



CLASS TEACHER

RECRUITMENT PACK

GROWING TOGETHER, STRIVING FOR SUCCESS


Ofsted
Good
Provider



INTRODUCTION TO THE ROLE

We are seeking to appoint new KS1 and KS2 teachers, committed to providing a transformational quality of education to the pupils in our lovely, one-form entry primary school. This is an exciting opportunity to join a friendly and professional team at a very exciting time for the school.

You will find yourself joining a close-knit team within the school as well as the Multi Academy Trust wider community.

We are interested to hear from teachers who want to support pupils to achieve their best in a safe learning environment, and who will approach their role in line with our ambition of offering an exceptional quality of education to pupils of all backgrounds and prior attainment.

Lime Tree Primary Academy has had a £3 Million rebuild and refresh project recently completed; it was then graded GOOD by Ofsted in February 2024.

Joining Lime Tree Primary Academy now is a fantastic opportunity to be part of something really special.

OUR SCHOOL VISION, AIMS AND VALUES

OUR VISION

We believe a happy and well regulated child is ready to learn.

We promote an aspirational, positive, inclusive learning environment, that develops resilience, confidence and enthusiasm, in a setting that ensures holistic progress and listens to the voice of all our stakeholders.

We have invested in a creative curriculum, with high quality, adaptive teaching, grounded in what the children need.

We understand the importance of a solid foundation for childhood learning and development.

At Lime Tree, we want our community to widen their cultural capital, empowering them to explore their world and discover opportunities.

We aim to foster, a community love of learning, by working together for individual success.

OUR AIM

We are committed to providing a nurturing, safe environment where children can learn to be the best they can be.

Inspirational leadership facilitates every young person to have access to a great education, enabling life long learning in an ever changing world.

OUR VALUES

Lime Tree Primary Academy values the central role of the child in their own development and individuality.

We are an inclusive school that values equality, accessibility for all and everyone's well-being.

We appreciate that a safe, stable and inviting environment allows our children to thrive.

We expect our community to all share the values of being polite, mutually respectful and to take pride in what they do.

Resilience is valued, so that no-one gives up at the first hurdle, but strives to problem solve.

Trust and honesty allow for collaborative learning for staff and pupils alike.

**GROWING TOGETHER
STRIVING FOR SUCCESS**

ABOUT THE TENYSON LEARNING COMMUNITY



The Tennyson Learning Community is a small Multi Academy Trust that invests in teachers and leaders to carry out their roles effectively, in order to attain excellence in its schools.

Dedicated to improving standards, we believe strongly in the benefits of working collaboratively across the Trust to drive outcomes and standards.

We are proud to run one of the highest performing primary schools in the country – Tennyson Road Primary School, Luton – “Together, in strength and partnership” we can offer an outstanding school improvement model with a proven track record.

	HIGH QUALITY AND INCLUSIVE EDUCATION FOR EVERY CHILD WITHIN THE TRUST		MEASURED AND MUTUALLY BENEFICIAL GROWTH
	HIGHLY EFFECTIVE PERSONAL AND PROFESSIONAL DEVELOPMENT		EFFECTIVE, WELL-INFORMED GOVERNANCE
	SAFE AND SECURE ESTATES THAT SUPPORT LEARNING		STRONG, CONTROLLED AND SUSTAINABLE FINANCIAL MANAGEMENT

In return of your commitment and hard work we offer:

- A school team who will share your energy and enthusiasm.
- A brilliant community of professionals across the Trust, with great expertise
- A superb professional development programme and career opportunities within the Trust
- Wonderful children who love learning
- Competitive pay rate
- Private health care plan

We are driven by a moral purpose and a vision that ensures every child has the right to outstanding teaching and, every academy, exceptional leadership. It is our vision to work with our children, their parents and carers and our staff to create and to sustain excellent academies.

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MESSAGE FROM THE HEAD OF SCHOOL

We pride ourselves on being a forward thinking, fully inclusive school. We strongly believe in supporting every child to reach their full potential and provide high quality support and interventions as part of a child's learning journey here.

Our school motto is 'Growing together, striving for success' and we firmly believe that working closely with pupils, parents and carers is key to positive outcomes for our pupils, helping them to leave our school equipped and ready for secondary education and the demands of modern life.

Children take part in engaging and exciting lessons and activities. Visitors and events such as drama workshops and artists are regularly welcomed to school to enhance and enrich our pupils' learning opportunities further.

We fully believe that children who are interested, challenged, and engaged will learn more. We aim to provide an excellent education for our pupils together with parental support through a strong home school relationship. Children also learn about today's society and the importance of diversity and to respect others regardless of ability, gender, ethnicity, sexuality, or religion.

