



## **Job Role**

Class Teacher required for September 2025 ideal  
vacancy for ECT

## **Start date**

1<sup>st</sup> September 2026

For further information please visit our website:  
[www.cvpa.org.uk](http://www.cvpa.org.uk) or to discuss the role further please contact  
our Principal, Kirsty Elliott, or Vice Principal Sabia Rafique  
via email at [office@cvpa.school](mailto:office@cvpa.school)





## Welcome to Chepping View Primary Academy

Thank you for your interest in becoming a teacher at Chepping View Primary Academy. We are excited to welcome a committed and inspirational teacher who will enhance our academy community.

**The pupils, staff and Trustees of Chepping View are all very proud of our two-form entry school which sits at the heart of its local community and is part of the Inspiring Futures Partnership Trust.**

Chepping View is set in large grounds, with plenty of green spaces including a field and a meadow for outdoor learning. The academy provides children with a wide range of stimulating and innovative learning opportunities, such as using our DT room for cooking and playing sport on the Astroturf.

We aim to ensure our pupils develop enquiring minds and acquire the relevant skills, attitudes and knowledge to fully prepare them as they progress from Chepping View onto Secondary School and beyond. A wide range of extra-curricular activities are offered so that children can further develop other talents.

As a team, we aspire to be the best we can be and we are committed to providing excellent learning opportunities for all of our children. We believe that every child has the potential to achieve and it is our core purpose to do everything we can to maximise the opportunities for their success. Educating children is a great responsibility and privilege and at Chepping View we readily accept this, working in partnership with parents and carers.

Visitors often comment on the warm and friendly atmosphere at Chepping View and the positive attitude of the children, parents and staff. We have both worked at the academy for a long time, care a great deal about our community of pupils, staff and parents and feel very lucky to lead such a wonderful school.

'Everybody Matters at Chepping View' underpins the academy's culture and behaviour and the successful candidate will share in this belief.

At Chepping View Primary Academy we

- Safeguard all members of the academy community, ensuring that the academy is a safe and secure learning and working environment
- Have a strong set of values which are modelled and followed by all
- Value, respect and embrace the diversity of our community and the world in which we live
- Are aspirational for all pupils, providing them with a broad, rich, engaging and challenging curriculum
- Meet the individual needs of the children and families that attend our academy
- Have high expectations of the whole community
- Promote British Values in everything that we do
- Work closely with all academies with the Inspiring Futures Partnership Trust
- Work within the wider community, including supporting other schools, to ensure their children have access to an excellent education.



Our dynamic and inspirational team believe that every child has the right to an outstanding education and should take responsibility for their learning and behaviours. We have strong values which underpin and run through our curriculum:

- **Reflectiveness:** an individual who takes responsibility for their actions and learning to shape their future choices.
- **Relationships:** an individual who is a respectful, inclusive and active member of our community and demonstrates that everybody matters at Chepping View.
- **Resilience:** an individual who is able to find a positive way forward when things get tricky.
- **Resourcefulness:** an individual who links their learning to new experiences to help them succeed.
- **Risk-taking:** an individual who challenges themselves, tries new things and knows that failure helps learning.

We can offer the successful candidate:

- A working environment which is vibrant, professional, kind, caring and inclusive
- A highly rewarding school environment with pupils who are committed to their education
- A team of highly dedicated individuals who put the children at the centre of everything they do
- A highly supportive multi-academy trust of like-minded schools who work collaboratively and supportively with each other
- An opportunity to grow and develop as a professional through high quality bespoke professional development and support the professional growth of other staff through coaching and mentoring
- A commitment to staff well-being and reduced workload
- An opportunity to join and actively contribute to the development of Inspiring Futures Partnership Trust
- An opportunity to participate in teacher training, school to school support and work on behalf of the Department for Education

Specific information for ECTs

- We provide 1-1 mentoring support with an experienced key stage 1 or key stage 2 practitioner
- Dedicated ECT time and PPA time
- ECTs do not lead a subject, instead they shadow a subject champion in their first and second years to support their development in an area that interests them

If you believe this is an academy that you would like be a part of, then we would love to hear from you. We strongly recommend a visit, and I look forward to showing you around. Please contact the academy office if you have any further questions or to arrange a tour of the academy at a mutually convenient time.

Kirsty Elliott  
Principal



## Class Teacher-Job Description

Are you ready to be part of something exciting?

