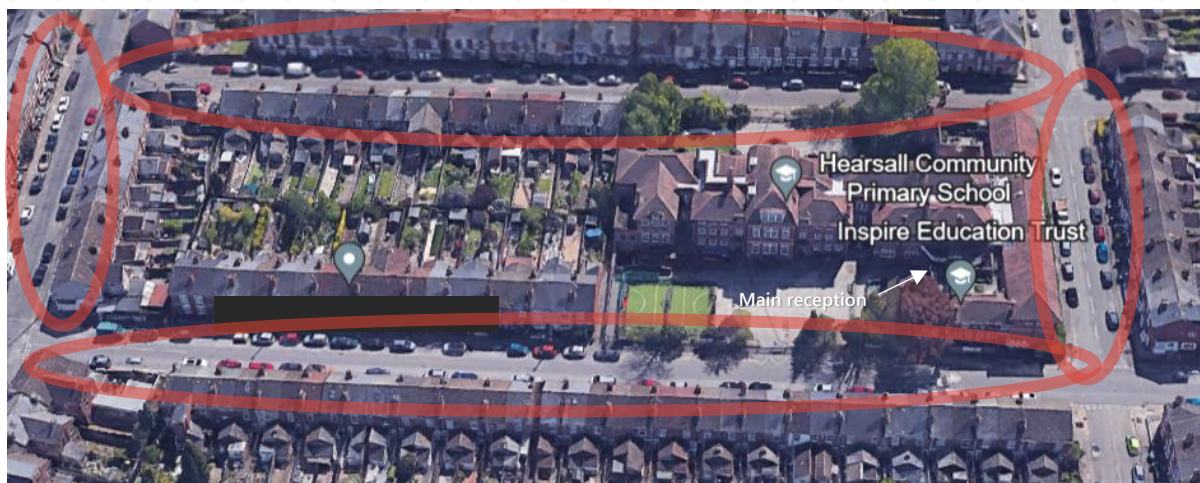
### ADDRESS

Hearsall Community Academy  
Kingston Road  
Coventry  
CV5 6LR

*A 5-minute drive from Coventry Rail Station, and a 5-minute drive from Coventry city centre.*

### PARKING

We do not have on-site parking, however being in a residential area the roads surrounding Hearsall Community Academy will have spaces available, which you can park in. See below for guidance.





## FREQUENTLY ASKED QUESTIONS



### **How do I apply for a vacancy at Inspire?**

All applications must be received electronically via our My New Term page. CVs may be accepted but will not replace the application form.

### **Top tips for writing my application for Inspire?**

Complete the application form as thoroughly as possible, providing comprehensive information about your past employment, training, and any gaps in employment, from leaving school, until the present day. Emphasize your alignment with the Person Specification criteria in your supporting statement, elaborating on why you believe you are the best candidate for the job.

### **How does shortlisting work?**

'Blind' shortlisting is carried out by a panel of staff who will judge the applications based on how closely they match the criteria from the person specification. By 'blind' we do not divulge to the shortlisting panel, certain sensitive information about candidates protected characteristics.

### **When will my referees be contacted?**

Following KCSIE guidance, we will seek to obtain references for all shortlisted candidates, before the interview. This allows any concerns raised to be explored further with the referee and taken up with the candidate at the interview. With effect of 1st September 2022, following further guidance from KCSIE, there will also be an online search as an additional pre employment check at this stage. Referees will not be contacted if candidates have not given permission.

### **How will I be contacted if I am successful?**

Successful candidates will be contacted by email after the closing date to invite them to interview with the date, time, and location of the interview. At this stage, you will also be asked to complete a self-declaration of your criminal record or information that would make you unsuitable to work with children.



Whilst we endeavour to inform all candidates of their application outcome, If you have not heard from us within 2 weeks of the closing date, please assume you have not been successful on this occasion.

### **What is involved in the interview process?**

All of our interviews consist of formal, competency-based questions. Additionally, for teaching roles, there will be a lesson observation, and for other key roles, there may be an assessment task (e.g. a presentation, administrative task, data analysis task etc). You will receive information on your invite to interview email which will detail the specifics of the task and what we would like you to prepare in advance.

### **You will also be asked to bring in proof of identity documents to satisfy a DBS check and qualification certificates, relevant to the role.**

Candidates who have a disability or any other needs will be given the opportunity to highlight this prior to any selection activities in order that reasonable adjustments may be made to the selection process.

