



Watererton
Academy Trust

Application Pack

Class Teacher
Hammer Lane Academy



Job Title	Class Teacher
Salary & Grade	MPS/UPS plus SEN allowance
Contract	Full time, Permanent
Reporting to	Head of Specialist Provisions
Start Date	September 2026

Dear Applicant

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

Hammer Lane Academy are delighted to be looking to appoint a committed and experienced Teacher to join our staff team at Hammer Lane Academy.

Hammer Lane Academy is a purpose-built independent specialist school for children in EYFS and KS1 that opened in September 2025. It provides an environment, that empowers children to make progress providing the support required to develop according to their personal needs as identified in their Education Health and Care Plan.

To join on us on this exciting journey, we are seeking a practitioner with expertise in supporting children, or a willingness to develop within this area, with a range of additional and complex needs, particularly those with ASD and social communication/interaction difficulties. We are seeking applicants with experience of working with a range of communication interaction strategies and communication systems such as Pictorial Exchange Communication Systems (PECS) and Makaton signing systems and experience of working with bespoke/personalised curriculums to meet individual need.

The whole staff team work in a positive and collaborative environment where the needs of the children are at the heart of all best practice and decision-making. This is an exciting opportunity to become part of a strong and dedicated team who are committed to high standards and creating an inclusive learning environment for all children.

We look forward to receiving your application.

Warm Regards,

Laura Thresh

Head of SEND and Inclusion

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.

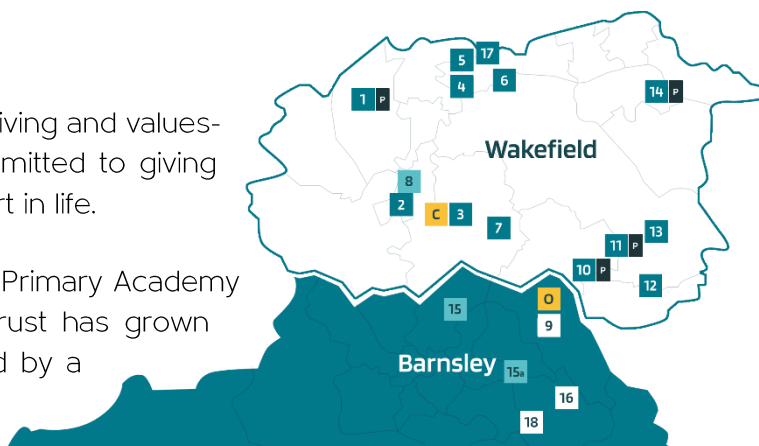
We work across two key regions - Wakefield and Barnsley - and are proud to be seen as a trusted and collaborative presence within the wider education system. All our schools are primary-phase, and collaboration sits at the heart of how we work.

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

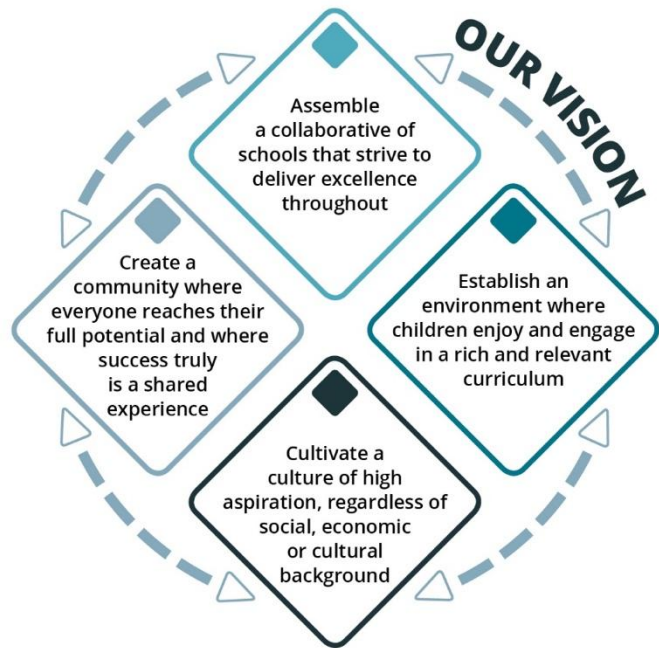
- 1 - Wrenthorpe Academy
- 1p - Wrenthorpe Pre-School
- 2 - Sharlston Community School
- 3 - Walton Primary Academy
- 4 - Normanton Junior Academy
- 5 - Lee Brigg Infant and Nursery School
- 6 - Normanton Common Primary Academy
- 7 - Crofton Infant's School
- 8 - Hammer Lane Academy
- 9 - Churchfield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

Thank you for taking the time to read this pack in considering if this is the role for you.

