



Charlton Wood Primary Academy
A member of Trust in Learning (Academies)

Year 3 Class Teacher (Fixed term until August 2026)
Teachers' Main Scale / Teachers' Upper Pay Scale

Application Pack
December 2025



Advertisement

Year 3 Class Teacher

Salary Range: Teachers' Main Scale or Teachers' Upper Pay Scale

We are seeking an experienced Class Teacher to work in Year 3. We can offer you further career development through subject leadership opportunities as well as the opportunity to mentor ECTs and/or coach other members of teaching staff.

The successes of our pupils are the result of a relentless and shared approach to achievement for all, from the entire staff team who are united in the belief that all children can, and will, succeed as a result of high-quality teaching from passionate and caring professionals. Our school team approach is encapsulated in our school vision 'Working together to grow confident, ambitious learners'.

As a leadership team we really want you to achieve your potential and we have a well-developed and effective approach to supporting staff development, which is based in evidence informed research, using an instructional coaching model, so that you can be successful in your career. At Charlton Wood Primary Academy we are a team: our staff love working here and thrive on the support, development, encouragement and belief in success that we offer.

In addition to meeting the teachers' standards, we are specifically looking for someone who:

- is passionate about teaching and learning and knows there is always more to learn to become the most effective teacher you can be
- can demonstrate effective teaching which leads to strong outcomes for all pupils
- is reflective about their own teaching - using evidence informed research to develop their craft
- wants to work with, and learn from, other teachers and leaders in our school and the Trust that we belong to
- is willing to go the extra mile for our pupils and their families

In addition to normal teachers' pay and conditions we will offer the successful candidate:

- a brand-new fully resourced building with beautiful grounds
- supportive and ongoing professional development throughout the year
- a bespoke training plan to enable you to deliver excellent outcomes and progress in your career
- a solution focussed team who work together closely to deliver the best for our community
- a supportive leadership team with a proven track record of whole school improvement who will support you to be successful
- a commitment to reducing unnecessary workload so that you can focus on improving outcomes
- regular opportunities to network, moderate with and work with other teachers in the Trust
- extremely supportive parents who are keen for their children to do well

The school and the Trust place no limits on their aspirations for our pupils and we all believe strongly in the importance of opening horizons and opportunities for those less well placed to see it for themselves. Charlton Wood Primary Academy has a history of building excellent relationships between staff, pupils, parents and the community Pupils take pride in their school and respond positively to high expectations.

The Headteacher, Karen Kooyman, will be holding school tours. Attendance at one of these is strongly encouraged so that you can understand more about our school, our approach and to ask lots of questions! If you would like to attend a tour prior to application, please book call or email the school office.



We particularly welcome applicants who speak one or more community languages and applicants from groups currently under-represented groups in our workforce. We are committed to increasing diversity and removing any barriers to opportunities and success. We encourage application people of all backgrounds, including those with protected characteristics under the Equality Act 2010 (such as age, disability, gender identity, race, religion, sex, sexual orientation and others.)

Job Description

Salary: M1-M6

Contract: Full Time / Fixed Term until 31 August 2026

Responsible to: Phase Leader / Assistant Head

Key Outcome of the Role

Pupils make good or better progress through high quality and effective learning and teaching.

Key Responsibilities of the Role

School and Trust Vision

- To support the vision and aims of the designated school and Trust in Learning Academies.
- To implement changes as directed by the senior leadership team.
- To work collaboratively with colleagues to achieve the aims of the school team development plan.

Planning, teaching and learning

- To meet the Teachers' Standards as outlined by the Department of Education.
- To teach children in a designated class and designated school, a high quality and appropriate curriculum, which ensures good or better progress for pupils.
- Plan, monitor and evaluate effective and differentiated programmes of work, including homework in line with school expectations
- Assess, record and report on children's development, progress and attainment, setting clear targets which build on prior line with school expectations.
- To make reasonable adjustments for any SEND children within the designated class.
- Identify able pupils and those with special educational needs, working with the SENCO, external agencies, staff and parents to give positive and targeted support where needed.
- Develop positive relationships with parents and meet with them a minimum of three times per year to share and set targets and review progress.
- To complete paperwork for identified SEND children in a timely manner as directed by the SENCO and senior leadership team.
- Maintain a well-organised, safe and tidy learning environment and provide a high standard of display both in the classroom/work area and around the school.
- Contribute to a subject team and lead a subject (beyond the NQT year) holding accountability for pupil progress across the school.

Pastoral

- Plan opportunities to contribute to pupil's spiritual, moral, social, emotional and cultural development.
- To work effectively with the school Pastoral Team to support the welfare of the most vulnerable children.
- Take an active interest in the designated class and communicate concerns with the school Pastoral Team.
- Have high expectations of the children's behaviour at all times and to consistently refer to the school policy.



- Listen to parents and support them to provide the best academic, social and emotional support for their children.

Continuous Professional Development

- Take responsibility for your own professional development, keeping up to date with current research and development.
- Attend weekly professional development meetings within directed time and take a proactive role.
- Be professional, curious and ask questions.
- Participate in appraisal processes and work towards targets as agreed with the line manager and Head Teacher.
- To be willing to attend bespoke training to meet the needs of the children in the designated class.

