



PRINCE REGENT
STREET TRUST

Application Pack Wolviston Primary School Year 5/6 Teacher with TLR2B



PRINCE REGENT STREET TRUST

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Dear Candidate,

Thank you for showing an interest our class teacher vacancy. This is a significant post for any experienced teacher to join Wolviston Primary, willing to take on additional responsibilities with a TLR2B as well as the next steps in their own leadership journey.

Wolviston Primary School is set to embark on the next phase of their educational adventures! The school will be led by a new leadership team which includes an Executive Headteacher and Head of School, and with your responsibilities you will also be a key part of the new team. Wolviston has a recent inspection from OFSTED whose judgements underpin their strengths.

Are you ready to support a strong school in a strong, growing Trust? Can you drive improvement across a school? Can you foster Trust culture and embed into the School ethos? Do you strive for excellence for every child? Can you work collaboratively and openly, sharing best practise? If the answers are yes, then we'd like you to apply!

This is your chance to shape the direction of Wolviston Primary, fostering an environment where pupils can thrive. We are looking for a teacher who is:

- Experienced within a primary setting, leading on core and foundation subjects
- Able to lead by example, lead whole school teams and will embody our Trust values.
- Committed to high standards and excellence. Wolviston is a high performing school, well renowned within the local community.
- Adept at building strong relationships with pupils, staff, parents, and the wider community.
- Passionate about education and committed to pupils' success.
- Skilled in fostering an inclusive and supportive school culture.
- Innovative in their approach to teaching and learning.

Our Trust community is a wonderful place to be. You will be supported by an Executive Headteacher, Head of School and colleagues from across the Trust who value your experience and will support your leadership progression. Your role in our Trust will not be a lonely job as we value individuals and relationships at every level. We very much look forward to hearing from you as you progress your interest in this post to an application.

Kind regards.

Mrs Julia Armstrong – Chief Executive and Accounting Officer



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About us

Founded on the principles of the primary curriculum, the Prince Regent Street Trust is a group of six primary schools with a common purpose; through a vision centred on excellence, opportunity and partnership our children receive the educational experience they so richly deserve. The Prince Regent Street Trust is fundamentally one of sustainable school improvement.

At Prince Regent Street Trust, we recognise that every child is a unique individual and that every school serves a unique community. Developing and understanding the vision, values, strategy and culture of each school enables us to work in partnership with each member of the school community to ensure a bespoke, aspirational, effective and sustainable approach to school improvement. Every decision we make is for our children! They are at the heart of everything we do and they influence the decisions we make. Our staff and leaders work tirelessly to ensure every child receives the educational experience, and opportunities that they so richly deserve; as a result they acquire the rich foundations which prepare them for future learning.

We strongly believe that every child has the right to the highest quality education. Successful schools and their leaders hold the responsibility to work alongside other schools to support improvement. Leaders have a collective responsibility for improving the whole system for mutual benefit. We are in such a privileged position as we have the power to influence; and to change lives for the better. A culture of partnership working, accessing quality opportunities and striving for educational excellence is well embedded and is at the heart of all we do.

It is important that our Trust is an organisation of choice and that all stakeholders are proud to be part of it. Our Trust recognises and rewards the efforts and commitment of its staff ensuring they are valued and appreciated. Promoting and establishing an appropriate work-life balance empowers staff. We need to invest in our staff so that they are fully-equipped to succeed.

Positive, trusting relationships are key to the success of any trust. Our Trust central team invests time in getting to know and gaining the trust of all members of staff to create a culture of support, challenge and accountability.

At Prince Regent Street Trust, we:

- have very high expectations for all
- believe in a strong focus on teaching and learning
- believe in schools keeping their own unique identity. This is promoted and celebrated and enables us to stand out amongst other organisations
- believe in establishing and maintaining strong partnerships (LA, other trusts)
- are inclusive; we support all pupils, including those with SEN and vulnerable pupils and their families

All of our schools are good and outstanding, yet are very different in so many ways. We feel that having such a variety of different sizes and school contexts enhances our capacity to support and develop other schools, impacting across the Tees Valley and northern regions.

"I felt proud to get the headteacher award and the medal and trophy are now in my bedroom."