We are a welcoming, personalised specialist setting and pride ourselves on the provision we offer all children through a highly-inclusive ethos, engaging curriculum and creative approach to education. Our setting accommodates pupils with Education, Health and Care Plans (EHCPs) with an adapted and specialised approach at the core of what we aim to deliver. We are proud of our bespoke 'offer' and this is something that can only be experienced in person, so visits to meet our incredible children are always welcome!

As a Teaching Assistant you will work alongside our Lead Teacher, Class Teacher and Teaching Assistants and be part of our learning environment in our successful and exciting provision, based at Hammer Lane Academy you will also have the support of the Head of Specialist Provisions, Deputy Head of Specialist Provisions and the Trust's Central Team.

We value **Aspiration and Achievement for All**; however, it's not just our children that aspire and achieve, but our staff too! We offer a wealth of development opportunities and support all of our staff to ensure that the Hammer Lane Academy is the best place to learn and work. Continuous Professional Development (CPD) is extremely important to us and ensures that our staff feel empowered to deliver the best possible provision to all pupils.

We aim to ensure that we are a forward-thinking and reflective setting; always looking for ways to further develop and improve our offer for our children. We passionately believe that every single child has the ability to achieve great things, and it is our job, and professional & moral responsibility to nurture all children in our school to reach their potential and achieve more than they ever believe they could. An essential part of this belief is a commitment to working with parents, our community and other agencies - education is a partnership, and we all have a duty to our children. We foster these relationships and hold pupil voice at the heart of all that we do.

This is all underpinned by a highly-inclusive approach, high standards of behaviour & attendance and an unwavering commitment to the personal development of our children. Our school aims are based on the fundamental belief that we will provide the very highest level of education, and provide a school experience that will open the door to lifelong learning.

As part of the Waterton Academy Trust family of schools, we are supported by a fantastic organisation that shares our values. We have an exceptional rate of staff retention, so an available position is a rarity. If you would like to know anymore, or see more of the school, please do not hesitate to get in touch.

Warm Regards,

Laura Thresh

Head of SEND and Inclusion

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.

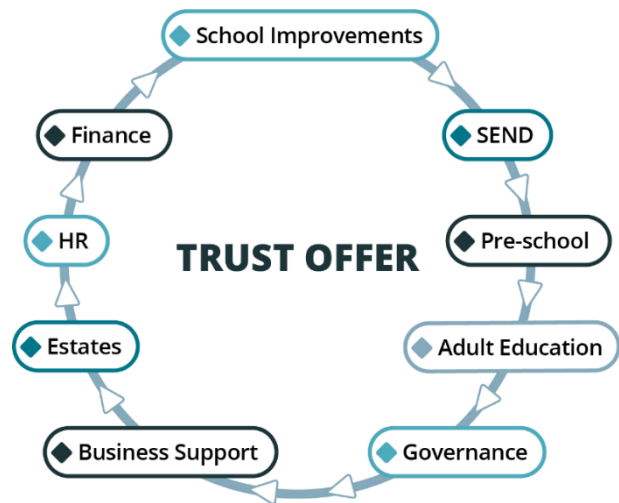


Trust Offer

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	Head of Specialist Provisions
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
Purpose of the Post	<ul style="list-style-type: none"> To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils Ensure delivery of high quality teaching and learning for which they are accountable <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.

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/OT
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/OT
Is reflective and takes responsibility for continuing professional development.	X		AF/I/R/OT
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 school on 01924 967619 or NewsteadSEND.office@watertonacademytrust.org

To Apply

Please submit applications via My New Term.

Selection Timeline

Closing Date: Friday 8th May 2026 - midday

Shortlisting: Monday 11th May 2026

Interviews: Thursday 14th 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.