Our recent Ofsted Inspection resulted in a grading of good in all areas, we are incredibly proud of the progress made through excellent teamwork and collaborative working, we are excited to drive these improvements further to achieve outstanding outcomes for all.



OFSED - "In lessons, pupils behave well and are attentive. They know their teachers want them to do well. Pupils behave sensibly in lessons and around the school."

"Children learn the behaviour routines from the early years. For example, they cheerfully share their bikes and toys. They learn to concentrate and persevere."

Ms Clare Lewis – Head of School

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SAFEGUARDING CHILDREN AND YOUNG PEOPLE

The Tennyson Learning community and the academy schools are committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that they support this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References

We are committed to ensuring a positive work environment and selecting candidates who align with our values and culture. As part of our thorough recruitment process, in accordance with DfE Keeping Children Safe in Education 2024, an online search will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process.

Any information we come across will be handled confidentially and considered in a professional manner. Our aim is to better understand your qualifications and suitability for the role. If you have any concerns or questions about this process, please contact us for more information.

NEXT STEPS

Please review the Job Description and Person Specification, if you require these documents in any other format, or have any other accessibility requirements, please contact us on hr@tennysonroad.school

Our application process is accessed by applying through [My new Term Tennyson Learning Community, Luton | Teaching Jobs & Education Jobs | MyNewTerm](#)

Please do not hesitate to contact the school for an informal conversation about the role. Interviews will be held soon after closing date listed on the posting.

We are committed to safeguarding and promoting the welfare of children and young people. All staff will be subject to appropriate checks, including enhanced DBS checks and referencing.

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DIVERSITY AND INCLUSION

The Tennyson Learning Community values and cares about the lived experience and backgrounds our colleagues can bring to their roles. We believe a diverse team strengthens our organisation and encourages innovation.

We welcome applications from all backgrounds and ensure our colleagues feel respected and valued for being themselves.

We are committed to ensuring that employees who have a disability are given every possible assistance in the workplace. All disabled applicants that meet the minimum criteria for the job will be given the opportunity to be interviewed.

We have a commitment to make reasonable adjustments to our recruitment and selection processes, where appropriate; this is to ensure that no candidate, whether they have a disability or not, is unfairly prevented from demonstrating their true abilities.





CLASS TEACHER

Salary range: MPR/UPR Teachers Pay and Conditions

Location: Dunstable, LU5 5QN

Start date: 16th April 2026 – 2 days a week Thursday & Friday

We value diversity and are committed to safeguarding. The successful candidate will be subject to an enhanced Disclosure and Barring Service check and any other relevant employment checks.

We are interested to hear from highly motivated individuals whose values are aligned with ours and who possess the knowledge and abilities to work as a successful teacher as part of a cohesive team.

The successful applicant will have the chance to join a highly ambitious, successful, and innovative Multi Academy Trust, and the opportunity to work alongside some of the country's most experienced, knowledgeable, and committed educational leaders.

We invest in and develop staff at all levels of their careers, and we know our track record of performance rests on the impact our teachers have.

Overall responsibilities:

- To teach the school curriculum to a cohort of pupils
- To ensure effective use of assessment that leads to responsive action aimed at filling gaps in knowledge.
- To ensure that teaching and learning practice is supported by the most robust research and evidence.
- To maintain and contribute to the development of the curriculum and champion the school approach to curriculum development and delivery.
- To work as part of the teaching team and, where appropriate, help develop other teaching staff.
- To support very high expectations and standards in all aspects of school life in keeping with the vision for the school.
- To ensure that safeguarding policies and procedures are followed.
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Specific Duties:

- Establish and maintain a safe environment and purposeful working atmosphere which supports learning and in which pupils feel secure and confident
- In accordance with the Tennyson Learning Community Primary curriculum - plan, deliver and review lessons appropriate to the age and learning stage of the pupil, to facilitate progression in pupil learning
- Ensure that learning goals are challenging and ambitious for all pupils, and that learning is appropriately scaffolded and broken down to enable pupils to experience success.
- To facilitate exceptional progress through the use of effective assessment practice to plan and implement a targeted response to cohort, group, and individual learning needs
- Providing pupil feedback and setting clear targets that move learning forward by building on prior learning, including consideration of the key performance indicators for age-related expectations
- Participate in curricular development of specific subjects and/or phases to ensure that the curriculum meets the requirements of further study
- Identify the needs of individuals and groups within the class, or year group, taking note of individual education plans and liaising with the SENCO as required
- Maintaining exceptional standards of behaviour from each pupil in line with the established behaviour management system in the school
- Ensure high levels of attention, participation, and well-being, hence stimulating interest in the curriculum
- Establish and maintain positive and productive relationships with pupils' parents/carers and colleagues
- Plan and implement opportunities to contribute to pupils' personal, spiritual, moral, social, and cultural development
- Make effective use of assessment data and information to track progress and attainment accurately, in conjunction with colleagues and the phase lead
- Periodically assess how well objectives have been achieved in terms of the key
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performance indicators for reading including phonics, writing and mathematics, as well as the key performance indicators for in year progression and attainment and use pupil level data and information to improve specific aspects of teaching