"I've loved today because I got to see friends from other schools, and I really enjoyed the maths games."



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2018

In October, Prince Regent Street Trust was formed with Hartburn, Village & Wolviston Primary Schools



2022

In October, the Trust held its inaugural Conference 'Excellence in the Everyday'



2023

In January, Village Primary opened a Two Year Old Provision



2023

In February, 1st Trust OFSTED Inspection at Hartburn Primary; achieved GOOD in all areas



2023

In March, Barley Fields Primary School joined the Trust



2023

In March, Village Primary received an OFSTED Inspection; achieved GOOD in all areas



2023

In June, the Trust held the inaugural Sports Cup tournament at MSV



2023

In December, pupils across the Trust recorded the 1st Xmas song



2024

In March, the Trust held its 2nd Conference 'Opportunities on Our Horizon'



2024

In May, Kader Academy joined the Trust



2024

In July, the Trust held the 2nd Annual Sports Cup tournament at MSV



2024

In December, pupils across the Trust recorded their 2nd Xmas song



2025

In February, Wolviston Primary received an OFSTED Inspection; achieved OUTSTANDING in 3/5 & GOOD in 2/5 areas



2025

In March, the Trust held its inaugural Maths Challenge Day for pupils



2025

In April, the Trust held its 3rd Conference 'Enhancing Education Through Collaboration'



2025

In July, Oxbridge Lane Primary joined the Trust

"I made some new mates and we worked hard to come up with a celebratory dance if we won and we did! It was so much fun! We have never been to the Sports Village and done anything like this before and we enjoyed it so much- we can't wait to go again next year!"

"It was the best day I've ever had because I made new friends with children from other schools that I had never met before and they encouraged me to do my best!"

"Maths is one of my favourite lessons, but my favourite part of the day was winning the trophy!"



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Trust Objectives and Activities

We have a very successful primary ethos which enables all pupils to maximise their potential whilst our individual schools retain their educational autonomy. We have a common aim to inspire the imaginations of children in our care; to support them to develop in ways which stand them in good stead for their future lives and responsibilities as individuals, employees and citizens.

Our desire to share our expertise is underpinned by three key principles: '**Excellence, Opportunity and Partnerships**'. The principles have heavily influenced our vision, values, strategy and culture. As a trust we recognise that every school is different, and, as a result, their needs are different. The level of educational autonomy given to each school is an important distinction; there is no one-size-fits-all at Prince Regent Street Trust and each school's unique identity is promoted and celebrated. We empower schools to go further via a high level of strategic challenge and accountability, dedicated expertise and resources, and extensive opportunities for collaboration and partnership working. Through this model we enable headteachers, senior leaders and teachers to do what they do best: provide the highest quality teaching and learning experiences for the children in their care.

Excellence

Our school improvement offer, focused on the core components of effective leadership; teaching, learning and assessment, has excellence at its heart and strives to ensure that pupils are exposed to a unique educational journey and that our leaders and staff are effectively equipped to provide this. As school leaders we have a collective responsibility to strengthen an educational system which provides challenge, support and accountability so that pupils achieve the best possible outcomes and are prepared to effectively contribute to society.

The Trust fosters high expectations and heavily invests in the ongoing improvement of the organisation for all pupils and staff, which includes:

- High quality teaching and learning to provide the highest standards of excellence, are demonstrated by every member of the Trust.
- Research and evidence inspired practice and provision
- Inspirational leadership and management
- High achievement, and maximising potential for every pupil to succeed
- Strong culture of inclusion and belonging
- Successful schools with unique characteristics evidencing high performance
- Bespoke curriculum offers that fully meet the needs of the pupils in each school



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Opportunity

We invest in individuals, providing a range of quality, research-based continuing professional development and career-enhancing opportunities. We recognise that effective and strategic leadership at all levels is key to the success of any school and as such, we have created a bespoke programme of development opportunities for governors; senior, middle and curriculum leaders; teaching and non-teaching staff; and pupils. Unique opportunities result in success and sustainability for pupils and schools.

Our approach is always one of partnership working, opportunity and empowerment. All schools achieve highly, provide positive and inspirational educational experiences for pupils and have been positively evaluated by external partners (including Ofsted).

