



Watererton
Academy Trust

Application Pack

Class Teacher



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

Dear Applicant

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

Waterton Academy Trust is looking to appoint an inspirational and ambitious Teacher to join the team at Cherry Tree Academy.

Cherry Tree Academy is on an exciting school improvement journey with all stakeholders firmly committed to providing high-quality education for all pupils. We seek to ensure that every pupil achieves their full potential and develops a sense of belonging to our school community and family of schools.

The Governors, leaders and children of Cherry Tree Academy are currently seeking a Teacher to join the growing team. The successful candidate will work closely with the teaching staff supporting children with their learning and behavioural needs. This is an excellent opportunity for an ambitious and talented individual to take a key role in our team. We are looking for someone with a genuine passion for education – someone who is driven to make a difference to the lives of the children they work with.

Applying for a role at Cherry Tree Academy offers the chance to be part of a supportive and forward-thinking school community that values both its pupils and staff. The academy is committed to creating a positive working environment where teamwork, professional development, and wellbeing are prioritised, allowing staff to grow in their careers while making a real difference in children's lives. With a strong focus on inclusion, high standards of teaching, and a shared vision for success, Cherry Tree Academy provides a rewarding and fulfilling place to work for those passionate about education.

Interested candidates are welcome **and strongly encouraged** to visit Cherry Tree Academy as part of the application process, please book your visit in advance by contacting Cherry Tree Office on 01924 967603 or cherrytreeoffice@watertonacademytrust.org

We look forward to receiving your application.

Warm Regards,

Adam Dawson
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.

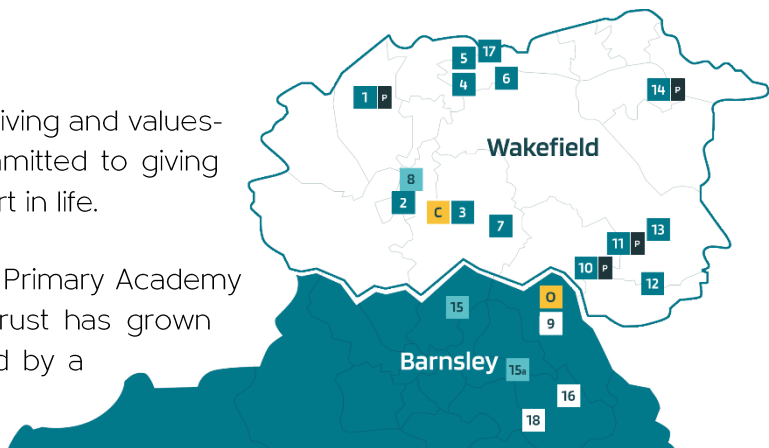
We work across two key regions - Wakefield and Barnsley - and are proud to be seen as a trusted and collaborative presence within the wider education system. All our schools are primary-phase, and collaboration sits at the heart of how we work.

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 - Alfton 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.





Our Headteacher



Thank you for your interest in joining Cherry Tree Academy. We are delighted that you are considering becoming part of our vibrant and ambitious school community.

Cherry Tree Academy is a primary school located in Pontefract, West Yorkshire, serving a diverse and thriving community. As part of Waterton Academy Trust - a collaborative family of primary schools across Wakefield and Barnsley - we are proud to be part of a forward-thinking, inclusive and values-driven organisation that places children at the heart of all decision-making.

At Cherry Tree, we are deeply committed to providing the very best educational experiences for our children. Our dedicated staff team work tirelessly to ensure every pupil is nurtured, challenged and inspired to succeed both academically and personally. We are proud of the inclusive and welcoming ethos that underpins everything we do. High expectations, strong relationships, and a relentless focus on quality first teaching drive our ongoing school improvement journey.

In our most recent Ofsted monitoring visit (March 2025), inspectors recognised the "significant and sustained improvements" across the school. They praised the "clear and determined leadership", the "consistent implementation of the curriculum", and the "positive culture of learning" that is now firmly embedded. Importantly, they also noted how staff feel "well supported and valued", which contributes to the school's strong sense of teamwork and shared purpose. [Cherry Tree Academy - Open - Find an Inspection Report - Ofsted Cherry Tree Academy | Ofsted Parent View](#)

Being part of Waterton Academy Trust allows us to collaborate with like-minded professionals, share best practice and access high-quality professional development opportunities at every stage of your career. The Trust's commitment to wellbeing, leadership development and system-wide school improvement ensures all staff are well-supported and encouraged to thrive.

If you are passionate about making a real difference to children's lives, and committed to working collaboratively as part of a supportive and aspirational team, we would be delighted to hear from you.

Warm regards,

Mr Adam Dawson
Headteacher



About Our School

Cherry Tree Academy is a welcoming and ambitious 1.5 form entry primary school, with approximately 250 children on roll, situated in the historic market town of Pontefract, West Yorkshire. Conveniently located just off Junction 32 of the M62, the school is easily accessible for staff travelling from both Wakefield and Leeds.

What sets Cherry Tree Academy apart is our unwavering commitment to making a genuine difference in the lives of our children. We are driven by a strong moral purpose to provide every child with the essential knowledge, skills and support they need to enjoy a life of choice, opportunity and success. This shared commitment underpins all that we do and creates a strong sense of purpose across our school community.

The school became a proud member of Waterton Academy Trust in 2017 and benefits from strong collaboration with other Trust schools, alongside positive partnerships with Wakefield Local Authority. Staff at Cherry Tree Academy are part of a wider professional network, with opportunities to work alongside colleagues beyond the school and contribute to a culture of shared improvement.

