



**TAPESTRY
LEARNING
PARTNERSHIP**

JOB OPPORTUNITY

Class Teacher

Springfield Academy, Bulwell, Nottingham

Permanent

32.5 hours per week

Main Pay Scale

Join us on an exciting journey of transformation and excellence.

At Tapestry Learning Partnership, we believe in the power of education to change lives. Formed in January 2026 through the merger of two strong trusts, QEGSMAT and Djanogly Learning Trust, we are building a future where every child succeeds and flourishes. Now, we are looking for a passionate and committed Class Teacher to play a vital role in supporting this vision at Springfield Academy.

About the Role

Springfield Academy is seeking a dedicated Class Teacher to deliver high-quality teaching and learning in accordance with the curriculum. The role involves planning, preparing, and delivering structured and engaging lessons that support the academic, social, and emotional development of students. The successful candidate will assess and monitor student progress, implement effective classroom management strategies, and work collaboratively with colleagues, parents, and school leadership to support student achievement and wellbeing.

Who We're Looking For

The ideal candidate will demonstrate a strong understanding of effective primary teaching practices and child development. The ideal candidate will be suitably qualified, highly organised, and capable of creating a positive, structured, and inclusive learning environment. They will have strong communication skills, a collaborative approach to working with colleagues and families, and a clear commitment to safeguarding, student wellbeing, and continuous professional development.

About Springfield Academy

Springfield Academy in Bulwell is a warm, community-focused primary school committed to providing a safe, nurturing, and ambitious learning environment for children aged 3–11. The school prides itself on strong relationships, high expectations, and a curriculum designed to inspire curiosity and confidence. As part of Tapestry Learning Partnership, Springfield Academy promotes teamwork, professional growth, and a shared dedication to helping every child thrive academically and personally.

Why Join Tapestry?

As part of our Trust, you'll benefit from:

- A supportive network of professionals who share your commitment to excellence
- High-quality professional development and career progression opportunities
- A caring, inclusive organisation that values staff wellbeing and work-life balance
- Access to a range of employee benefits designed to promote health and wellbeing

This is your chance to be part of something special. Help us shape the future and make a lasting impact.

Tapestry Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is a criminal offence to engage or seek to engage in regulated activity or regulated work with children, if you appear on the DBS barred list. All appointments are subject to an Enhanced DBS check and be eligible to work in the UK.

Further information about our commitment to Safeguarding can be found at: [Tapestry Learning Partnership](#)

Please be aware, the Trust may also consider performing an online presence check as part of their pre-employment checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare any cautions, convictions, reprimands and final warnings that are not protected (i.e. that are not filtered out) as defined by the rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020).

If you are interested and wish to have an informal conversation to discuss the role or would like to visit the school, we would be happy to arrange this, please call 0115 9322920.

Further details about our school can be found on our website: [Springfield Academy - Home](#)

To apply for this position, please visit our careers page via our website: [Tapestry Learning Partnership](#)

JOB DESCRIPTION

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|--------------------------|--|
| Post Title: | Class Teacher |
| Reporting to: | Headteacher |
| Grade: | Main Pay Scale |
| Disclosure Level: | Child Workforce - Enhanced, Children's Barred List |

Purpose of the Post

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 will also:

- Implement and deliver an appropriate broad, balanced, relevant and differentiated curriculum for pupils, incorporating the National Curriculum requirements and in line with the curriculum policies of the school;
- Facilitate, support and monitor the overall progress and development of a designated group of pupils;
- Foster a learning environment and educational experience which provides children with the opportunity to fulfil their individual potential;
- Share in the development of the school curriculum, courses of study, teaching materials, teaching programmes, methods of teaching and assessment and their review;
- Support and contribute to the school's responsibility for safeguarding children.

Key Duties and Responsibilities

PART ONE: TEACHING

A teacher must:

- 1. Set high expectations which inspire, motivate and challenge pupils**
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- 2. Promote good progress and outcomes by pupils**
 - be accountable for pupil's attainment, progress and outcomes
 - be aware of pupil's capabilities and their prior knowledge, and plan teaching to build on these
 - guide pupils to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - encourage pupils to take a responsible and conscientious attitude to their own work and study.
- 3. Demonstrate good subject and curriculum knowledge**
 - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupil's interest in the subject, and address misunderstandings
 - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English across the whole curriculum
- when teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- when teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupil's ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupil's education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupil's progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the academy's behaviour policy
- have high expectations of behaviour, 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 pupil's needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the academy
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupil's achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the academy, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupil's well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils vulnerability or might lead them to break the law.
2. Teachers must have proper and professional regard for the ethos, policies and practices of the academy and maintain high standards in their own attendance and punctuality.
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The post holder is expected to:

- Maintain strict confidentiality and adhere to data protection legislation and associated Trust policies at all times.
- Demonstrate a clear understanding of, and commitment to, safeguarding and child protection, maintaining an awareness of relevant procedures and responsibilities.
- Comply with the Trust's Health and Safety Policy and ensure safe working practices in the performance of all duties.
- Uphold and promote the principles of the Trust's Equal Opportunities Policy in all aspects of the role.
- Adhere to all other relevant Trust and school policies and procedures.
- Undertake any training and professional development necessary to effectively carry out the duties of the post.
- Perform any other reasonable duties commensurate with the level and responsibilities of the role, as required by the Trust.

Person Specification



| Post requirements | Essential | Desirable | Evidence and Assessment |
|--|-----------|-----------|------------------------------|
| Qualifications | | | |
| Good honours Degree | ✓ | | Application form |
| Qualified Teacher Status – degree or equivalent | ✓ | | Application form |
| Masters qualification | | ✓ | Application form |
| Experience | | | |
| Experience in the year group or subject area required | ✓ | | Application form, references |
| Experience of teaching in a diverse range of settings | ✓ | | Application form, references |
| Experience of contributing to extra-curricular programmes | | ✓ | Application form, references |
| Experience of working with pupils with SEN needs | ✓ | | Application form, references |
| Skills | | | |
| Excellent teaching skills with clear communication to set goals and pupil expectation | ✓ | | Application form, references |
| An ability to use your own initiative | ✓ | | Application form, references |
| Excellent skills in the ability to use ICT programmes for teaching and learning and for data management and record keeping | ✓ | | Application form, references |
| The application form should demonstrate accurate and correct use of the English language | ✓ | | Application form |
| Demonstrate a professional and confident approach to work | ✓ | | Application form, references |
| Skills and abilities - other | | | |

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| Sensitivity, flexibility and a sense of humour | ✓ | | References, interview |
| A positive and flexible approach, open to challenges | ✓ | | References, interview |
| Personal Qualities | | | |
| Belief in the values and behaviours of TLP | ✓ | | References, interview |
| Evidence of continuing professional development | ✓ | | Application Form, references |
| Commitment to equal opportunities and diversity in the performance of duties | ✓ | | Application, interview |