The Trust provides access to high quality professional development for all staff enabling sustained and continual improvement and developing a workforce in line with future succession planning needs and talent management policies. These include:

- Collaboration through hosting or attending a range of cross-Trust working parties
- Outcome driven strategic networks that address Trust and school priorities
- Bespoke personal and professional development
- Career enhancement and strategic succession planning
- 'School-to-school' support in order to bring about rapid improvement
- Shared CPD to focus on the collective priorities of the Trust and our schools
- Ensuring pupils and staff are ready to grasp their next challenge with enthusiasm and confidence

Leadership opportunities

- Support for leaders at all levels:
 - Regular Headteacher Networks
 - Termly Senior Leaders' Network
 - Half termly Business Leaders' Network
 - Termly SENDCo Network
 - Termly EYFS Network
 - Termly curriculum working parties across all subjects
- Trust Wide Moderation
- Support with key school documentation
- Support with data & analysis
- Peer Review cycles
- Leadership development
- CPD opportunities for Governors/Trustees

Wider opportunities

- Bespoke CPD Trust-wide opportunities
- Core Subject Trust Wide moderation for all staff
- Programme of Early Years moderation supported by PRST EY 0-5 document
- Teacher swap programme
- Termly Trust-wide Teaching Assistant Network
- ECT support and development programme



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Partnership

We firmly believe that effective partnerships between all members of the school community are vital for pupils' and staff's success. Forging strong, trusting relationships between our Trust schools, our partner schools and collaboration with a wider community of schools both locally and nationally, ensures that experiences and expertise are shared and drive improvement. Partnerships built on support and challenge are key to raising standards and ensure the best possible education and outcomes for pupils. Education is a fast-paced, ever-changing world; partnerships, networking and support are integral parts of navigating this successfully. The wellbeing of our Trust community is a key focus at Prince Regent Street Trust and we work in partnership with a range of organisations so our staff benefit both personally and professionally. A strategic, co-ordinated approach, grounded in and supported by research, is essential for school improvement. Working in partnership with locally and nationally recognised organisations (for example, the Confederation of School Trusts (CST) and the Education Endowment Foundation (EEF)) has had a direct impact on our organisation with recommended initiatives and approaches positively impacting on the quality of education in our schools. From a school improvement perspective, it is vital to have this comprehensive overview of the support available; to signpost colleagues to targeted opportunities and experiences, and to recruit expertise where available.

Building credible relationships, locally and nationally, recognising strengths, learning from one another and taking ownership of, and demonstrating trust values are key.

Schools in our Trust

We are family of six primary schools across Stockton on Tees and Middlesbrough in Teesside. We hope to grow further throughout the region aiming for between 10 and 16 primaries, having over 3000 pupils in order to access additional DFE Capital funds and ensuring that all Heads can regularly meet around a board table, share best practise and collaborate. It is also essential the members of the central team maintain close relationships and are knowledgeable of each school to provide the continued level of services which are currently on offer.

Our Schools



'During my time working for the Trust, I have had so many opportunities to develop myself professionally. I am just about to commence my NPQH qualification with support from the Trust'.

'I enjoy having the opportunity to talk to teachers from the different schools in the Trust which has supported me with my subject leadership'.

'I love the way that each individual school in the Trust is so different and that is celebrated and encouraged.'