- Monitor and assess pupils' work and set targets for progress as directed by the school's assessment systems and calendar
- Keep up-to-date and accurate records detailing pupil achievement, through the school's assessment systems
- To ensure parents are aware of their child's achievement, behaviour, and areas for development through both formal and informal systems.
- Collaborate effectively with Key Stage colleagues, subject leaders, and senior leaders in pursuing excellence in curriculum delivery together
- Make effective use of other adults, including teaching assistants and volunteers
- Make effective use of resources
- Participate fully in the school coaching and teacher development processes, critically evaluating your own practice in order to keep getting better
- To proactively participate in professional development

Other professional requirements:

- To report any safeguarding concerns immediately to a Designated Safeguarding Lead
- To consistently implement all trust and school policies, including the promotion of equality and diversity
- Have a working knowledge of teachers' professional duties and legal liabilities. Always operate within agreed practices of the school with close attention to the school's Staff Handbook and Code of Conduct
- Establish effective working relationships and set a good example through presentation and personal and professional conduct
- Endeavour to give every child the opportunity to reach their potential and meet very high expectations
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- Take responsibility for your own professional development and duties in relation to school policies and practices
- Liaise effectively with parents and governors as necessary
- Liaise with other schools regarding transition as necessary

Health and Safety

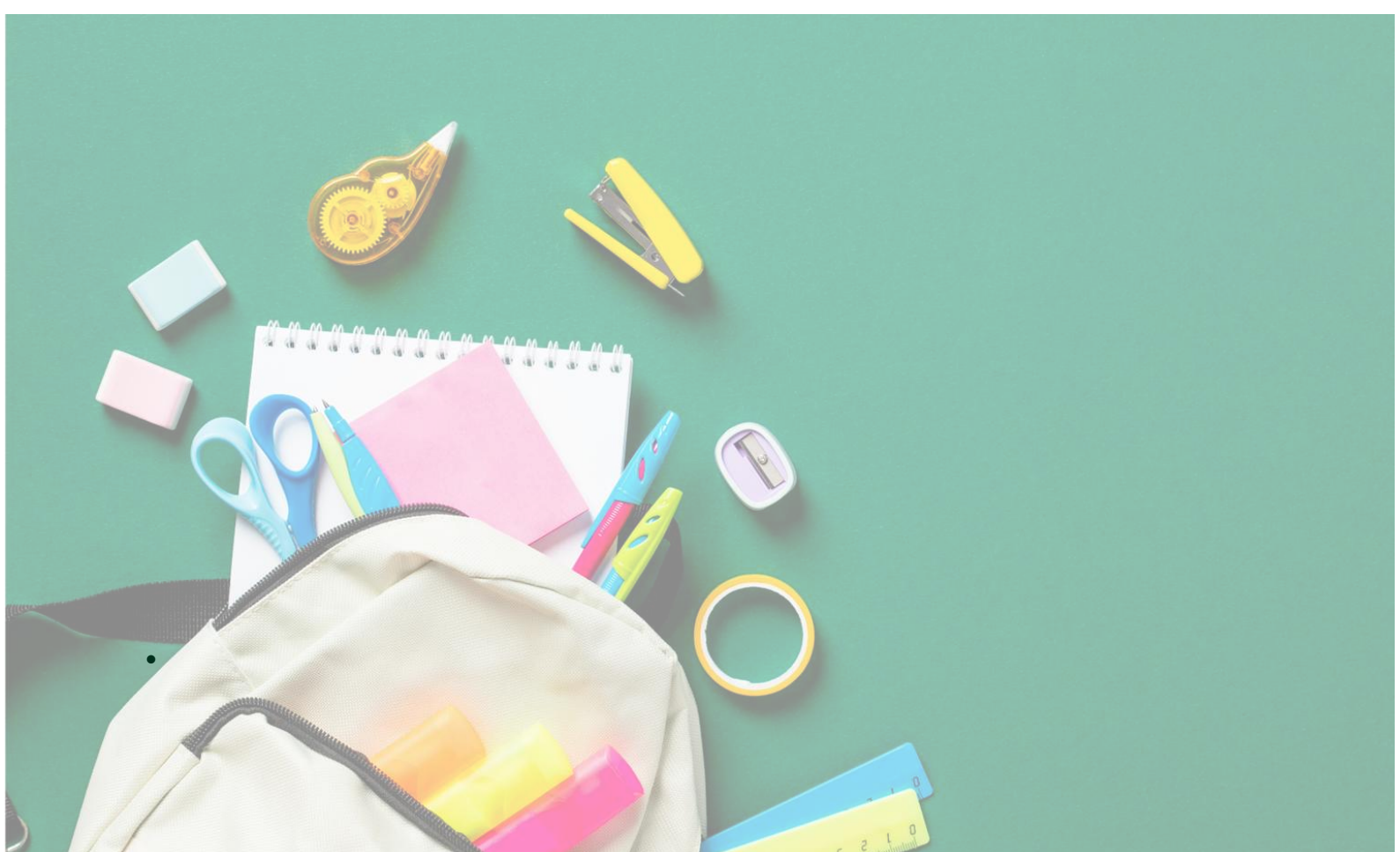
To be responsible for following Health and Safety requirements in line with school policies and procedures

