



Watererton
Academy Trust

Application Pack

Teacher



Job Title	Teacher
Salary & Grade	MPS/UPS, ECT's welcome to apply
Contract	Full time, 27.5 hours per week, Permanent
Reporting to	Headteacher
Start Date	September 2026

Dear Applicant

Thank you for your interest in the role of Teacher.

We are seeking to appoint an inspirational and dynamic Teacher to join the fantastic team at South Kirkby Academy. So, if you are an ambitious, talented and highly motivated with a passion for ensuring children learn and achieve, and if you work hard and have the drive and energy to make a difference to children's lives and their learning, then South Kirkby Academy could be the school for you!

South Kirkby Academy joined Waterton Academy Trust, a primary Trust of 14 primary schools serving the Wakefield and Barnsley area, in September 2016. The Trust's driving ambition is to secure the very best outcomes for all its children and prepare them for future success. South Kirkby Academy is proud to be part of this determined collaborative group.

We are looking for an outstanding Teacher who is committed to raising standards and developing outstanding primary practice with a hardworking team.

We look forward to receiving your application.

Warm Regards,

Adam Potter

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

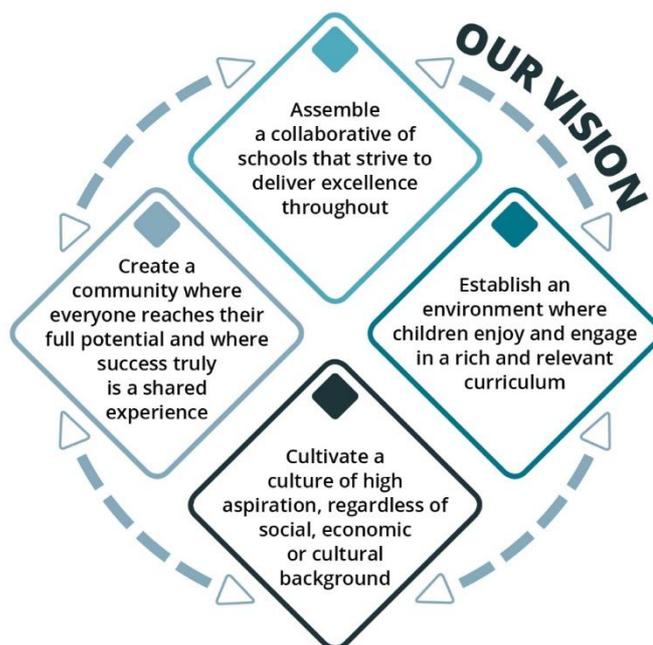
- 1 - Wrenthorpe Academy
- 1p - Wrenthorpe Pre-School
- 2 - Sharlston Community School
- 3 - Walton Primary Academy
- 4 - Normanton Junior Academy
- 5 - Lee Brigg Infant and Nursery School
- 6 - Normanton Common Primary Academy
- 7 - Crofton Infant's School
- 8 - Hammer Lane Academy
- 9 - Churchfield 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.





About The School

I have been the Head of South Kirkby Academy since April 2022 and feel very privileged to tell you more about our wonderful school.

South Kirkby Academy is a vibrant, inclusive and nurturing school whose vision is to transform life chances for children through providing excellent teaching, learning and opportunity. We are a forward-thinking and constantly improving school with a skilled team of staff who are dedicated to providing the very best for our children.



The children at our school are an absolute delight. Our **SKA Golden Rule** underpins day-to-day life at South Kirkby Academy: we expect everyone who attends, whether they are young or old, to make sure that everyone is **safe, happy and learning**. We also follow five **SKA Values** which are to be **respectful, kind, inclusive, safe and independent**.

Our curriculum is underpinned by the saying '**Life Outside Kirkby**' whereby children are encouraged to explore life outside our community through learning and opportunity.

Our main current school improvement priorities are to:

- Improve outcomes in reading, writing and maths.
- Further improve quality of education by developing the school's curriculum offer.
- Improve the quality of assessment practice.
- Further develop the curriculum offer of learners with SEND.
- Further improve attendance.

We are excited about the opportunity to appoint a new member of staff to add to our fantastic team and look forward to working with the successful applicants to continue improving South Kirkby Academy from strength to strength.

We want our new colleagues to have highly developed emotional intelligence and the ability to build effective relationships with all stakeholders.

As part of Waterton Academy Trust, we take the well-being of all stakeholders as high priority as well as valuing the importance of work-life balance, and professional development.

Please do not hesitate to contact school to arrange a visit - we would love to show you around. I look forward to hearing from potential candidates.

Mr Adam Potter
Headteacher

Each day is different - we are lucky to work within a strong and supportive team, where every member is valued and held in regard for their contributions to our community. Our children and families are at the centre of everything we do and only the best is good enough for them. You know you are making a difference working at South Kirkby Academy.