Hartburn Primary School	The Village Primary School	Wolviston Primary School	Barley Fields Primary School	Kader Primary School	Oxbridge Lane Primary School
Adelaide Grove TS18 5BS 01642 646001	Windsor Road TS17 8PW 01642 676768	The Green TS22 5LN 01740 644374	Lamb Lane TS17 0QP 01642 767051	Staindrop Drive TS5 8NJ 01642 256599	Oxbridge Lane TS18 4DA 01642 607421
Head Teacher: https://www.hartburn.org.uk	Head Teacher: Debbie Wheeldon www.thevillageprimary.org.uk	Head Teacher: Susan Hawes www.wolviston.org.uk	Head Teacher: www.barleyfieldsprimaryschool.org.uk	Head Teacher: Janet Donald www.kaderacademy.co.uk	Head Teacher: Lauren Amerigo www.oxbridgelane.org.uk
OFSTED February 2023 Good	OFSTED March 2023 Good	OFSTED February 2025 Outstanding 3/5 Good 2/5	OFSTED November 2025 Strong standard 4/7 Expected standard 3/7	OFSTED April 2022 Good	OFSTED September 2021 Good
Number on Roll (PAN 90) 561 (Including nursery)	Number on Roll (PAN 30) 238 (Including nursery)	Number on Roll (PAN 15) 118 (Including nursery)	Number on Roll (PAN 90) 664 (Including nursery)	Number on Roll (PAN 60) 436 (Including nursery)	Number on Roll (PAN 30) 231 (including nursery)
PP 13.4%	PP 46.2.8%	PP 5.9%	PP 6.0%	PP 17.9%	PP 42%
SEND 11%	SEND 17%	SEND 11%	SEND 17%	SEND 20%	SEND 17%
EAL 8.4%	EAL 5.0%	EAL 6.8%	EAL 0%	EAL 47.1%	EAL 42%

HARTBURN
PRIMARY SCHOOL



Year 5&6 Class Teacher with TLR2B – Job Advert

Prince Regent Street Trust wishes to appoint a Class Teacher at Wolviston Primary School.

Contract Details

Required for September 2026

32.5 hours per week (Full Time Equivalent 1.0)

Salary Scale (*pro-rata salary based on above full time equivalent – Salary X FTE*)

M5 – UPS3 £42,057 - £51,048 with additional TLR2b £5,872 (*based on 25/26 pay awards*)

We are able to offer you an exciting professional opportunity in one of our Schools. You will be class teacher for our joint year 5 & 6 cohort, the phase leader for Key Stage 2 and Curriculum Lead. Your duties will also include leading at least one core subject as well as some foundation subjects.

Wolviston Primary is a school with 105 highly motivated and well-behaved pupils on roll, based in Stockton on Tees. The school has been part of Prince Regent Street Trust since formation in 2018. The Trust is seeking to appoint an experienced teacher who can demonstrate ambition and outstanding practice, and harness the skills and enthusiasm of all staff, pupils and the community.



At Wolviston Primary School, our motto of: *'Small School, Big Dreams: Learning, Caring, Succeeding Together'* is well embedded. Wolviston Primary School is one where everyone takes care of themselves, each other and our school.

All children succeed and develop their ability to think independently. Our staff and governors go above and beyond expectations. Our children are actively encouraged to make their own choice, knowing that they are in a safe and supportive environment. Children feel confident to take risks and make mistakes, and we celebrate achievement, and understand the importance of rules.



We are looking to appoint an experienced, inspirational and motivational teacher who:

- Passionately cares about children's learning and development.
- Demonstrates strong leadership, managerial and interpersonal skills.
- Has a strong commitment to developing high standards of teaching and learning and continue to raise standards.
- Can motivate the whole school community.
- Is passionate about inclusion and have high expectations for every child in their care



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The Trust is growing and cooperation with colleagues from other schools will be an essential part of the role. You will be willing to share ideas with others as well as learn from them.

Please look carefully at the following materials and apply via MyNewTerm. Applicants are asked to demonstrate their skills and experience that they will bring to the post we would like a covering letter, of no more than 1500 words, which details;

- *What will your leadership experience bring to Wolviston Primary School?*
- *How will you support and develop staff and pupils across the whole school through your curriculum leadership and leading Key Stage 2 to ensure all pupils achieve their potential?*

Visits to school are warmly encouraged. Please contact Director of School Improvement, Keith Morrison, to confirm your attendance. The tour will be at 4pm and will be roughly 45-60 minutes. You will have the chance to interact with staff and see some of the facilities and provisions we offer. Tour will be led by Keith Morrison, Director of School Improvement.

Wolviston Primary School

Wednesday 6th May

Wolviston Primary School

Address: The Green, Stockton on Tees, TS22 5LN

Website: <https://www.wolviston.org.uk/>

OFSTED: <https://www.wolviston.org.uk/statutory-information/ofsted/>

The closing date for applications: 12noon, **Friday 8th May 2026**

The shortlisting selection and invitations to interview the applicants will be completed by **Friday 15th May 2026** and interviews are scheduled to be the **week commencing Monday 18th May 2026**. Exact dates to be confirmed with successful applicants.

