



**GLEBE  
FARM  
SCHOOL**



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**Class Teacher with  
responsibility of year group  
leadership for year 5 or 6  
Glebe Farm School**

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Information for Candidates  
15<sup>th</sup> April 2026



**Inspiring Futures  
through Learning**

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## Welcome from the Headteacher

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Dear Applicant,

We are delighted that you are considering applying to join the team at Glebe Farm School.

Glebe Farm School is part of the Inspiring Futures through Learning, Multi-Academy Trust, which comprises of twenty schools across Milton Keynes and Corby. The Trust is committed to developing a family of schools whose purpose is to inspire the futures of us all through learning together.

I was appointed as Headteacher for Glebe Farm School in May 2021 and have had the privilege of seeing the creation of the school build which started on the first day of lockdown on 23rd March 2020.

We are looking for an exceptional individual to join the team and provide high quality care and education that meets the needs of pupils in the school setting. All team members will have responsibility for embedding the vision and ethos of the school to secure the success and continuous development of our school and young people, ensuring high quality education for all pupils.

As Glebe Farm School grows there will be many new and exciting roles created and being part of this journey will open many opportunities for colleagues. As part of the Inspiring Futures through Learning Multi-Academy Trust, successful candidates will have full access to our staff benefits package, including bespoke CPD package, enhanced Maternity/Paternity/Adoption Leave and Employee Assistance Programme. In addition, access to an Employee Benefits Scheme including discount on gym memberships, cinema tickets, retail discounts, cycle to work scheme and much more.

We look forward to receiving your application.

Matthew Shotton  
Head Teacher





AMBITION



BELONGING



CREATIVITY

## About Glebe Farm School

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Glebe Farm School is a brand new, purpose-built all-through school, located in the new development of Glebe Farm, Milton Keynes. Our first cohort in September 2022 was restricted to 210 students in Reception, Year 1, Year 2, Year 7 and a 39 place Nursery. Glebe Farm School will continue to grow year on year and will eventually accommodate 1569 students when it reaches full capacity.

Glebe Farm School will serve the new residential developments of Glebe Farm. Secondary catchment area will include Glebe Farm, Eagle Farm, Wavendon Village (including new development areas) and Woburn Sands (Mk residents only).

We are an **AMBITIOUS** school, with a strong sense of **BELONGING** and **CREATIVITY** at the heart.



# WE ARE A SCHOOL OF CHARACTER

Here are our values



## INTEGRITY

To uphold the highest standards of honesty with the ability and desire to stand up for what is right; developing a strong moral compass that guides you to do the right thing when no one is watching.



## RESPONSIBILITY

To take responsibility for your actions and choices; to make others feel valued and respected; to contribute and fully embrace our school community.



## ENDEAVOUR

To endeavour to always do your best to face the challenges of school life and beyond; to try for the sake of others as well as the individual; to be consistent in all we do and strive for greatness.



## BRAVERY

To be brave when taking risks and facing fears; to be a strength for others when they question their own strength; to remember, it is going to be hard, but hard is not impossible.



## EMPATHY

To have the ability to relate to, and connect with, others for the purpose of inspiring and empowering their lives; to demonstrate humility when supporting others to be able to see, hear and feel from the position of another.

## Core values and vision

Our vision for the children and young people we teach, is to deliver an exceptional 21st century, comprehensive and universal all-through learning experience that will unlock every individual's potential. We aim to develop the acquisition of knowledge, skills, emotional intelligence and character to become responsible, successful and fulfilled citizens with the highest levels of integrity.

We will equip pupils and students from the ages of 4–16 with the knowledge, skills, characteristics and emotional intelligence to become well-rounded, responsible and fulfilled citizens with the highest levels of integrity; and the ability to stand up for what is right.

At Glebe Farm School we develop the characteristics of bravery, empathy, endeavour, integrity and responsibility. These core values permeate throughout our school and curriculum.

## The Curriculum

Whilst the curriculum is broad and balanced and offers the complete range of subjects the three distinctive principles that provide the foundation for everything we do: Ambition, Belonging, Creativity

The ABC drivers of our curriculum, firmly underpin all areas of school life and this ensures our curriculum offer is enriched and personalised to our children, their families and our developing community.



