



Exeter
A Learning Community



Inspiring Futures
through Learning

Unqualified Class Teacher Applicant Information Pack



TOGETHER, WE BELIEVE, WE WILL ACHIEVE!

WELCOME

Dear Applicant,

Thank you for your interest in our school and the exciting opportunity that this role presents.

At Exeter, we love our school, our children and our community and we are passionate about what we do. Every day, we work hard to achieve a positive difference for the children entrusted in our care. We are proud to be an attachment-focused school, where we nurture all our children to achieve their best in all areas of life.


When you join Exeter School, you don't just join a team – you join a family! As part of the IFtL family there are a large number of benefits, most notably our commitment to supporting our employees through CPD and professional development.

Please take the time to consider the specification and requirements to the role of a Class Teacher. If you believe you can thrive in this role and you want to play a significant part in our journey, we look forward to receiving your application.

If you have any questions, please email us at: head@exeterschool.co.uk

Yours sincerely,

Mrs Crawford and Miss Doherty
Co-Headteachers of School



WE ARE TEAM EXETER AND WE WORK HARD TO OVERCOME OUR CHALLENGES AND ACHIEVE OUR GOALS – MAKING MEMORIES AND DREAMS COME TRUE.

OUR VISION

As unqualified class teachers, we share a clear and united vision for our school: a warm, purposeful, and inspiring learning environment where every child is encouraged to explore, achieve, and grow—academically, socially, and emotionally.

We believe in nurturing a culture of collaboration and respect, where every member of staff feels valued and empowered to contribute to pupil success. As teachers, our influence extends far beyond delivering lessons. We guide children in finding their voices, developing confidence, and flourishing both within and beyond the curriculum.

Together, we commit to:

- Strengthening communication and teamwork, recognising that pupils thrive when adults work in partnership.
- Supporting every learner by celebrating individuality, meeting diverse needs, and helping children recognise their strengths.
- Maintaining high expectations while responding with empathy to the challenges our pupils may face.
- Promoting curiosity and creativity so that our classrooms become places of discovery, excitement, and meaningful learning.

We envision a school where children feel safe, challenged, and valued—and where every adult models the values we teach: kindness, responsibility, and a love of learning.

Together, we shape not only a classroom, but a community.



OUR VALUES

Together, we work towards our school values, I CARE: integrity, creativity, aspiration, respect and responsibility and empathy.

We value the way all children and families are unique, and we celebrate diversity and equality, valuing the importance of each and every person within our Exeter community. We will respect others regardless of ability, age, gender, disability, sexual orientation, ethnicity or religion. We will provide a happy, caring, safe, supportive and positive learning community.

Inspiring Futures through Learning

Our vision
To inspire the futures of us all through learning **together**

Our values

- F Fun**
We enjoy what we do. We make positive contributions. We take pleasure from success.
- U Unique**
We celebrate difference. We champion diversity. We are divergent in our thinking.
- T Together**
We share the same promise. We support and encourage. We cooperate, collaborate and care for each other.
- U Unafraid**
We are confident to challenge. We are courageous in our thinking. We are robust in our decisions.
- R Responsible**
We act in the best interests of our communities and each other. We are accountable for our actions. We stand up to scrutiny.
- E Energetic**
We are positive and dynamic. We explore new worlds. We innovate to achieve.
- S Safe**
We are secure in our beliefs. We are protective and firm. We make decisions together.

Our IFTL family

As an IFTL family we understand, and are committed to, our responsibility in shaping and influencing the lives of future generations. We do this in partnership with our families, our communities, fellow educators, and other local and regional partners. We also do this with national policy makers and global leaders. We are committed to the levels of collaboration required to shape and protect the future. We start with our schools, our people, our family, and from there we grow. At IFTL we are never alone – one united family striving for excellence in all that we do.

Our drivers

- Creating ambitious, lifelong learners in strong schools**
Imaginative schools that provide accessible, equitable, aspirational opportunities for all children to flourish
- Delivering high standards of curriculum for all within a positive learning culture**
Engaging, adaptive, evidence based and rewarding lessons that build rich knowledge for life
- Investing in staff development to create innovative, research led, career pathways**
Nurture, train, recruit, develop, deploy and retain great professionals throughout their careers and the wider system we serve
- Ensuring expert governance with a strong local identity**
Robust and ethical accountability measures, engaging effectively with parents and the wider community
- Strong financial management with efficient and effective operational structures**
Delivering value for money and prioritising the use of resource to reinvest in educational quality
- Being leaders in our community recognising our wider civic responsibility**
Work with other civic structures to advance education for the public good in the communities we serve and beyond
- Nurturing a safe, secure and engaging environment in which we all thrive**
Keeping everyone safe and well within an IFTL culture of collaboration and care

Our outcomes

Ambitious Learners ✖ Rewarding Experiences ✖ Skilled Professionals ✖ Expert Governance ✖ Firm Foundations ✖ Community Champions ✖ A safe place to be!

APPLICANT INFORMATION



This section contains all relevant information



Inspiring Futures through Learning (IFtL) is a family of schools who inspire all of our futures through learning together. At IFtL, we are never alone. We know we are stronger together – one united family striving for excellence for all, in everything we do. Exeter - A Learning Community prides itself on being the beating heart of the Exeter community. We are fully inclusive and provide for children no matter their gender, race or background. We have created bespoke and vibrant learning environments and engage children in a rich, skill and knowledge-based curriculum. We strongly believe in the value of learning at all ages and this is reflected in the way we journey together to achieve our goals. Together, we believe, we will achieve!

#WelcomeToIFtL #BelongingInIFtL #IFtLFamily

Teaching and Learning:

- Use an understanding of how children learn to plan and deliver lessons in all subjects that ensure children retain the essential knowledge from each lesson.
- Differentiate lessons to meet the needs of all children, including those with Special Educational Needs and Disabilities and those with English as an Additional Language.
- Plan and teach the full range of the primary curriculum in the year group assigned to teach within the context of the schools' plans, curriculums and schemes of work in order to achieve target levels of pupil attainment, progress and outcomes.
- Assess, monitor, record and report on the learning needs, progress and achievements of pupils taught. Use this information to plan for progression, set targets for individuals and groups of children and to ensure that all children reach their potential.
- Use feedback, following the school's feedback policy, to move learning on and help all pupils make progress.
- Where appropriate, set and provide feedback on work to be carried out by pupils elsewhere.
- Support children with Special Educational Needs and Disabilities by:
 - o Identifying children who may need additional support and referring these children to the SENCo.
 - o Using the school's support systems and documents, to write Pupil Support Plans.
 - o Differentiating lessons so that all children are able to access the learning and therefore make progress.
 - o With the support of the phase leader, plan for interventions for children.
 - o Engaging with other professionals who may be involved in the education of children and implementing their advice as appropriate.
 - o Create a high-quality and stimulating learning environment that will support children's learning.

Whole School Organisation, Strategy and Development:

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures.
- Work with others on curriculum and pupil development to secure good outcomes for children.
- With support from a faculty lead /curriculum lead, lead a subject from Foundation Stage – Y6. When allocating a subject to lead, specialist skills and previous experience will be taken into account; or
- Lead a core subject under the direction of the Head of School for Curriculum.

Health, Safety and Behaviour Management:

- Promote the safety and well-being of pupils in accordance with the Keeping Children Safe in Education, the school's child protection policy and any other relevant policies.
- Support all children to self-regulate and manage their behaviours using attachment informed practice.

Management of Staff and Resources:

- Direct and supervise any support staff assigned to you and, where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy resources delegated to you in accordance with the school's policies.

Professional Development:

- Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff.
- Engage with the professional development offered by both the school and the IFTL trust.

Communication:

- Develop effective and positive relationships with all stakeholders, including parents and carers.
- Communicate with parents and carers both verbally and in writing in accordance with the school's ethos, policies and practice.

Fulfil Wider Professional Responsibilities:

- Make a positive contribution to the wider life and ethos of the school.

