

Teaching That Transforms. Learning That Lasts.

The ACT Multi Academy Trust Class Teacher Prospectus.



Teaching at ACT: A Shared Professional Identity.

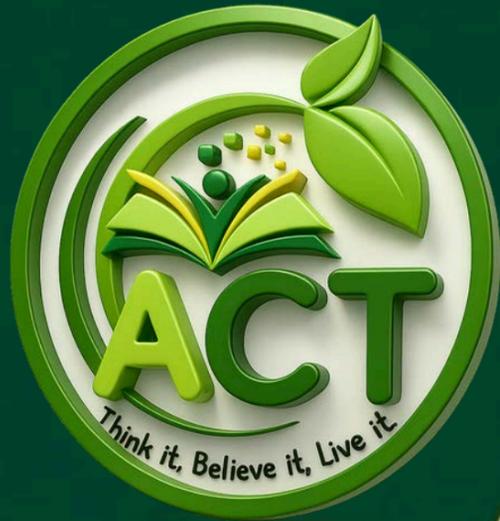
Think it. Believe it. Live it.

A guide to our professional framework,
culture, and the extraordinary impact
of the ACT classroom.



Driven by Values: Agape, Courage, and Thankfulness

Rooted in a strong
Christian ethos, welcoming
all faiths and none.



Agape (Love/Care)

Model kindness, respect,
forgiveness, and responsibility.
Treat every individual with
profound dignity.

How We Teach Matters.

Thankfulness

Foster joyful classrooms
and act with appreciation
for the community
we serve.

Courage

Act with integrity and
professionalism.
Embrace the challenge
of ambitious teaching.



A Shared Professional Identity and Moral Purpose

At ACT Multi Academy Trust, teaching is not simply a job role — it is a professional, ethical, and relational commitment.

We exist to ensure that every child, whatever their background, starting point or need, can achieve, belong and thrive. Our teachers are central to this mission.

Think it. Believe it. Live it.



The Purpose of the Class Teacher Role.

Your purpose is to deliver high-quality inclusive teaching that secures strong academic progress, personal development, and a deep sense of belonging for every single pupil.

You will teach with clarity, ambition, and compassion, believing that teaching is a vocation rooted in service, hope, and purpose.



Inclusion is Woven into the Heart, Never Sitting Alongside.



The Loom: Our shared Christian ethos and unwavering commitment to equity.

The Thread: Inclusion, adapted teaching, and profound respect for every child.

The Tapestry: A classroom where every pupil experiences dignity, challenge, and belonging.

The purpose of the Class Teacher role at ACT is to deliver high-quality, inclusive teaching that secures strong academic progress, personal development, and a deep sense of belonging for every pupil.



Inclusion at the Absolute Heart

We remove barriers without ever capping a child's aspiration.



Belonging:

Every pupil is seen, known, and celebrated as a full member of the classroom.

Equity:

Adaptive strategies are standard, everyday practice.

Excellence:

An entitlement for all, not a reward for the few.

Rooted in three
foundational values.



Agape (Compassionate Love)

Modeling kindness, respect, and forgiveness. Treating every child and adult with absolute dignity.



Courage

Acting with integrity and professionalism. Maintaining high expectations for all pupils, including those with SEND or disadvantage, because excellence is an entitlement.



Thankfulness

Valuing relationships, teamwork, and the community. Understanding that teaching is a vocation rooted in service, hope, and purpose.

We are a values-led Trust, rooted in a strong Christian ethos while welcoming families of all faiths and none. How we teach matters as much as what we teach.

The Core Philosophy: Excellence as an Entitlement

Removing Barriers.

We adapt provision, scaffold learning, and apply graduated approaches thoughtfully to ensure access and dignity for all

Without Capping Aspiration.

We never narrow opportunity. Excellence is not a reward for the few; we hold high expectations for all pupils, including those with SEND or disadvantage.

At ACT, we maintain ambition while responding intelligently to difference.



The Traditional Classroom

Inclusion:
Added on as an afterthought or intervention.

Behaviour:
Behaviour as compliance.

Excellence:
A reward for the most capable few.

Role:
Working in isolation behind closed doors.

The ACT Classroom

Inclusion:
Equity by design. Adaptive strategies and scaffolding are everyday practice.

Behaviour:
Behaviour as communication. High challenge, low threat.

Excellence:
An entitlement for all, driven by well-sequenced, cumulative knowledge.

Role:
A collective endeavour. Shared responsibility across year groups and schools.





The ACT FRAME.

Our common professional language.

ACT FRAME defines how excellent teaching looks, sounds, and feels across our Trust. It provides a shared, evidence-informed framework that brings clarity without fads or overload. It ensures:

Clarity.

Consistency.

Ambition.

