



TRUE LEARNING PARTNERSHIP



Hague Bar Primary School
Y3 & Y4 Classroom Teacher
Recruitment Pack



ASPIRATIONAL

We encourage everyone to dream big and pursue excellence.



COLLABORATIVE

We work together, valuing diverse perspectives and shared success.



COMPASSIONATE

We act with kindness, respect, and a genuine desire to serve others.



CURIOUS

We foster innovation and a love of learning for all through inquiry and creativity.



INCLUSIVE

We ensure everyone feels valued, supported, and able to contribute fully.



TRUE LEARNING PARTNERSHIP

Our Mission

To inspire and empower every individual within our trust to achieve their fullest potential.

We are committed to providing a safe, inclusive, and innovative learning environment where compassion and collaboration thrive. Encouraging high aspirations, courage and curiosity, we equip all members of our community with the skills, confidence, and character to make a meaningful, positive impact in their communities and beyond.



Inspiring the best in everyone

Welcome to Hague Bar Primary School, part of the True Learning Multi-Academy Trust

Dear Candidate,

Thank you for expressing an interest in the position of part time Teacher with responsibility for the mixed Y3 and Y4 class within our school. This is a part time role to cover a period of maternity leave which will start on 1st September 2026 The contract is for 26 hours (0.8 FTE) over 4 days. We expect this temporary contract to end in July 2026 but that is subject to change.

We are looking for a dynamic, positive and hardworking teacher with high expectations of their own performance who will deliver the very best learning experiences for our children and is able to plan and teach lessons that cater for the different ages within the class. This is an exciting opportunity to work with talented staff and wonderful children.

This is an exciting position for a suitably qualified candidate and you will be part of a dedicated and friendly team committed to supporting the children in our care. The specific hours and a summary of the main responsibilities of this role are detailed in the vacancy information and job description attached.

Hague Bar Primary School is a small school with a huge heart. We have a team of experienced and highly skilled staff who are committed to providing the best possible opportunities for the children in our school. Our inclusive ethos and small class sizes ensures that we are able to support and challenge our children to achieve their full potential. We are very proud of the wide ranging curriculum which includes opportunities for forest school, outdoor learning, PE and music, alongside a variety of trips, visits and visitors to enhance learning.

As headteacher I believe it is my duty to ensure that Hague Bar is a place for making memories and learning new skills that will last a lifetime.

Hague Bar Primary School is just inside the Derbyshire border. It lies between the towns of New Mills in Derbyshire, Disley in Cheshire and Strines in Stockport which gives us a wide catchment area. The school is situated on the edge of the countryside and enjoys stunning views of fields and distant hills.

I would encourage you to browse the school website www.haguebarprimary.org.uk and Facebook page <https://www.facebook.com/HagueBarPrimary/> to get a fuller understanding of life at our wonderful, small school. I very much hope that you want to join our team and I look forward to receiving an application from you in due course.

Your application should be made via My New Term. The supporting statement should set out what skills, experience, knowledge and personal qualities you believe you would bring to the post.

We very much look forward to receiving your application to join our team.

Karen McCurdy
Headteacher

Job Description & Person Specification

Salary Range: MPS

Contract: Maternity Cover – 08.FTE

Start Date: 1st September 2026

Responsible to: Headteacher

In line with the School Teachers Pay and Conditions document we have high expectations of our staff and their role within the school. Any successful applicant will be demonstrating the Teachers Professional standards as detailed below;

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|---|
| Q1 Set High Expectations which inspire, motivate and challenge |
| Q1 (A) Establish a safe and stimulating environment for pupils, rooted in mutual respect. Q1 (B) Set Goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. Q1 (C) Demonstrate consistently the positive attitudes values and behaviour which are expected of pupils. |
| Q2 Promote good progress and outcomes by pupils |
| Q2 (A) Be accountable for pupils' attainment, progress and outcomes Q 2 (B) Be aware of pupil's capabilities and prior knowledge and plan teaching to build on these. Q2 (C) Guide pupils to reflect on the progress they have made and their emerging needs Q 2 (D) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. Q 2 (E) Encourage pupils to take a responsible and conscientious attitude to their own work and study. |
| Q3 Demonstrate good subject and curriculum knowledge |
| Q 3 (A) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings. Q3 (B) Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship Q3 (C) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject. Q3 (D) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics Q3 (E) If teaching early mathematic, demonstrate a clear understanding of appropriate teaching strategies |
| Q4 Plan and teach well-structured lessons |
| Q4 (A) Impart knowledge and develop understanding through effective use of lesson time. Q4 (B) Promote a love of learning and pupils' intellectual curiosity. Q4 (C) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. |

Q4 (D) Reflect systematically on the effectiveness of lessons and approaches to teaching.

Q4 (E) Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Q5 Adapt teaching to respond to the strengths and needs of all pupils

Q5 (A) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.

Q5 (B) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.

Q5 (C) Demonstrate and awareness of the physical, social and intellectual development of pupils and know how to adapt teaching to support pupils' education at different stages of development.

Q5 (D) Have a clear understanding of the needs of pupils including those with special educational needs; those with EAL; those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.

Q6 Make accurate and productive use of assessment

Q6 (A) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

Q6 (B) Make use of formative and summative assessment to secure pupils progress.

Q6 (C) Use relevant data to monitor progress, set targets and plan subsequent lessons.

Q6 (D) Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.

Q7 Manage behaviour effectively to ensure a good and safe learning environment

Q7 (A) Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in the classroom and around the school in accordance with the school's behaviour policy.

Q7 (B) Have high expectations of behaviour and establish a framework for discipline with a range of strategies using praise sanctions and rewards consistently and fairly.

Q7 (C) Manage classes effectively using approaches which are appropriate to pupils' needs in order to involve and motivate them.

Q7 (D) Maintain good relationships with pupils exercise appropriate authority and act decisively

Q8 Fulfil wider professional responsibilities

Q8 (A) Make a positive contribution to the wider life and ethos of the school

Q8 (B) Develop effective professional relationships with colleagues knowing how and when to draw on advice and specialist support

Q8 (C) Deploy support staff effectively.

Q8 (D) Take responsibility for improving teaching through appropriate professional development responding to advice and feedback from colleagues.

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This Job Description outlines the responsibilities of the post and does not describe in detail all the duties required to carry them out. It will be reviewed as changing circumstances require.

Person Specification

The following criteria will be used when assessing the suitability of applicants (Essential E | Desirable D)

Qualifications/Training

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|--|---|
| Achieved Qualified Teacher status. | E |
| A good honours degree (or equivalent). | E |
| Sound knowledge and understanding of the N.C. and Primary Framework. | E |

Relevant Experience

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|--|---|
| Successful teaching in FS/KS1/KS2 (this could be on teaching practice) | E |
| Experience of team working. | D |
| Potential to be an outstanding practitioner. | D |
| Understanding of the educational needs of students from a wide range of backgrounds. | D |

Professional Knowledge and Understanding

| | |
|--|---|
| A clear educational philosophy | E |
| An understanding of how children learn | E |
| An ability to create an environment where children are able to become independent, motivated and take a shared responsibility for their learning | E |
| A clear understanding of the Primary Framework, National Curriculum and phonics teaching | E |
| To be able to use assessment for learning to plan effectively in order that each learner realises their full potential and makes progress | E |
| To have an awareness of inclusive practice | E |

Skills and Attributes

| | |
|---|---|
| Good communication and interpersonal skills in order to be an effective team member | E |
| Work in close partnership with parents | E |
| Committed to supporting pupils by rewarding positive behaviour | E |
| Approach basic skills teaching in an innovative and creative way | E |
| Good ICT skills to support professional development and pupil learning | |

Personal qualities

| | |
|---|---|
| Be reliable with a high degree of integrity | E |
| Possess excellent interpersonal skills and be able to form effective working relationships | E |
| Be well-organised, enthusiastic, energetic and flexible | E |
| Be resilient and demonstrate the ability to work under pressure. | E |
| Manage time effectively | E |
| Value and respect the views of children | E |
| Self-motivated and able to take initiative and responsibility | E |
| Demonstrate a willingness to learn with and from colleagues | E |
| Be proactive in maintaining own professional development and willing to seek help from others when needed | E |
| A commitment to take part in all aspects of the life of the School, including meetings, training, special events and other activities as required | E |

Core Responsibilities for all Trust Employees

Health & Safety

All staff within True Learning Partnership are required to remain vigilant, observe all relevant Health and Safety policies and procedures, take reasonable care of their own and others' Health and Safety, report all accidents and incidents, and raise concerns through their line manager, the Director of Business & Operations, the site management team or another member of SLT as appropriate.

