



Watererton
Academy Trust

Application Pack

Class Teacher



Job Title	Class Teacher
Salary & Grade	MPS/UPS
Contract	Full time, Fixed term until 31.08.2027
Reporting to	Headteacher
Start Date	September 2026

Dear Applicant

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

Sharlston Community School is an averaged sized, friendly and welcoming primary school. The school is committed to inspiring every child to shine by nurturing their unique talents and fostering a love for learning. Together, as a community, we celebrate success as a shared experience, empowering everyone to reach their full potential. Inspected by Ofsted in December 2024, the school is a good school.

The Governors, staff and children of the school are seeking a Class Teacher to join our educational team. The successful candidate will be someone who understands the school's current strengths, who values distributed leadership, and has the skills and experience to deliver continued improvements.

We look forward to receiving your application.

Warm Regards,

Luke Oldroyd
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.

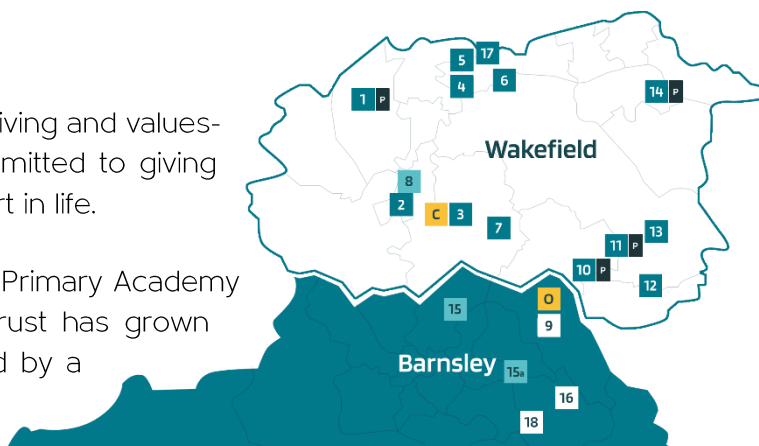
We work across two key regions - Wakefield and Barnsley - and are proud to be seen as a trusted and collaborative presence within the wider education system. All our schools are primary-phase, and collaboration sits at the heart of how we work.

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 have opened 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.



Our Locations

Waterton Offices

- C - Centre for Excellence
- O - Operations Office

Waterton Schools

- 1 - Wrenthorpe Academy
- 1p - Wrenthorpe Pre-School
- 2 - Sharlston 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
- 17 - Allotts Junior Academy
- 18 - Jump Primary Academy

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

Sharlston Community School is based in Sharlston village, a small, ex-mining community, near the city of Wakefield. The community has transitioned over the years, experiencing socioeconomic changes that have shaped its demographic and socio-economic landscape. The school is an average size primary school which, although not quite full in every year group, has a growing number of roll. The proportion of children known to be eligible for support through pupil premium is above average, and rising each year. Alongside a slightly above average proportion of SEND children, we pride ourselves on being an inclusive school and promote equality for all. All pupils, whatever their needs, are fully involved in the life of the school. A strong partnerships exists within the local community and visitors say Sharlston has a welcoming atmosphere and parents speak positively about school, telling us that staff are approachable and willing to listen.

At Sharlston our vision is a simple one: At Sharlston, we inspire every child to shine by nurturing their unique talents and fostering a love for learning. Together, as a community, we celebrate success as a shared experience, empowering everyone to reach their full potential.

Our latest Ofsted inspection (December 2024) highlighted that we are a nurturing and high-achieving school with a strong sense of community. With high expectations for both academic achievement and behaviour, pupils thrive in a supportive environment where they are well-prepared for the next stages of their education. We have a well-structured curriculum that builds knowledge progressively, ensuring that pupils, including those with SEND, achieve well across a range of subjects. Pupils demonstrate positive attitudes to learning and benefit from a range of leadership opportunities, including participation in the children's parliament and eco-group. Strong pastoral care ensures that pupils feel safe, respected, and valued, while a well-implemented behaviour policy fosters kindness and mutual respect. With improving attendance, effective leadership, and a dedicated, high-morale staff team, Sharlston Community School is a fantastic place to work and make a meaningful impact on young learners.

As a school, we prioritise staff wellbeing, fostering a supportive and balanced working environment where every team member feels valued and empowered to thrive.”