# Inspiring Futures through Learning

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We formed Inspiring Futures through Learning (IFtL) in 2016 as a natural extension of our school improvement journey. Indeed, for over twenty years our founding school, Two Mile Ash School had worked with very secure, high-quality partners in their ITT School-Based Partnership, supporting newly formed Trusts in turning schools in difficulty around and created our CPD programme to support the development of leadership and continual professional development both locally and nationally. There was a very strong track record of school improvement led by high performing leaders who shared a common vision. Developing a Multi-Academy Trust with like-minded schools and their leaders meant that our vision could circulate further, ensure the impact of our work reached out to more children and more staff benefited from high-quality development and learning from each other.

Since 2016 we have achieved great success. We can quantify our success in Ofsted reports, performance data, financial spreadsheets and our recruitment and retention figures. However, most importantly to note is that we can only achieve such success because of our culture and ethos. It is our more qualitative success that makes IFtL truly unique. We are a strong family, with different personalities and differing abilities but we have the golden thread that pulls us together - a belief that we are stronger together; that we will go that extra mile for each other and support each other when things aren't going the way we want them to.

The camaraderie is second to none as our school improvement system is strongly embedded in our schools as we use the skills and expertise to support each other. There is nothing new about a self-sustaining school improvement system – but the way we do it is unique to us and something that we are extremely proud of.

Indeed, IFtL is all about the people: the adults and the children. Our values set us apart:



This is the glue that holds us together, our common ethos, our shared values and our bare necessities. This is why we are special.

We are unashamedly proud of who we are and what we have achieved....

and we know that being part of the IFtL community is genuinely **a great place to be.**



# Working at IFtL

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To support all our employees, the Trust is committed to finding ways to ensure that your personal, financial, professional, and pastoral needs are met during your time with the Trust. Wherever possible, we seek out innovative and impactful ways to add real benefits to our teams - from helping with cost-of-living pressures, ensuring that professional development is readily and easily accessible through to wellbeing assistance - to ensure the work-life balance is being managed effectively.

IFtL is a Trust with a strong vision:

**‘To inspire the futures of us all through learning together’.**

This vision is lived every day by everyone in our trust in several ways....

- ✓ School Development
- ✓ Wellbeing
- ✓ Professional Development
- ✓ Employee ‘Salary Extras’ benefits
- ✓ IFtL Varsity (Professional Learning)
- ✓ Expert Learning Teams and Networks
- ✓ Employee Assistance Programme
- ✓ IFtL Portal
- ✓ Initial Teacher Training Partnership (ITTP)
- ✓ Safeguarding
- ✓ Quality Assurance



# Benefits of our Trust

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## Employee Assistance Programme

The Health Assured programme offers:

- ✓ Confidential and compassionate guidance on any issues, professional and personal
- ✓ Life support: Unlimited access to counselling for emotional problems and a pathway to structured telephone counselling or face-to-face counselling sessions (employees only) at your convenience.
- ✓ Legal information: For any issues that cause anxiety or distress including debt management, accountancy, lawsuits, consumer disputes, property or neighbour legalities (employees only).
- ✓ Bereavement support: Health Assured offers qualified and experienced counsellors who can help with grief and related stress plus a team of legal advisors to help with legal issues.
- ✓ Medical information: Qualified nurses are on hand to offer advice on a range of medical or health-related issues. They can't diagnose but can offer a sympathetic ear and practical information and advice.
- ✓ CBT online: We recognise the value of self-help tools in dealing with a range of issues, which is why we have a range of CBT self-help modules, informative factsheets and invaluable advice videos from leading qualified counsellors.
- ✓ Weekly mood tracker: Keep track of your financial, physical and general wellbeing via our weekly mood tracker. My Health Advantage uses push notifications to remind you to complete your weekly mood tracker, via a set of simple questions.
- ✓ Mini health checks: My Healthy Advantage offers a collection of mini health checks within the app for the following: height & weight (BMI), waist, sleep, alcohol, mental health and fatigue.
- ✓ Four-week plans: Through My Healthy Advantage, you can access a selection of four week plans all aimed at improving your health, such as quitting smoking, losing weight and coping with pressure. You can reflect on your progress and input diary entries at the end of each week.
- ✓ Wellbeing articles: Covering a wide variety of topics, including; emotional, physical and financial wellbeing, legal, housing and consumer issues, retirement, childcare and much more.
- ✓ Personalisation: Personalise your newsfeed by selecting specific topics that interest you. My Healthy Advantage will generate learning materials tailored to your choices, such as equality & diversity, exercise and childcare & parenting