Equity.

Crucially, the ACT FRAME allows teachers professional autonomy in how learning is brought to life in their individual classrooms.

The Ecosystem of Great Teaching

The six core expectations that align with the ACT FRAME.



Think it, Believe it, Live it

Think it, Believe it, Live it

1. Knowing Every Child (Equity by Design)

Great ACT teachers place children at the center of everything they do.

Academic Knowledge:
Understanding starting points and cognitive barriers.

Social Reality:
Fostering community, dignity, and peer relationships.

Emotional Landscape:
Recognizing that all behaviour is communication.



You will use this holistic knowledge to shape teaching, support, and relationships, ensuring all pupils access ambitious learning with confidence.





Knowing the Child to Unlock Ambition

Knowing Every Child

Great ACT teachers place children at the center. They know pupils academically, socially, and emotionally. They recognize that *behaviour is communication* and use this to shape support and relationships with dignity.

Ambitious, Well-Sequenced Learning

Excellence is an entitlement, not a reward for the few. ACT teachers plan with precision, ensuring pupils know more, remember more, and apply learning meaningfully. High expectations are held for all pupils, including those with SEND or disadvantage.



Ambitious, Well-Sequenced Learning

Focus, recall, and intent.



Step 3: Uncapped Ambition.
Hold high expectations for all, directly responding intelligently to difference (SEND or disadvantage) without lowering the bar.

Step 2: Deliberate Practice.
Revisit learning deliberately through retrieval to ensure pupils know more and remember more.

Step 1: Precision Planning.
Teach a carefully sequenced curriculum that builds cumulative knowledge.



Calm, Purposeful Classrooms



Behaviour culture is built through relationships, clarity, and trust—not compliance alone.



Lived Inclusion

Equity as standard practice.

Inclusion Ecosystem



1

Full Membership:

Pupils with SEND, disadvantage, or additional needs are seen as full, central members of the class.

**Mainstream
Classroom**



**SEND
Leadership**

2

Seamless Collaboration:

Work intimately with SEND leaders and support staff to apply graduated approaches thoughtfully.

3

The Core Belief:

What works for the most vulnerable pupils improves learning for all.





Teaching as a Collective Endeavour

ACT teachers do not work in isolation.
We share responsibility for all pupils.

ACT works with schools and teachers,
not to them. Collaboration here is
purposeful, supportive, and grounded in
profound professional trust.



The Blueprint of an ACT Professional

ACT teachers are reflective, evidence-informed, and committed to continual improvement.



The Strategist

Engages fully in professional development, coaching, and reflection.

Uses feedback constructively to improve practice.

The Practitioner

Upholds high standards of professional conduct.

Ensures adaptive strategies and flexible grouping are visible in daily practice.

The Collaborator

Works in deep partnership with parents, carers, SEND leaders, and support staff to ensure every pupil experiences belonging.



The Environment to Thrive



Working for ACT means joining a Trust that is small by design, values-led by intent, and ambitious for staff. When teachers thrive, children thrive.

Professional Autonomy:
Respected as skilled professionals.



ACT FRAME: A shared, evidence-informed framework bringing clarity without fads.



Supportive Leadership:
Leaders who know their schools and staff deeply, prioritizing wellbeing.



High-Quality CPD:
Continuous coaching, collaboration, and reflective practice.



Why Choose ACT?

Visible Impact

Working in schools where your contribution is known and felt every single day.

Professional Trust & Autonomy

You are respected as a highly skilled professional.

High-Quality CPD & The ACT FRAME

A shared, evidence-informed framework that brings absolute clarity without fads, overload, or burnout.

Supportive Leadership.

Leaders who know their schools and staff well, handling challenges with kindness and principled leadership.



Where You Belong

The ACT Environment

Supported Teachers

Professional Autonomy,
Supportive Leadership

The ACT FRAME

Relational,
Ambitious Teaching

Evidence-Informed
Framework



Children who Achieve,
Belong, and Thrive.



A great ACT teacher believes teaching is a vocation rooted in service, hope, and purpose. If this resonates with how you see yourself as a teacher, then ACT could be where you truly belong. **Apply today.**



Who This Role Is For

- You believe **every child can succeed**, regardless of starting point.
- You value **academic ambition** and profound **inclusion** equally.
- You thrive in **relational, community-focused** school environments.
- You are a **reflective practitioner** who seeks continual growth.
- You view teaching as a **vocation** rooted in **service, hope, and purpose**.

We welcome applications from both Early Career Teachers (ECTs) and highly experienced practitioners who share this commitment.

Think it. Believe it. Live it.



If this resonates with how you see yourself as an educator,
then ACT Multi Academy Trust is where you truly belong.



Apply now to join our community of educators. Contact us to begin your journey.