Equality & Diversity

Staff employed by True Learning Partnership are expected to promote equality of opportunity for all students and staff, both current and prospective, and to support an environment that values diversity and respect. True Learning Partnership believes that all individuals are of equal value and we are committed to equal opportunities for all.

Data Protection

All staff within True Learning Partnership have a responsibility to ensure that data they are responsible for is accurate and appropriate to the needs of the organisation, and that they are responsible for ensuring any personal data processed for any purpose or purposes in connection with their role in the Trust shall not be kept for longer than is necessary for that purpose or those purposes, in accordance with GDPR 2018.

Safeguarding & Child Protection

True Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and adhere to, and comply with, the Trust's Safeguarding and Child Protection policy and procedures at all times.

Notwithstanding the detail in this job description, in accordance with the Trust's Flexibility Policy the job holder will undertake such work as may be determined by the CEO from time to time, up to or at a level consistent with the main responsibilities of the job.

Key Information regarding the Application Process

To Apply

Completed application forms should be submitted via My New Term.

Please **do not** include your name when completing your supporting statement.

Only completed application forms will be submitted for shortlisting, CVs will not be accepted.

Key Dates

Closing date for applications: Friday 5th June at 5pm

Interviews will take place week beginning 15th June 2026

Benefits

At True Learning Partnership, we're proud to support our staff both in and outside of work. We're committed to your wellbeing, professional growth, and maintaining a healthy work-life balance.

Our benefits package includes a wide range of support and resources, such as wellbeing tools, a confidential Employee Assistance Programme (EAP), learning and development opportunities, and access to discounts on everyday spending and lifestyle services.

Other benefits include;

- Pension Scheme
- Cycle to Work Scheme
- Eye Care Vouchers
- Seasonal Flu Jabs
- Access to free CPD courses
- Strava – True Learning Runners

Safer Recruitment Information

True Learning Partnership is an inclusive Equal Employment Opportunity employer that considers applicants without regard to gender, gender identity, sexual orientation, race, ethnicity, disabled or veteran status, or any other characteristic protected by law. We welcome applications from all individuals regardless of individual background or circumstance. Please note if you are shortlisted, an online search will be carried out before interview which may identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with you at interview.

True Learning Partnership is committed to safeguarding and promoting the welfare of all children and young people and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (one of which must be from the current/latest employer) and evidence of the formal qualifications required for the role.

Trust Safeguarding Statement

True Learning Partnership recognises the important role that our schools and their staff have in the wider safeguarding system for children. ALL staff have a responsibility to provide a safe environment in which children can learn. True Learning Partnership fully adopts statutory guidance "Keeping Children Safe in Education" (September 2025).

True Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our schools are a safe place for children, where our responsibilities for safeguarding children are taken seriously. As a Trust, we are responsible for ensuring that all our schools have thorough and robust child protection and safeguarding policies and procedures.

Should you have safeguarding concerns regarding any pupil at any of our schools, please speak to one of the Designated Safeguarding Leads at that school.

True Learning Partnership Designated Safeguarding Officer is Catherine Holyland, Deputy Head Teacher at Poynton High School. If you wish to contact her directly please e mail Cholyland@truelearning.org.uk

True Learning Partnership Trust Board safeguarding representative is Julie Sutton. If you wish to contact them, please e mail info@truelearning.org.uk stating that the e mail relates to a safeguarding issue.

Our schools' Local Governing Bodies are regularly updated about child protection, bullying and safeguarding policies and practices by the relevant school Head Teachers, and other members of the Senior Leadership Team. This information is reported to the Trust Board.

For further details on roles and responsibilities, and recording information regarding Safeguarding, please see the Safeguarding Policy and Procedures documents held by each school in our Trust.



**TRUE LEARNING
PARTNERSHIP**

Contact Us



True Learning Partnership

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E: recruitment@truelearning.org.uk