Inspiring Futures  
through Learning

FREE  
support

# Employee Assistance Programme

Our Health Assured programme is **available 24/7** and **free** to access by all IFtL colleagues and their immediate family members, offering support through some of life's challenges, including:



Family issues



Financial wellbeing



Legal information



Medical information



Relationship advice



Tenancy and housing concerns



Alcohol and drug issues



Childcare support



Stress and anxiety



Bereavement



Counselling



Consumer issues

Call **0800 028 0199** to access help now

# Job Description

Class Teacher with responsibility of year group leadership for year 5 or 6 at Glebe Farm School

Responsible to – Primary Phase Head Teacher

Salary – MPS/UPS with TLR2A

This job description sets out the expectations of the role of Class Teacher with responsibility of year group leadership for year 5 or 6 at Inspiring Futures through Learning. The person is required to carry out the professional duties identified below, subject to the conditions of employment as set out in School Teachers Pay and Conditions Document.

Our children and young people come from a wide range of backgrounds, and so do our colleagues. We aim to reflect and celebrate diversity in our workplace in order to create an inclusive culture that adds real value to our vision of inspiring the futures of us all through learning together.

## Job Purpose

As a Class Teacher and member of the Leadership Team, the successful candidate will have prime responsibility for leading and managing their year group. Their role will be to ensure everyone is supported to obtain the highest standards of learner achievement and contribute to the strategic planning of the school.

In addition to those professional responsibilities which are required of all classroom teachers, the post holder will be required to exercise his/her professional skills and judgement to carry out the professional duties set out below:

## Quality of Education

- ✓ To lead by example as a teacher by achieving high standards of behaviour and motivation through effective practice
- ✓ To be accountable for high standards of learning and teaching across the phase, through monitoring, evaluating and setting targets for improvement through bespoke CPD in conjunction with the Primary Phase Headteacher
- ✓ To lead in the identification and delivery of appropriate attainment targets for the year group within the phase in conjunction with the Assessment Lead
- ✓ To ensure that class teachers provide pupil performance information and data on a termly basis
- ✓ To monitor pupil standards and achievement against annual targets and track progress across the school in conjunction with the Senior Leadership Team and the Assessment Lead
- ✓ To attend/lead pupil progress meetings within the phase
- ✓ To quality assure assessment judgements made across the curriculum, ensuring appropriate support is provided as required
- ✓ Analyse the data generated, identifying patterns and feeding into leadership discussions
- ✓ To ensure all teachers fulfil their statutory duties for children with SEND
- ✓ To have knowledge, maintain current lists of SEN, EAL, PP, most able groups establishing focus groups when necessary and monitoring the impact



## Behaviour and Attitudes

- ✓ To take overall responsibility for the pastoral care of pupils within the phase with support from the Primary Phase Headteacher as appropriate
- ✓ To implement and maintain the school's behaviour policy
- ✓ To promote, model and ensure professional interaction and communication between pupils and staff
- ✓ To monitor and improve pupils' attendance within the phase working collaboratively where necessary

## Personal Development

- ✓ To review long term planning within the phase to ensure a range of learning experiences for all children
- ✓ Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community
- ✓ Support, monitor and promote effective transition arrangements to ensure continuity and progression for all pupils
- ✓ Support the development of children's cultural capital by ensuring the provision of rich experiences in a coherently planned way through both the curriculum and extra-curricular activities