GDPR – Data Protection

To be responsible for following GDPR requirements in line with School policies and procedures

Training and development

To participate proactively in training and professional development including qualifications required for the job role



PERSON SPECIFICATION – CLASS TEACHER

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • QTS, or eligibility and willingness to work towards QTS • GCSE in English and mathematics at 1-9 grade • Undergraduate Degree • Evidence of ongoing CPD. 	<ul style="list-style-type: none"> • Undergraduate degree at Upper Second or better • Master's Degree or relevant National Professional Qualification • Evidence of recent professional development in core curriculum for KS 1/2
Experience	<ul style="list-style-type: none"> • Teaching experience in a primary school • Evidence of collecting and interpreting data outcomes • Understanding of the requirement to teach a wide enriched curriculum in a KS 1/2 setting • Understanding of the importance of phonics teaching and familiarity with or experience of teaching a systematic synthetic phonics programme • Recent experience of liaising with parents and carers informally and formally about progress and attainment and in discussing social and emotional progress or issues that may arise. 	<ul style="list-style-type: none"> • Current experience of teaching KS1 or KS2 • Evidence of data outcomes and knowledge of KS 1/2 teaching requirements • Recent experience in teaching a broad and balanced knowledge rich curriculum in a KS 1/2 setting, or extensive understanding of requirements. • Experience of teaching an evidence-based structured linguistic phonics programme e.g., Read, Write, Inc. • An understanding of the latest curricular developments relevant to primary schools • Evidence planning and teaching well-sequence lessons and assessing through writing moderation and internal assessment systems.

Competencies	<ul style="list-style-type: none"> • An understanding of theory and practice in providing effective teaching and learning for needs of all children at KS 1/2 age (e.g., classroom organisation and teaching strategies) • Evidence of commitment to continuous professional development • Knowledge of the statutory requirements for monitoring and assessment using standardised scores in tests. Understanding age related expectations and greater depth in reading writing and mathematics • High level of understanding of grammar and punctuation in KS 1/2. • Some recent competencies in teaching phonics. • Completely committed to the safeguarding of pupils 	<ul style="list-style-type: none"> • Preparation and administration of interim and end of year assessments. • Recent experience of writing moderation at KS 1/2 • Understanding of strategies to promote teaching and learning for pupils with a range of learning needs
Personal Characteristics	<ul style="list-style-type: none"> • Behave and act in line with the Trust Vision and values. • Be committed to the children in the school and their progress and development • Have very high expectations of pupils and their outcomes regardless of background and prior attainment • Be open to feedback on personal and school performance through coaching 	

OUR OFFER

The Tennyson Learning Community seeks to appoint colleagues who share our values and belief that “Every Child Can.”

We recognise that in order to offer the best outcomes for our children, our staff teams need the opportunity to be the very best they can be too. We do this by ensuring we have in place for all staff:

- Continuous professional learning
- Embedding initiatives to support with reducing staff workload;
- A strong supportive environment with dedicated line management structures and clear communication channels;
- Well-being assistance and support including a dedicated employee assistance helpline and occupational health;
- Opportunities to take part in exciting initiatives and projects that help shape the way our children will learn in the future;
- Wide range of family friendly policies in place for staff;
- Recognising national terms and conditions for staff;
- Teachers and Local Government pension schemes;