Sharlston Community School is a fantastic place to work! The school has a warm, welcoming environment with the most helpful staff team you could ask for, and polite, well-mannered children. Having completed a six week cross key stage placement here in 2015 as part of my ITT training, I was over the moon when I was successful at gaining a position here as a full time class teacher.

James Powell
Teacher



Why Choose Sharlston?

Our values guide everything we do at Sharlston Community School. They are reflected in our commitment to excellence, inclusion, and community. We are driven by a shared passion for nurturing the potential of every child, ensuring that our school is a place of joy, growth, and achievement. These values are the heart of our school and the compass that directs our collective efforts.

- S - Supportive
- H - Honest
- I - Inclusive
- N - Nurturing
- E - Engaged

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.



Children's Parliament



Waterton Has Talent



MATlympics



Young Chef



Art Initiative



Eco Council



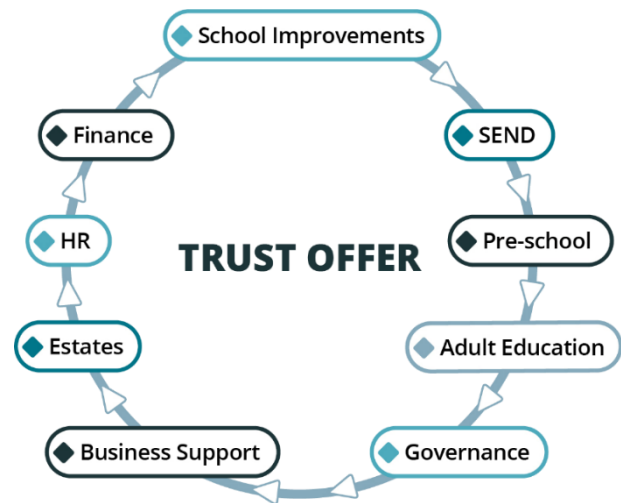
Girls Football

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 2025, please read our annual report to stakeholders on the Trust website.

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

Job Description – Teacher

Job Title	Teacher
Responsible for	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
Reporting to	Headteacher

Key Job Purpose	<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"> • Set high expectations which inspire, motivate and challenge pupils (TS1) • Promote good progress and outcomes by pupils (TS2) • Demonstrate good subject and curriculum knowledge (TS3) • Plan and teach well-structured lessons (TS4) • Adapt teaching to respond to the strengths and needs of all pupils (TS5) • Make accurate and productive use of assessment (TS6) • Manage behaviour effectively to ensure a good and safe learning environment (TS7) • Fulfil wider professional responsibilities (TS8) • Demonstrate consistently high standards of personal and professional conduct (PART TWO)
Planning, Development and Co-ordination	<ul style="list-style-type: none"> • To set challenging teaching and learning objectives which are relevant to all pupils in their classes. • To use teaching and learning objectives to plan lessons and sequences of lessons. • 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. • To contribute to the teaching team, meetings and events. • To plan for the deployment of support staff where deployed to contribute to pupils' learning. • To plan for opportunities for pupils to learn in and outside of school contexts.

	<ul style="list-style-type: none"> • To produce long, medium and short term plans in accordance with the school's policies and procedures and within required deadlines.
<p>Teaching, Learning and Classroom Management</p>	<ul style="list-style-type: none"> • To have high expectations which inspire, motivate and challenge pupils and build successful relationships centred on teaching and learning. • To establish a purposeful and stimulating learning environment where diversity is valued and where pupils feel safe, secure and confident. • To teach the required knowledge, understanding and skills relevant to the curriculum for pupils in their age range. • 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. • To promote active and independent learning that enables pupils to think for themselves and plan and manage their own learning. • 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. • To organise and manage teaching and learning time effectively. • To organise and manage the physical teaching space, tools, materials and resources safely and effectively with the help of support staff where appropriate. • 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. • To use IT effectively to enhance the delivery of teaching and learning. • To take responsibility for teaching a class or classes over a sustained and substantial period of time. • To provide homework which consolidates and extends work carried out in the class and encourages pupils to learn independently. • To work collaboratively with other professionals and manage the work of support staff to enhance pupils' learning. • 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. • 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 difference faiths and beliefs). • Be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and

	<p>security, confidentiality and data protection, reporting all concerns to an appropriate adult.</p> <ul style="list-style-type: none"> • To attend and participate in regular meetings. • To participate in training, continuous professional development and other learning activities as required including participation in the school's appraisal and capability arrangements.
<p>Monitoring and Assessment</p>	<ul style="list-style-type: none"> • To make appropriate use of the school's monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives. • To use monitoring and assessment information to improve planning and teaching for improved learning outcomes. • To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support pupils as they learn. • To involve pupils in reflecting on, evaluating and improving their own performance and progress. • To assess pupils' progress accurately against appropriate standards. • To identify and support pupils with differing levels of ability and those experiencing behavioural, emotional and social difficulties. • To identify levels of attainment for pupils learning English as an additional language. • To record pupils' progress and achievements systematically, providing evidence of the range of their work, progress and attainment overtime to inform planning. • To report on pupils' attainment and progress to parents, carers and other professionals in accordance with the statutory reporting and assessing frameworks.
<p>Subject Co-ordination and Leadership</p>	<ul style="list-style-type: none"> • To implement and review the school's development plan in conjunction with the Senior Leadership Team and/or line manager. • 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 • 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. • 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. • To manage the resources available for the subject and make recommendation in order to maintain and develop curriculum provision.
<p>Core Duties</p>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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. • To wholly commit to ensuring children and young people and fully supported and safe. To safeguard all children and young people whilst promoting their welfare.
<p>Expectations of All Employees</p>	<ul style="list-style-type: none"> • Contribute to and uphold the overall vision and ethos of Waterton Academy Trust. • Recognise own strengths and areas of expertise and use these to inspire, advise and support others. • Promote teamwork, working in partnership to ensure effective working relations. • Treat all users of the Academies within the MAT with courtesy and consideration. • Be aware and comply with all Waterton and Academy Policies at all times. • 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. • To be aware of and support difference and ensure equal opportunities for all. • 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. • To prepare policy and review papers as required and requested. • To participate in training and other learning activities and performance development as required. • To maintain confidentiality at all times in respect of Academy related matters. • Other duties commensurate with the grade of the post as directed by the CEO and DCEO.
<p>Additional Information</p>	<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>
<p>Characteristics of the Post</p>	<p>Employees are encouraged to participate in training activities in order to enhance their own personal development.</p> <p>The employment checks are required:</p> <ul style="list-style-type: none"> • Evidence of entitlement to work in the U.K. • Evidence of essential qualifications – see job specification • Two satisfactory references • Confirmation of medical fitness for employment • Registration with appropriate bodies (where applicable) <p>The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:</p>

	Evidence of a satisfactory safeguarding check e.g. DBS check at the relevant level.
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Person Specification – Teacher

AF: Application Form
OT: Occupational Task

CQ: Certificates/Qualifications
I: Presentation

I: Interview
R: Reference

Qualifications	Essential	Desirable	Assessed
Qualified Teacher Status	X		AF/CQ
First Degree or Equivalent	X		AF/CQ
Evidence of further professional development		X	AF/CQ/I
Abilities, Skills, Knowledge	Essential	Desirable	Assessed
Experience within the primary or early years phases of education	X		AF/I/R
Excellent classroom practitioner	X		AF/I/R
A strong commitment to inclusion with high expectations for all learners	X		AF/I/P
Understanding of effective techniques and policies for behaviour management	X		AF/I/R/P
Knowledge and experience of up to date developments in IT and E-Learning for teaching and management purposes.	X		AF/I/R
A good understanding of the requirements of transition between key stages.		X	AF/I/R/P
Personal Qualities	Essential	Desirable	Assessed
Creative, enthusiastic, motivational and proactive, keen to embrace new ideas and challenges	X		AF/I/R/P
Works well as part of a team	X		AF/I/R/OT
Flexible, listens and is prepared to seek advice and support	X		AF/I/R/P
Committed to continuing professional development for self and others	X		AF/I
Committed to active parental involvement	X		AF/I/R/P
Commitment to making learning engaging	X		AF/I/R/P
Can act on own initiative and is self-motivated and organised	X		AF/I/R/OT
Is reflective and takes responsibility for continuing professional development.	X		AF/I/R/OT

Next Steps

For further information about the opportunity please contact the school office on 01924 967614 or sharlstonadmin@watertonacademytrust.org

To Apply

Please submit applications via My New Term.

Selection Timeline

Closing Date: Monday 18th May 2026 - midday

Shortlisting: Monday 18th May 2026

Interviews: Thursday 21st May 2026

Start Date: September 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.