Are you ready to become a valued?

Are you ready to grow together and achieve great things?

If you answered 'yes', then you could be one of the unique individuals who will be shaping and changing the lives of children within a stimulating and fresh context. Chepping View Primary Academy is a partner academy within Inspiring Futures Partnership Trust. Chepping View's vision is guided by its motto: "Everybody Matters" and the Trust's ambition to inspire and nurture every child so they excel in all aspects of life.

### Does this sound like you?

- You are child-centred and put children's best interests at the heart of your teaching
- You are able to engage, motivate and inspire children
- You have a passion for providing opportunities that enable children to flourish and grow
- You have high aspirations of yourself and others - demonstrating tenacity and ambition
- You are committed to personal and professional development and thrive in a culture of learning
- You have enthusiasm and the qualities of a strong team member
- You embrace challenge and relish the opportunity to grow
- You embrace core moral values such as integrity, resilience and respect

### In turn we offer you:

- A working environment which is vibrant, professional, kind, caring and inclusive
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***Chepping View Primary Academy and the Inspiring Future's Partnership Trust are committed to safeguarding children, promoting the welfare of children and expects all staff and volunteers to share this commitment. An enhanced DBS and qualifications check will be carried out upon appointment of all successful candidates.***

## Job Description

Job title:	Class Teacher for EYFS, KS1 and KS2
Salary:	Main pay scale (M1 depending upon experience)
Hours:	Full time
Closing date:	Friday 6 <sup>th</sup> March - Midday
Start date:	1st September 2026
Benefits:	Trustee Day (one well-being paid day off per year), Wrap Around Child Care available to staff.
Interviews:	Week commencing 9 <sup>th</sup> March <b>Early applications are encouraged, we reserve the right to interview strong applicants before the closing date of this advert.</b>

### Purpose of the Role

- To facilitate and encourage learning which enables pupils to achieve the highest standards; to take ownership of and support the shared responsibility for the well-being, education and behaviour of all children.
- To treat pupils and staff with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.

This Job Description should be read alongside the range of professional duties of Teachers as set out in the Teachers' Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards.

### Main Duties:

#### High Expectations

- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of all pupils

#### Good Progress and Outcomes

- Be responsible for the learning and achievement of all pupils in the class ensuring equality of opportunity for all
- Be accountable for the attainment, progress and outcomes of pupils you teach
- Build the Academy's "Everybody Matters" philosophy into all lessons, to build independence and responsibility for learning within the children

#### Demonstrate Good Curriculum and Subject Knowledge

- Provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the Academy context
- Take responsibility for their own professional development and keep up to date with research and developments in pedagogy and in the subjects they teach.



- Take all opportunities to develop pupils oracy and build their subject specific vocabulary

### Plan and Teach Well Structured Lessons

- Ensure effective teaching of whole classes, groups and individuals so that learning objectives are achieved by all, momentum and challenge are established and maintained, and best use is made of time
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources
- Identify precise learning objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught
- Evaluate their own teaching critically and use this to improve their effectiveness
- Select and make good use of ICT and other learning resources
- Follow the Academy's long-term plans in each subject
- Build on the knowledge and skills developed in the previous year groups and using the Academy's end of phase outcomes to plan these lessons
- Make effective use of outdoor learning wherever possible and appropriate

### Adapt Teaching for all Pupils

- Teaching ensures that the pupils' needs are met and there is effective differentiation and challenge in all lessons
- Have a clear understanding of the needs of all pupils, including those with special educational needs; more able; those for whom English is an additional language; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Take responsibility for the accelerated learning of Pupil Premium children
- Take account of, and update EHCP targets and pupil provision maps in conjunction with the SENDCo

### Make accurate and productive use of assessment

- Set appropriate, challenging and aspirational expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, in line with academy policies
- Encourage pupils to respond to the feedback where appropriate, reflect on their own progress and emerging needs
- Reflect and assess how well learning objectives have been achieved and use this assessment for future planning and teaching
- Use relevant data from Target Tracker to monitor progress, set targets, and plan interventions and subsequent lessons.
- Use the Academy's end of phase outcomes for non-core subjects to assess pupil progress

### **Manage Behaviour Effectively**

- Set high expectations for pupils' behaviour, establishing and maintaining an excellent standard of discipline through well-focused teaching and through positive and productive relationships
- Follow the academy behaviour policies with a focus on positive reinforcement
- Establish and maintain routines and procedures which promote excellent behaviour both in and out of lessons, including assemblies and moving around the Academy.
- Meet with parents/carers to discuss any issues around pupil behaviour and develop behaviour plans, if needed.