## Leadership and management

- ✓ Ensuring all staff within the year group are able to uphold the school's policies and procedures particularly in respect of learning, teaching and behaviour management
- ✓ Monitor standards of teaching, provide feedback, and identify and implement strategies for improvement where needs are identified in conjunction with the Primary Phase Headteacher
- ✓ Act as an appraiser in the teacher appraisal cycle
- ✓ Plan, organise and chair year group meetings as appropriate in order to ensure school policies and practices are being implemented and reflected upon to and to communicate items of interest and importance to team members. All meetings to have an agenda and minutes to be taken and shared
- ✓ Being the second in line to deal with those parental issues beyond the scope of the class teacher. Referring on to the Primary Phase Headteacher.
- ✓ To ensure, as far as possible, a high level of staff moral and set by personal example the highest standards of professionalism, quality of teaching, timekeeping and the valuing of children in their charge
- ✓ Contribute to school self-evaluation and improvement planning, and plan and implement strategies where improvement needs are identified
- ✓ Be a strong advocate for change and school improvement by motivating and inspiring staff and present a united front to secure successful outcomes of school
- ✓ Liaise with the Governors, when appropriate, to facilitate their overview of the school
- ✓ Lead the professional development of all staff through INSET, coaching, peer support and target setting
- ✓ Assume responsibility for the management of the school in the absence of the Primary Phase Headteacher.
- ✓ To take the lead in finding solutions regarding staff absences for breaks and lunches and assemblies
- ✓ To carry out any other reasonable request of the Primary Phase Headteacher

*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.**

*This job description will be reviewed annually at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with the postholder.*

# Person Specification

	CRITERIA	EVALUATION
<b>QUALIFICATIONS</b>		
Qualified to degree level or equivalent	E	AF
Qualified teacher status	E	AF
Holding or in the process of completing other relevant professional qualifications	D	AF
Successful experience (including teacher training placement) with pupils in an 3-11 school)	D	AF/SS/I
An understanding of the diverse learning and social needs of children aged 3-11	D	SS/I
<b>PROFESSIONAL KNOWLEDGE, EXPERIENCE AND SKILLS</b>		
Great ambassador for IFtL and it's schools	E	I
Ability to uphold and contribute to a positive ethos	E	I
Clear values and moral purpose	E	I
Emphasis upon high achievement	E	SS/I
Commitment to going 'the extra mile' for pupils	E	SS/I
Commitment to working for the benefit of other	E	I
Commitment to getting involved and being a positive member of the team	E	I
Commitment to the care of our children & families	E	I
Commitment IFtL and its school and upholding its position as the beating heart of the Community.	E	I
A good understanding of the National Curriculum	E	SS/I
A sensitive understanding of how children learn	E	SS/I
Excellent oral, written and interpersonal skills	E	SS/I
A good understanding of how to assess the progress that pupils make in the classroom	E	SS/I
A good understanding of how to plan effective lessons that engage learners at every level, enable pupils to make outstanding progress	E	SS/I
A good understanding of safeguarding issues related to working with children	E	SS/I
Familiarity with ICT systems e.g. Sims/Bromcom, CPOMS or the like	D	SS/I
Reliable and determined	E	SS/I
Excellent at working as part of a team	E	SS/I
Ability to review, evaluate and learn from own classroom practice	E	SS/I
Commitment to continuous professional development	D	I
Ability to take the initiative, be flexible and respond to change	E	I
Inspire and relate to students	E	I
Patience and empathy for children, staff and others	E	I
To be able to build and maintain effective relationships with parents, carers, governors and the community to enhance the education of all pupils	E	SS/I
To network across the IFtL and other schools	D	I

Criteria : Essential ( E ) | Desired ( D )

Evaluation : Application Form ( AF ) | Interview ( I ) | Presentation ( P )



# How to apply

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The closing date for applications is  
9am on 28<sup>th</sup> April 2026

Interviews will be held the week of  
TBC

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Applications must be completed on MyNewTerm by using this link and selecting the  
vacancy: [CLICK HERE](#)

For more information on the role and to arrange a visit to Glebe Farm School please  
contact **Sonali Khanna** via [SKhanna@glebefarmschool.co.uk](mailto:SKhanna@glebefarmschool.co.uk)

For more details about Glebe Farm School, scan the QR code to visit our website:

