



LONGTHORPE PRIMARY ACADEMY

United in Diversity, Inspired for Life

Candidate Pack

EYFS/KS1 Classroom Teacher - Part time (40% FTE)

(EYFS for 2026-2027 - Year group subject to change in future years)



Proud to be part of
**KEYS
ACADEMIES
TRUST**



About Our School

At Longthorpe, our mission is 'United in Diversity, Inspired for Life.' This reflects our celebration of diversity, commitment to unity and focuses on inspiring children to achieve their full potential through an aspirational curriculum.

We value everyone and believe that we all have something we can learn from one another. Our mantra of 'Ready, Respectful, Safe' permeates every aspect of school life.

Longthorpe Primary Academy is situated to the West of Peterborough and is within walking distance of the city centre. We serve a wonderfully diverse community with 42 different languages at present and 16% of our cohort generate our pupil premium funding.

Longthorpe Primary Academy is part of Keys Academy Trust consisting of a group of five Peterborough schools: Longthorpe Primary, Nova Primary, Ravensthorpe Primary, Thorpe Primary and Jack Hunt Secondary. We work together to ensure pupil achievement, wellbeing and strive to provide the best experience for our pupils.

We are at an exciting phase of our journey following a very successful Ofsted inspection in April 2024. Our mission is to create an exceptional school which provides our children with the knowledge and skills they need to prepare them for the next phase of their education and beyond.

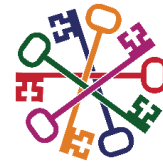
We are a diverse and happy school for children aged 4-11 years old. Our pupils are well behaved, eager to learn and enjoy all that school has to offer. We nurture children to be confident, independent thinkers who have a good sense of self-worth and belief in their own capacity to succeed alongside being effective learners; articulate, literate and numerate.

We encourage the children to have high aspirations of themselves, their achievements and futures. We want our children to be effective collaborators with a good range of communication and leadership skills, giving them the ability to clearly articulate their ideas and emotions, as well as consider those of others.

Children at Longthorpe will develop a strong sense of responsibility for their own learning, holding high aspirations of themselves, their achievements and futures. They will be effective collaborators with a good range of communication and leadership skills, giving them the ability to clearly articulate their ideas and emotions, as well as consider those of others.

We benefit from a low turnover of staff, all of whom are committed to having a positive impact on children's lives.

A strong home school partnership is integral to children's success and is highly valued; we encourage parents to take an active part in their children's education and we provide opportunities for this.



About Our Trust

Our trust is a vibrant, diverse, and ambitious group of five academies in west Peterborough. Formed in 2018, we are a relatively young trust, which emerged from a strong, but loose, alliance of primary schools working with Jack Hunt secondary school.

Our schools serve communities which have many similarities but also significant differences, due to the cultural and economic diversity of the city. We celebrate these differences and ensure that each school retains a distinct identity within the trust.

Working together as a multi-academy trust has allowed us to use the expertise across our 5 schools to meet our common goals to give our pupils and students an inclusive, innovative learning community that respects and benefits everyone and has aspirational plans for the future. Our vision is to unlock the potential and create strong life chances for all the children we educate.

All in our trust have high aspirations for, and high expectations of, every single pupil and student. We want them to be well-rounded, confident, caring young people with leadership skills who are motivated to achieve their best in lessons and beyond the classroom. We want them to be involved in the school, local and global community and leave us as life-long learners, equipped to build on their success and contribute positively to our future.

Work for Us

Our Trust culture is centred on valuing people, through supporting their ambitions and career paths, so that we are a respected and attractive employer. By creating a culture where staff feel respected, empowered and inspired, we create a positive learning environment. We are keen to reward and recognise our staff and have developed a comprehensive range of employee benefits to achieve this.

Our staff benefit from:

- Professional Development and extensive CPD programmes
- Perkbox employee benefits platform providing big discounts on shopping, dining and entertainment
- Generous Occupational Pension Schemes (employer contributions of 28.6% Teachers Pensions Scheme)
- Free parking at all Keys schools
- Free on-site annual flu vaccination scheme
- 24/7 free and confidential Employee Assistance Programme
- Wellbeing programme and support
- Additional planning days
- iPads and Laptops for all teaching staff
- Open door listening policy to Senior Leaders

Our people vision:

- Our people are proud of our Trust and the difference we make to young people
- We are all hungry to learn and we offer career development and opportunities for all
- Everyone enjoys coming to work, we are inclusive and listen to our people
- Our leaders serve our people ensuring their professional and personal need are supported
- Our people go the extra mile because they feel well rewarded and valued and that we care



Job Information

Role:	EYFS/KS1 Classroom Teacher (EYFS -2026-2027, year group subject to change in future)
Salary:	MPS (M3 to M6)
Contract:	Permanent
Hours:	40% FTE – Mondays and Tuesdays
Closing date:	Tuesday 30th June @ 9.00am
Interviews:	We reserve the right to interview candidates as applications are received and to withdraw the advert if a suitable appointment is made.
Start date:	September 2026

Job Description

To provide high quality lesson planning, preparation, teaching and assessment to allocated classes and students. In respect of these duties the teacher is accountable to and supported by the Phase Leader and Senior Leadership Team.

Principal Duties

- To carry out the duties of a classroom teacher as laid out in the 'School Teacher's Pay and Conditions document.
- To support the Headteacher in meeting the school's agreed aims and objectives. practice of the school's policies, systems and procedures.
- To support school development by following policy and practice, school rituals and routines.
- To develop the School Improvement Plan priorities through a whole school approach to trialing initiatives as agreed with appropriate active feedback.
- To take an active and positive role in the Performance Management target setting process/the school's professional development programme/and job description reviews on a cyclical yearly basis.
- To work as a proactive member of the staff team.
- To set an example as a leader of a curriculum area taking a proactive role in managing the curriculum responsibility, its monitoring, its resourcing, setting its budget and ensuring appropriate support and staff training to self and other staff. To plan, action and evaluate the subject's development yearly ensuring other staff are kept informed of actions taken.
- To take an active role in the wider life of the school – running clubs, supporting Thorpe Community Association meetings and fund-raising initiatives etc.
- To carry out any other duties the Headteacher may need to decide upon from time to time.