THIS JOB DESCRIPTION reflects the major tasks to be carried out by the post holder and identifies a level of responsibility at which they will be required to work. In the interests of effective working, the major tasks may be reviewed from time to time to reflect changing needs and circumstances. Such reviews and any consequential changes will be carried out in consultation with the post holder. Ensure that reasonable care is taken at all times for the health, safety and welfare of yourself and other persons, and comply with policies and procedures relating to health and safety within the school. Demonstrate awareness/understanding of equal opportunities and other people's behavioural, physical, social and welfare needs.

To carry out any other duties which fall within the broad spirit, scope and purpose of this job description.

Other information:

Inspiring Futures Through Learning is committed to safeguarding and promoting the welfare of children. All employees are expected to share this commitment, to follow the Trust's safeguarding policies and procedures and to behave appropriately towards children at all times, both in work and in their personal lives.

All school based posts are defined as Regulated Activity and therefore this post is subject to an Enhanced with Barred List Criminal Records Bureau check.

Please see below person specification.

Unqualified Class Teacher

Person Specification

CATEGORY ITEM	ESSENTIAL	DESIRABLE
Experience	<ul style="list-style-type: none"> Experience of teaching in the primary age range with evidence of having achieved successful pupil outcomes. 	<ul style="list-style-type: none"> Experience of teaching in different key stages and/or in different year groups. Experience of working in a setting with attachment informed practice.
Education and Training		<ul style="list-style-type: none"> A degree or equivalent. Higher degree qualification, Postgraduate courses. Has undertaken or willing to undertake continuing professional development courses.
Job Related Knowledge, Aptitude and Skills	<ul style="list-style-type: none"> Ability to work effectively with the academy's Senior Management Team, colleagues and parents Be an excellent communicator with strong interpersonal skills Ability to communicate effectively in writing, orally and electronically. 	<ul style="list-style-type: none"> Experience and understanding of teaching phonics using Read, Write, Inc and maths using White Rose. Knowledge of attachment informed practice and the ability to put this into practice.
Personal Qualities and Other Work Elements	<ul style="list-style-type: none"> Committed to further professional development and a keenness to learn and grow within a team. Able to listen, reflect, adapt and, as a result, grow. Self-motivated and resilient. 	

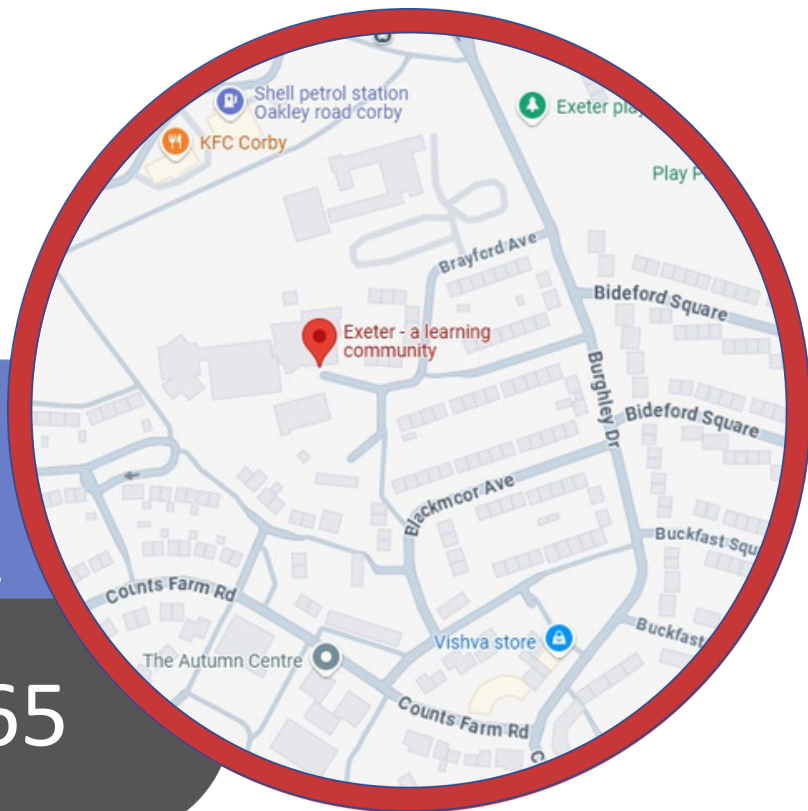


Exeter

a learning community



**Inspiring Futures
through Learning**



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