Since the Headteacher took up post in February 2023, the school has continued on a positive improvement journey, supported by a highly experienced Senior Leadership Team comprising the Headteacher, a full-time non-class-based Deputy Headteacher, a full-time Pastoral Manager and a part-time SENCO. Together, leaders are committed to maintaining high expectations for pupils, while also ensuring that staff feel valued, supported and able to thrive professionally.

Cherry Tree Academy has secured significant improvements from previously low starting points. Attendance has improved considerably over time and is now above the national average at 96.2%, while persistent absence is also lower than national figures. Although this reflects strong progress, leaders remain relentless in their determination to ensure that every child attends school every day and is fully supported to achieve their potential.

The school's most recent Ofsted inspection in 2024 recognised the positive journey that Cherry Tree Academy is on. Inspectors highlighted that leaders have high expectations for all pupils, including those with special educational needs and/or disabilities. They recognised that pupils are safe, behave well in school and at breaktimes, and that early years is a particular strength, with provision that is carefully planned. Ofsted also noted that the school is considerate and mindful of staff workload and wellbeing.

Cherry Tree Academy is a school where staff are united by a shared purpose, supported by experienced leaders and committed to securing the very best outcomes for children. This is an exciting opportunity for a dedicated professional to join a school community that is ambitious, caring and determined to make a lasting difference.



Since joining the school, I have been fully supported and provided with numerous opportunities to access a range of high-quality CPD. This has allowed me to further develop as a classroom teacher.

KS2 Class Teacher





Why Choose Cherry Tree Academy?

Working at Cherry Tree Academy is a privilege, as it brings together like-minded individuals who share a strong belief in making a meaningful difference in children's lives. We recognise the importance of our role, knowing that our pupils flourish through the dedication and commitment of every member of our school community. The positivity and passion for learning are infectious, as we work collaboratively to provide every child with the high-quality experiences they deserve. We nurture a love of learning in both children and staff, growing together as a community that learns from one another and continually strives to improve. Our pupils are full of energy and enthusiasm; they are kind, supportive, and proud to be part of our school. At Cherry Tree, we create lasting memories and meaningful experiences that prepare our learners for the next stage of their journey and beyond.

Deputy Headteacher



The role is as rewarding as it is challenging and with the support of the Cherry Tree family, I am happier than I have ever been in my teaching career. It is truly a 'family' where we support each other on a daily basis. We have fun, we laugh and we work really hard to keep the children at the very centre of our focus.

KS1 Class Teacher



At Cherry Tree we thrive on the opportunity to make a positive change to the lives of children and their families.

EYFS Support Assistant

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



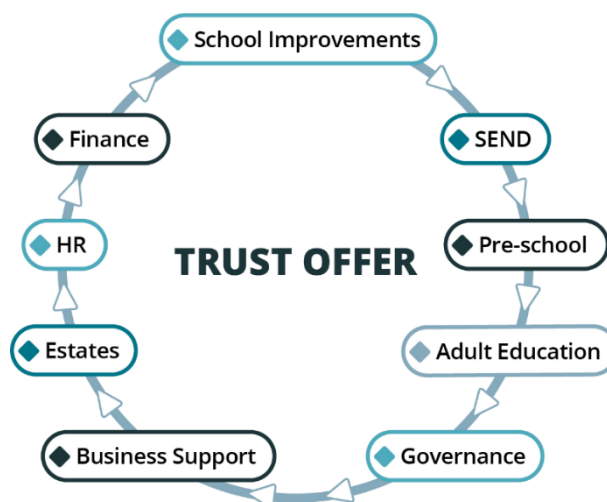
Girls Football

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 – Class Teacher

Job Title	Teacher
Reporting to	Headteacher
Grade	MPS/UPS

Main Purpose	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
Key Responsibilities	<p>To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils</p> <p>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 security, confidentiality and data protection, reporting all concerns to an appropriate adult. • 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. • 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"> • Represent and promote Waterton Academy Trust values internally and externally • Ensure that all stakeholders receive an excellent customer service

	<p>experience in all dealings with you and with Waterton Academy Trust</p> <ul style="list-style-type: none"> • Deliver your day-to-day duties consistently with the agreed service level • Actively promote and act, at all times, in accordance with Trust policies, e.g. Code of Conduct, Health and Safety, Equal Opportunities and Safeguarding • Make a commitment and contribution to the overall ethos and values of the trust, upholding these in all activities connected with the role • Undertake other duties commensurate with the job level • Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct
<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: Evidence of a satisfactory safeguarding check e.g. DBS check at the relevant level.</p>

Person Specification – Class 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/O T
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/O T
Is reflective and takes responsibility for continuing professional development.	X		AF/I/R/O T
Suitability to work with children and young people	Essential	Desirable	Assessed
Satisfactory DBS disclosure and standard Trust pre-secondment checks	X		AF, R, I
Ability to work in a way that promotes the safety and well-being of learners	X		AF, R, I

Next Steps

For further information about the opportunity please contact the school office on 01924 967603 or cherrytreeoffice@watertonacademytrust.org

Interested candidates are welcome **and strongly encouraged** to visit Cherry Tree Academy as part of the application process.

To Apply

Please submit applications via My New Term.

Selection Timeline

Closing Date: Friday 3rd July 2026 - 8am

Shortlisting: Monday 6th July 2026

Interviews: Week commencing Monday 6th July 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.