Disclosure

This post is subject to an enhanced DBS check. The school and Trust are committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to rigorous pre-employment safeguarding checks, which will be undertaken before an appointment is confirmed.

The appointment is in accordance with the School Teachers' Pay and Conditions Document and other education and employment legislation, to provide professional leadership to the school which secures its success and improvement, ensuring high quality education for all its pupils and good standards of learning and achievement.

Candidates must only apply via MyNewTerm. Visit Trust Vacancies page for more information.

CV's will not be accepted.



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Job Description

This post holder is accountable to the Head of School and Executive Headteacher. The post will require you to work in partnership with the colleagues across the Trust, School's Local Governing Body and the Trust Central Team to ensure continuous improvement. The post holder will be expected to carry out the professional duties covered by the latest School Teachers' Pay and Conditions Document and undertake duties in line with the professional standards for qualified teachers

As Class Teacher, duties of this role will include but may not be limited to:

- Teach a class of pupils, and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs
- Maintain the positive ethos and core values of the school, both inside and outside the classroom
- Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors
- Work with school leaders to track the progress of individual children and intervene where pupils are not making progress
- Report to parents on the development, progress and attainment of pupils
- Promote the school's code of conduct amongst pupils, in accordance with the school's behaviour policy
- Participate in meetings which relate to the school's management, curriculum, administration or organisation
- Make effective use of ICT to enhance learning and teaching
- Lead, organise and direct support staff within the classroom
- Participate in the performance management system for the appraisal of their own performance, or that of other teachers

In relation to the TLR2B, duties of this role will include but may not be limited to:

- To take specific responsibility and accountability for the day-to-day management and organisation of your agreed TLR duties.
- To be an excellent classroom practitioner.
- To have an impact on educational progress beyond your assigned pupils.
- To line manage and appraise identified staff.
- To assist in the smooth running of the school at all times, including in the absence of the Executive Headteacher and Head of School.
- Lead learning within Key Stage 2 by developing and implementing appropriate intervention programmes to ensure that pupils potential achievements are met.
- Lead, develop and enhance the teaching practice of others through monitoring/evaluation/coaching and promoting improvement strategies to secure effective teaching and learning for pupils.



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- Lead, manage and develop a group of subjects across school to provide programmes and activities that match pupil aspirations, potential and achieve excellence.
- Support the line management of staff within your phase including the effective performance management and development of its members in order that the team's objectives are achieved.
- Facilitate an ethos within the team which encourages staff to work collaboratively, share knowledge and understanding, celebrate achievements and accept responsibility for outcomes.

The work of the school/trust changes and develops continuously which in turn requires staff to adapt and adjust. The duties and responsibilities above should not therefore be regarded as immutable but may change in line with national prescription on teachers' terms and conditions of employment and/or any relevant school improvement priorities set from time to time. Any major changes will involve discussion and consultation with you.

Whilst the main duties and responsibilities of the post are set out above, each individual task to be undertaken has not been identified. Teachers will be expected to comply with any reasonable request from their line manager to undertake work related to leading in education that is not specified within this job description and which is commensurate with the level of the post.



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Why Prince Regent Street Trust?

At Prince Regent Street Trust we are always looking to take on talented and impassioned individuals who align with our values of Excellence – Opportunity – Partnership. There are many reasons to choose our Trust as a great place to start or continue your career. We recognise the importance of a happy, healthy, rewarded and well-motivated workforce. Whether you are a senior leader, teacher or a member of our support staff we care about your career and want to help you feel valued and supported in your job. We are fully committed to supporting your career and professional growth, we offer extensive professional learning opportunities for all employees through a range of routes both across the Trust and from external partners.

Our offer

- High quality professional development opportunities for all members of the school community
- Opportunities for collaboration at all levels for all staff through Trust wide working parties and peer networks
- Experienced, education-focussed Trust Central Team offering support across all areas of School
- Trust wide documentation to ease workload

'I have made so many new friends and colleagues since being part of Prince Regent Street Trust. I feel well supported by others and there is always someone to share ideas with.'