Specific classroom teacher responsibilities:-

- To plan termly within the whole school long term plan, with one's partner teacher, to provide a stimulating, interactive and motivating curriculum, using the agreed whole school formats for recording the plans. To work with staff to constantly review and evaluate the curriculum providing a creative approach through 'Excellence and Enjoyment'.
- To plan for assessment and testing within the whole school cycle and to record outcomes for individual/groups of pupils to inform teaching, using the whole school record keeping formats as agreed.
- To evaluate pupil's learning with them using the Assessment for Learning strategies.
- To provide for stimulating and motivating teaching of pupils within the medium-term plan, and by focusing effectively upon the learning objectives taught, ensuring pupils can verbalise and understand what is intended for their learning and development within each lesson
- To provide effective planning/teaching for differentiation, taking into account the individual needs of all children taught.
- To mark and evaluate pupil's work daily/regularly giving written/verbal feedback against the learning objective taught and in line with the school's marking policies.
- To provide and mark pupil's homework as agreed in the school's homework policy.
- To report effectively using whole school agreed models – to parents, outside agencies, teaching colleagues – sharing progress and planning for future teaching/pupil needs
- To support whole school targets through effective use of assessment and testing outcomes, by target setting of individual and groups of pupils to raise achievement.
- To manage effectively the direction of teaching assistant support within the classroom
- To ensure effective communication with support staff, parents and outside agencies so that clear learning objectives are shared and expectations for activities are clearly understood. This will enable the effective use of human resources to further the raising of pupil's achievement.
- Establish a partnership with parents ensuring effective communication via curriculum letters, homework letters, visit arrangements, classroom support, IEP's and GEP's and parent consultation evenings, so as to raise parental involvement in their child's education.
- To establish and maintain a classroom environment in line with whole school practice that is:-
 - Tidy/organised/labelled for access to resources
 - Informative/celebratory/interactive
 - Professionally maintained organised
 - One in which children have pride and have ownership
 - Effectively resourced

Please note that this description is not a full list of duties is illustrative of the general nature and level of responsibility of the role. It is neither an exclusive nor exhaustive comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level and context of the job, skills and grade. This job description will be reviewed periodically.

The Board of Trustees of Keys Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



Person Specification

The successful candidate will meet the following person specification. Please note that the listed essential criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples within their application.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• Qualified Teacher Status• Degree level qualification	<ul style="list-style-type: none">• Further qualifications or accreditations linked to education
Experience	<ul style="list-style-type: none">• Experience of successful teaching in the primary phase• Experience of working effectively in partnership with parents	<ul style="list-style-type: none">• Experience of more than one Key Stage• Experience of leading a subject area, with ability to show whole school impact• Experience and willingness to provide extra-curricular activities for children
Knowledge and Understanding	<p>Know and understand about the following:</p> <ul style="list-style-type: none">• Effective teaching and learning styles• The theory and practice of providing effectively for the individual needs of children• The National curriculum and age-related expectations• Monitoring, assessment, recording, tracking and reporting of pupils' progress• The statutory requirements and expectations concerning Safeguarding and Child Protection, Equal• Opportunities, SEND and Health and Safety	<ul style="list-style-type: none">• Understanding of current developments regarding the National Curriculum• Understanding the positive links necessary within a school, and in turn with all its stakeholders

	Essential	Desirable
Skills	<ul style="list-style-type: none"> • Ability to inspire and motivate children • Ability to assess children, use AfL effectively and plan accordingly; differentiating work to meet each child's needs • Ability to promote positive learning behaviour throughout the class and school and to have a positive approach to behaviour management • Strong inter-personal skills to develop pupil and parental relationships • Work effectively as part of a team • Communicate effectively (both orally and in writing) to a variety of audiences • Use ICT to enhance children's learning as well as for planning, developing the curriculum and communicating • Able to identify own learning needs 	<ul style="list-style-type: none"> • Show evidence of commitment to taking an active part in school-life, including out of hours activities • Evidence of continuous professional development and commitment to further professional development relating to curriculum/teaching and learning/career development
Personal Characteristics	<ul style="list-style-type: none"> • Commitment to inclusion and equal opportunities and promoting the ethos and values of the school. • Ability to work under pressure • Resilience and enthusiasm • Highly motivated and able to motivate others • Flexible and able to act on initiative • Demonstrates emotional intelligence 	

Safeguarding Statement

Keys Academies Trust and Longthorpe Primary Academy are committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to an enhanced Disclosure & Barring check along with other relevant employment checks. Disclosure of any criminal convictions and an enhanced DBS check will be required for this post. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. The post may not be exempt from the Rehabilitation of Offenders Act 1974 as certain spent convictions and cautions are 'protected' and are not subject to disclosure. It is important that an applicant provides the Academy with upfront disclosure of all unspent convictions, cautions, reprimands or warnings. A failure to declare the above (that are not subject to the Disclosure and Barring Service filtering) may disqualify an applicant for appointment and may result in summary dismissal if the discrepancy subsequently comes to light.



LONGTHORPE
PRIMARY ACADEMY

**Bradwell Road,
Peterborough,
PE3 9QW**



**KEYS
ACADEMIES
TRUST**

**Ledbury Road
Peterborough
PE3 9PN**