Samantha | Assistant Headteacher





South Kirkby Academy is a junior school based in the heart of the ex-mining town South Kirkby situated in Wakefield district. South Kirkby is a small town with a rich history; it was first mentioned in 1086 in the Domesday Book, and South Kirkby retains the site of the original Saxon settlement. The town is also home to South Kirkby Colliery football club, who have competed in the FA Cup many times in their history. South Kirkby Academy works closely with Common Road Infant School – a Wakefield Local Authority School – as most learners in Year 2 then attend South Kirkby Academy in Year 3.



We are proud to be part of Waterton Academy Trust and were rated **GOOD** by Ofsted in April 2023.

“Leaders are determined that pupils gain knowledge and experience to succeed at school. They have high expectations of pupils. Pupils achieve well. Staff know their pupils and their families well. They look after pupils and ensure they feel safe. Pupils behave well in school.” – Ofsted, 2023

Our curriculum is designed and driven to meet the needs of our unique school community: improving social skills,

vocabulary acquisition, and teaching about equality and diversity are the key drivers. Staff at South Kirkby Academy strive to make learning irresistible, foster a love of learning through providing first-hand experiences and share a vision of expanding children’s understanding of ‘Life outside Kirkby’.

Our aim is for all children to be immersed in a curriculum rich in opportunity and experiences for each of the 760 days they are with us in order to develop their cultural capital, equip them with the knowledge and skills required for success at school and beyond. Our children are encouraged to be brave, explore, discover, learn and dream big.

At South Kirkby Academy, we broadly follow the National Curriculum as its design ensures a breadth of knowledge is taught in a memorable and awe-inspiring way.

Our inclusion manager and team of pastoral staff deliver a unique curriculum, providing support, motivation and guidance to help children overcome obstacles to their learning. This pastoral offer ensures that family issues, mental health problems and lack of confidence do not present a barrier to children accessing the full curriculum. Children with SEND access a broad curriculum and receive high quality teaching adapted to their needs to ensure they are successful.

We are an inclusive and nurturing school with embedded core values. Everything we do has the child at the forefront of our decisions. We have a great team of teaching and support staff led by a supportive SLT. I truly love my role at SKA.

Marie | Learning Mentor

The support received from Waterton Academy Trust is invaluable. The school improvement team work with children, teachers and leaders alike to raise standards across the setting. High quality CPD at each stage of a teacher’s career is prioritised to ensure practice is current and the best it can possibly be.

Gemma | Assistant Headteacher

I love being part of an amazing, supportive team in a place where no two days are the same.

Joanne | Senior Admin Officer

As P.E. lead, I am proud of the sporting opportunities we offer our children. We offer a broad and engaging P.E curriculum showcasing alternative sports such as orienteering, Zumba and korfbal as well as traditional sports such as football, rugby and gymnastics. Outside of P.E lessons, we offer a comprehensive range of after-school clubs which allow children the opportunity to be active, gain confidence and develop social skills. We take part in fortnightly sporting competitions through Waterton Academy Trust and the children are proud to represent the school, especially wearing their brand-new team kits.

Jamie | Teacher, P.E & Science Lead

Since joining SKA, the opportunities that have been given to me with regards to CPD and development, have been amazing. The staff across school are extremely supportive of each other and the atmosphere across school shows this. In terms of subject leadership, I feel well supported not only within school but across the Trust and know there is a team of people you can always turn to for support and guidance. It’s without doubt an excellent place to work.

Lucie | Teacher & English Lead

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.

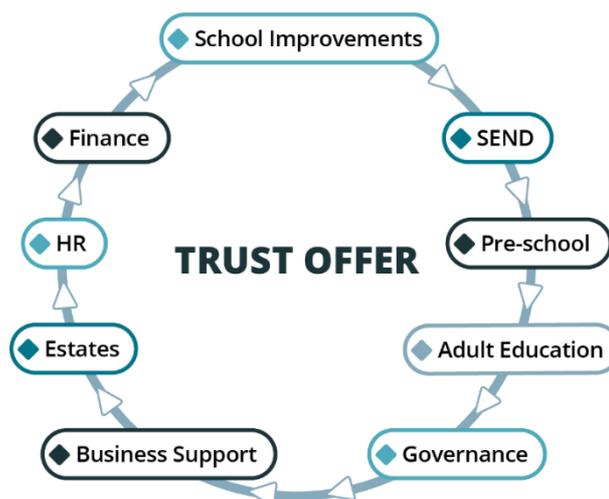


Trust Offer

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
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 – 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 967615 or skaoffice@watertonacademytrust.org

To Apply

Please submit applications via My New Term.

Selection Timeline

Closing Date: Wednesday 29th April 2026 - midday

Shortlisting: Friday 1st May 2026

Interviews: Monday 4th 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.