- Union Representatives invited into school
- Wesleyan Local Government and Teachers Pension Advisory Services
- Education Mutual membership:
 - Physiotherapy services
 - Mental Health services (counselling and menopause support)
 - Surgical assistance program
 - Financial wellbeing coaching
 - Flu jabs
 - 24/7 GP service
- HR Alchemy Professional Support
 - RewardMeNow app, including savings at Costa, ASOS, B&Q and Deliveroo
 - Occupational Health services

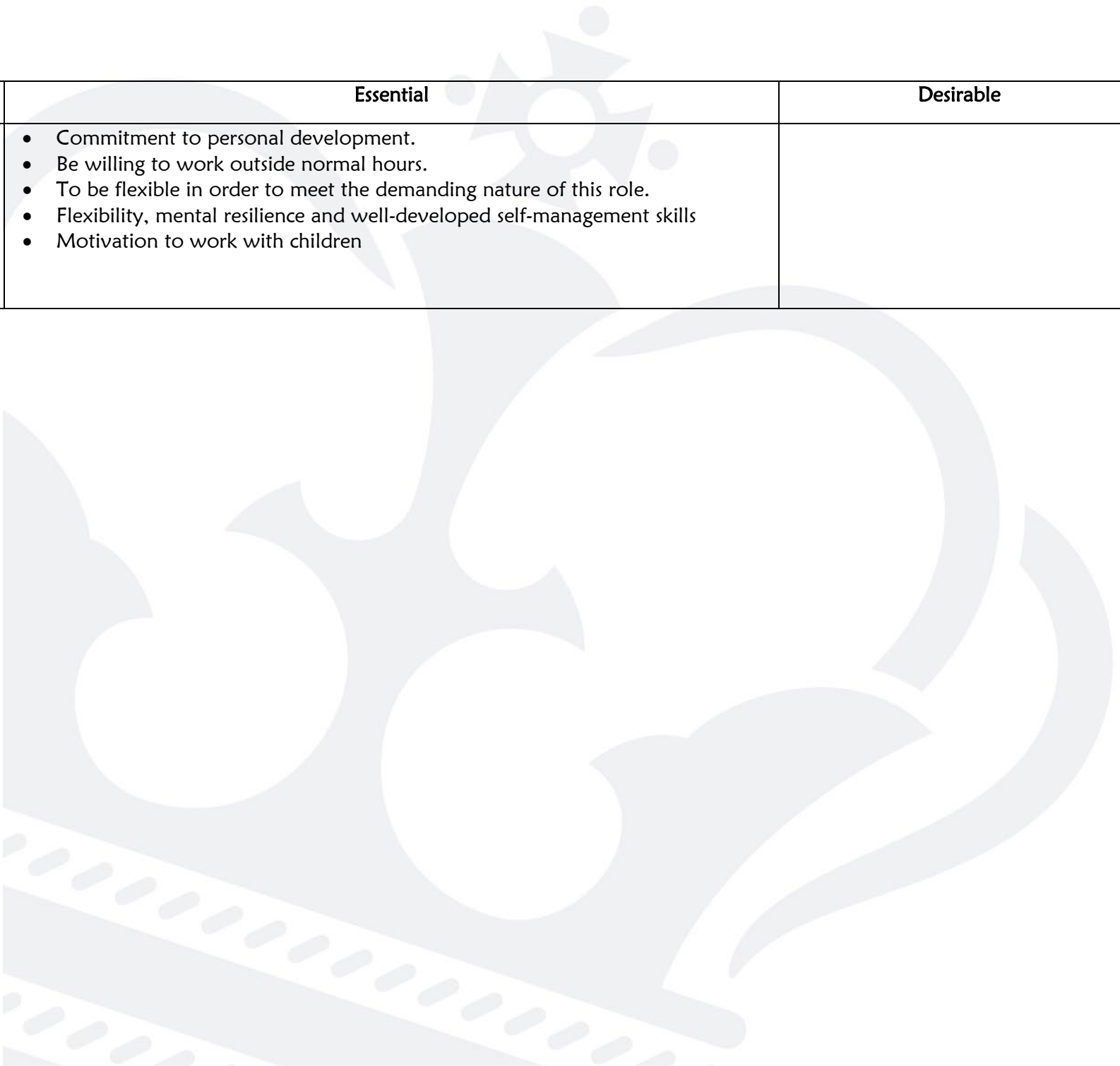
'The GP contact was an efficient and extremely professional service. They were able to diagnose and prescribe medication during school hours and I was able to choose a convenient location to collect my prescription'