### **Fulfil Wider Professional Responsibilities**

- Prepare and present informative written and oral reports to parents/carers
- Share responsibility for the implementation of Academy policies and practices
- Contribute to the life of the Academy and Trust through effective participation in meetings and management systems necessary to co-ordinate the management of the Academy and Trust
- Establish effective working relationships with professional colleagues across the Trust
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Make a positive contribution to the wider life and ethos of the Academy and Trust, including organising and running a club
- Liaise and work with subject coordinators, SENDCo and year group/phase leaders where needed in order to maintain high standards
- Participate in the organisation of trips and events under the direction of year group/phase leaders
- Take responsibility for a subject area and promote, support and monitor as necessary
- Take an active role in the Academy's appraisal system.

### **Personal and Professional Conduct**

- Liaise with agencies responsible for pupils' welfare
- Be responsible for promoting and safeguarding the welfare of children and young people within the Academy, raising any concerns following Academy procedures.
- Set a good example to the pupils they teach in their presentation and their personal conduct
- Responding in a timely fashion to deadlines, requests for information etc

## Person Specification

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Holds qualified teacher status</li> </ul>	<ul style="list-style-type: none"> <li>Holds post graduate qualifications</li> </ul>
<b>Knowledge &amp; understanding</b>	<ul style="list-style-type: none"> <li>The ability to deliver high quality education within primary phase</li> <li>Be a good or outstanding primary practitioner</li> <li>The ability to plan, deliver and evaluate appropriate learning</li> <li>To know and understand how effective feedback impacts pupil progress</li> <li>Have secure pedagogy that underpins how children learn</li> <li>Know, understand and have experience of handling child protection and safeguarding</li> <li>Has a passion and a commitment to working in an inclusive Academy</li> <li>Has experience of adapting learning to meet the needs of all children, including those who are disadvantaged, those with special educational needs and those who are more able</li> </ul>	<ul style="list-style-type: none"> <li>Has previous experience teaching within EYFS and/or KS1</li> <li>Has experience of leading a curriculum area</li> <li>Has a thorough understanding of the need to be accountable to parents, governors and other parties and has the necessary skills to undertake this effectively</li> </ul>
<b>Skills &amp; abilities</b>	<ul style="list-style-type: none"> <li>Is a competent and confident user of IT</li> <li>Demonstrates a commitment and a passion for shared, co-operative working and can demonstrate positive team working strategies</li> <li>Proven ability to communicate effectively</li> <li>Experience of establishing positive and professional working relationships</li> <li>Ability to correctly model written and spoken language</li> <li>Have high expectations for all learners</li> <li>Good organisational skills and efficiency</li> </ul>	
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>Enjoys being with and working with children</li> <li>An enthusiastic and optimistic outlook</li> <li>To hold a growth mindset and believe that all children can achieve</li> <li>Reflective and open to feedback</li> <li>Creative in problem solving with a willingness to try new ideas</li> <li>Is flexible, friendly and approachable</li> </ul>	<ul style="list-style-type: none"> <li>Own life experiences in order to enhance the cultural capital of our children</li> </ul>





### Visits:

For more information about our Academy please visit our website [www.cheppingviewprimaryacademy.org.uk](http://www.cheppingviewprimaryacademy.org.uk) or to discuss the role further please contact our Principal, Ms K. Elliott or Vice Principal Mrs. S. Rafique via email: [office@cvpa.school](mailto:office@cvpa.school) or telephone: 01494 535 564

### Application and Selection Process:

As part of the application process, we invite applicants to complete the online My New Term application form, which includes a personal statement that should outline your suitability for the post by referring to the job description and person specification.

**In compliance with Safer Recruitment guidelines, CV's cannot be accepted and you will need to complete an online application form to be considered for this position**

### Shortlisting:

Candidates will be notified if they have been successful for interview. Early applications are encouraged, we reserve the right to interview strong applicants before the closing date of this advert.

**Chepping View Primary Academy and the Inspiring Futures Partnership Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. Online searches will be completed prior to shortlisting and an enhanced DBS check will be sought from the successful candidate.**