### **Is there an onboarding process?**

We have an extensive onboarding and induction program which will take you through exactly what to expect before you start your new role, by the end of your first day, by the end of your first week, and by the end of your first month. You will also find important information to online safeguarding training sessions you will be required to complete during your induction.

### **Is there a probation period?**

Yes, there is a probation period of 6 months for support staff. This provides an opportunity for us to put in place a structured plan of CPD and support for new colleagues.



## STAFF TESTIMONIALS

*Taken from our 2023 staff wellbeing survey*

*"I work with a wonderful team of colleagues who are supportive and will make themselves available when needed to debrief etc. I feel very blessed that my line manager in particular is very supportive and understanding and takes into consideration any presenting factors which could potentially impact on my wellbeing and workload."*



*"I find that generally my wellbeing and work-life balance is good. I find that SLT are very supportive of my department and I can talk to other people I work with about any issues. I appreciate that any time there are parents evenings, there is not CPD on a Monday evening. I also like that we have been given other training days as days off, such as September 1st."*

*"I feel well supported in my role. In particular with regard to flexible working and ad-hoc childcare needs which used to be a big cause of anxiety for me."*



*"Employee support program is good and helpful to manage life inside and outside school."*

*"I think the school and Trust does a lot to support wellbeing and workload."*

*"Wellbeing champions and their supportive work of the staff has been excellent and would continue to help the continual wellbeing of staff. The coffee van is also an excellent little pick-me-up when it's on site."*

*"The work of the wellbeing champions. It is much appreciated!"*

*"Deputy head actively shows support, always makes sure we feel seen and heard and checks in regularly to make sure everything is going OK. "*





*"My Head has been incredibly supportive of my wellbeing and is always willing to stop and listen when I am in need of someone to talk to if things become overwhelming. They have supported with helping to make my workload manageable so I can have a better work life balance. I am really grateful for that. It makes a huge difference."*

*"I feel our SLT are really approachable and understanding. I think they do a great job at just listening and supporting where needed."*



*"I feel always cared for by school. It is a really lovely nurturing caring place to work."*

*"I am very happy at work, I look forward to coming in and the things put in place by the trust after the last survey such as the coffee van visits have made a massive improvement to the enjoyment we collectively have at work."*

*"I am very happy in my place of work. I feel issues are listened to and management support them as best they can. Thank you."*

*"I love working at my school! Although it's crazy busy we always work together as a team to support each other. I am always thanked by my direct leadership at the end of each day."*



# RECRUITMENT PRIVACY NOTICE INSPIRE EDUCATION TRUST



**Inspire Education Trust**

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## Who is collecting your data?

Inspire Education Trust is a data controller for the purposes of the General Data Protection Regulation and domestic legislation. The personal data that you provide will be used in connection with your application for vacancies at the Trust. If we make an offer of employment, the Trust will provide a fully informed privacy notice to employees.

## Why are we collecting your data?

- So we can process your application to the next stage
- Check and verify your identity
- Ensure your suitability for the position advertised including contacting references from your noted referees, provided you have confirmed their consent to be contacted for this purpose
- For research, analysis and statistical purposes
- Meet our statutory obligations under the Equality Act 2010

## What is being collected?

The information you provide us within submitted forms is collected to enable us to consider your suitability for the vacancy. This includes:

- Name and contact details (phone number, email and address).
- Previous work history and experience
- Education, training and qualifications
- Referee contact details

We also process special category data such as:

- Religion
- Ethnicity
- Disability Issues

We ensure we keep our records up to date by logging these on the TES platform in which you made your application. If you are successful in your application, we will provide you with further details about how we will process your personal data.

## Do we share your data?

Information on application forms and notes made during the interview process are not shared if an offer of employment is not made. If an application is successful, a workforce privacy notice will be provided to you, detailing how we will use your personal data.

## Your Rights.

You can see your rights in relation to the application by visiting <https://ico.org.uk/your-data-matters>

## Retention

Unsuccessful candidates' application forms will be destroyed after 6 months.

Successful applicants will be provided with a fully informed employee privacy notice alongside their contract. The information provided on this form will be stored with the successful applicant's personnel file. This is kept in line with the School's record retention schedule. This can be found on the School website.

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[facebook.com/ietrust](https://facebook.com/ietrust)



[instagram.com/inspire.education.trust](https://instagram.com/inspire.education.trust)



[twitter.com/inspireedtrust](https://twitter.com/inspireedtrust)



[linkedin.com/company/inspire-education-trust](https://linkedin.com/company/inspire-education-trust)



[tiktok.com/@ietrust](https://tiktok.com/@ietrust)



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