- Well-being days / Golden Ticket Days for all staff
- Trust Wide Celebrations
 - End of Term Events
 - Termly Pupil Events such as PE, Music, Maths and a number of others

Person Specification

Category	Essential	Desirable	Identified
Application	<ul style="list-style-type: none"> • Fully supported in references • Well-structured application indicating a detailed understanding of: <ul style="list-style-type: none"> ○ important current educational issues ○ working in an academy as part of a multi academy trust ○ style of management 	<ul style="list-style-type: none"> • Knowledge and understanding of current issues and their relevance for this School/Trust 	Application / references
Qualification	<ul style="list-style-type: none"> • Qualified Teacher Status 	<ul style="list-style-type: none"> • Currently holding or willing to obtain professional leadership qualifications – examples include NPQs 	Application
Experience	<ul style="list-style-type: none"> • Ability to communicate and relate to all members of the school’s community • Curriculum management – planning, teaching and assessment • Experience as a curriculum leader • Experience of statutory assessment requirements • Three years’ experience teaching across Key Stage 2, particularly in years five and six • Experience of successfully leading and motivating a team in school • Experience of curriculum development and of monitoring the impact of the curriculum on pupil achievement • Experience of the development and implementation of statutory safeguarding procedures. • Experience of contributing to the school’s self-evaluation cycle and evidence of directly impacting on school improvement 	<ul style="list-style-type: none"> • Experience of working across the early years and primary age range • Experience of statutory assessment requirements • Experience as Designated Safeguarding Lead (DSL) • Experience as a Special Educations Needs Co-Ordinator (SENDCO) and understanding of the current SEND systems. • Experience of relating performance management to staff professional development 	Application / interview

Category	Essential	Desirable	Identified
Professional Development	<ul style="list-style-type: none"> Evidence of relevant CPD, and its impact, including relating to teaching and learning within the last 2 years 	<ul style="list-style-type: none"> Evidence of continuous development and willingness to self-improve – NPQs / other accreditations 	Application
Skills and Knowledge	<ul style="list-style-type: none"> Understand and overcome the challenges of leading a fully inclusive school Demonstrate good inter-personal skills and an approachable style of leadership Skills in motivating staff to achieve outstanding standards Ability to communicate effectively Excellent oral and written communication skills with an ability to negotiate at all levels. Ability to build on current achievements and continue to raise standards Ability to develop a clear vision and inspire and motivate the engagement of others Ability to work as part of an ambitious and committed team Have a clear understanding of the needs of primary age children including those with additional needs Have a clear understanding of the current Ofsted Inspection framework Be E-confident and able to understand and promote the benefits of ICT and future technology in an educational context 	<ul style="list-style-type: none"> Ability to interpret and implement new legislation, policies and directives. Ability to analyse information from a wide variety of sources and solve complex problems. Ability to demonstrate sound leadership in managing transition between key stages for pupils across the school, and with partner schools. 	Application / reference / interview
Personal Attributes	<ul style="list-style-type: none"> Ability to develop the children spiritually, morally, socially and culturally whilst supporting a broad, creative and inclusive curriculum Appreciation of the importance of exploration, research and development of effective and innovative approaches to school improvement Ability to build and sustain effective working relationships and partnerships with staff, governors, board members, parents/carers and the wider community and demonstrate enthusiasm and sensitivity while working with others Ability to work in partnership with schools, key agencies and organisations Ability to create a learning culture of high expectations within the organisation, which is recognised by staff, pupils and parents. 		Application / reference / interview



Category	Essential	Desirable	Identified
	<ul style="list-style-type: none">• Commitment to personal development.• Be willing to work outside normal hours.• To be flexible in order to meet the demanding nature of this role.• Flexibility, mental resilience and well-developed self-management skills• Motivation to work with children		