Curriculum Enrichment

- Work with your year group partner to organise a minimum of two curriculum focused visits per year for your class.
- Undertake an equal share of supervision duties and rota duties for school activities.
- Contribution to the school community by running extra-curricular clubs, being present at school fairs and supporting with the running of sports competitions.
- Attend and contribute to Collective Worship as requested by the head teacher.
- Organise a weekly act of Collective Worship for your class. Teachers have the right to opt out of collective worship and will be redirected by the Head Teacher should this be the case.

Safeguarding

- To support the school in safeguarding all pupils in our care.
- Follow the school safeguarding policy, logging any significant concerns on the school tracking system.
- Work effectively with support staff and other adults, deploying them where appropriate.

Professionalism

- Provide a professional and positive role model in terms of personal presentation, timekeeping and interactions with all children, parents and colleagues.
- Establish effective professional relationships within school, across the Trust and with other agencies where appropriate.
- Adhere to Health and Safety guidance and policy at all times.
- Have regard to equal opportunities and inclusion at all times.

The details provided in this job description are to give an indication of the nature of the role. Additional duties may also be requested of the role holder where reasonable. The role holder will be expected to be involved in the wider life of the academy and participate at extra-curricular school activities from time to time.

The role may require a certain amount of local travel. When necessary, reimbursement will be made for out-of-pocket expenses. So far as reasonably practicable the role holder must promote safe working practices by employees in academy premises and work areas to maintain a safe working environment for all employees and service users. These are defined in the Trust's Health & Safety Policy and associated documentation.



The role holder must work in compliance with the Trust's Code of Conduct, regulations and policies, including its commitment to equal opportunities. The role holder will be expected to ensure that output and quality of work is of a high standard and complies with current legislation and standards.

The Trust is committed to safeguarding and promoting the welfare of all young people and expects all staff to share that commitment. The post will be dependent on a satisfactory disclosure and barring service record check and acceptable references.

This job description and the allocation of specific responsibilities may be amended from time to time, in negotiation with the post holder. It will be reviewed on a regular basis.

Person Specification

CRITERIA	ESSENTIAL (MUST)	DESIRABLE (SHOULD)
QUALIFICATIONS	<ul style="list-style-type: none"> Qualified teacher status 	<ul style="list-style-type: none"> Further professional qualifications relevant to the role
EXPERIENCE	<ul style="list-style-type: none"> Successfully completed their ECT induction and has the experience to take full responsibility for a class without additional mentoring. Experience developing and delivering creative and inspirational lessons for all curriculum areas with a proven record of assessment led teaching Proven record of accelerating pupil progress in order to securing excellent outcomes and demonstrating all children can get to the expected standard or higher through quality first teaching Recognition of being a reflective practitioner, including learning from and supporting colleagues Experience of using multiple strategies for formative assessment Proven record of making reasonable adjustments for SEND children 	<ul style="list-style-type: none"> Experience of sharing exemplary practice with colleagues Experience of coaching other members of staff including teachers/ TAs to improve performance Experience of leading a subject to deliver measurable improvements Experience of teaching EAL children. Involvement in school improvement initiatives Experience leading an aspect of school development across key stages through facilitating staff meetings, INSET days or other CPD Record of successful extra-curricular programme management
SKILLS, ABILITIES AND KNOWLEDGE	<ul style="list-style-type: none"> Understanding of adaptive practice Commitment to continuous learning, including attending training, implementing new teaching strategies, and adapting to educational advancements Strong understanding of the national curriculum, including planning, delivering, and assessing age-appropriate lessons. Strong behaviour management skills to promote excellent behaviours for learning within a positive learning environment Skills to lead and manage effective interventions for children in order to raise attainment 	<ul style="list-style-type: none"> Understanding of the South Gloucestershire SEND toolkit



	<ul style="list-style-type: none">• Excellent written and verbal communication skills with students, parents and colleagues• Ability to use a wide range of teaching strategies• Ability to develop positive relationships with parents in order to secure excellent outcomes for children even in challenging circumstances• Understands equity of opportunity and inclusion	
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Safeguarding

Trust in Learning (Academies) is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS disclosure.

The Trust is committed to Safeguarding and Promoting the welfare of all of its children. Each student's welfare is of paramount importance.

The Trust's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust. The policy can be found on our website: www.tilacademies.co.uk

The five main elements of our policy are to:

- ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

Safer Recruitment:

Trust in Learning (Academies) is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service clearance. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

Guidance for Applicants

Applications will only be accepted from candidates who complete and submit the Trust's Application Form online via MyNewTerm. Please complete ALL sections of the Application Form that are relevant to you as clearly and fully as possible. Please note that CVs will not be considered in place of a completed Application Form.

Your Supporting Statement should be written to the Headteacher and address the person specification points carefully. You should write how and why you feel that you are equipped to fulfil this role noting your experience, skills, personal attributes and values. We are particularly interested to know why you want to work at Charlton Wood Primary Academy. Ensure that you cross-reference the person specification throughout your application with examples of where you have fulfilled aspects of the job description and the impact it had.

Ensure that you put details of referees. We may seek references on shortlisted candidates and approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

Trust in Learning (Academies) is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS disclosure.

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.

Key Dates:

Monday 5 January 2026

- Deadline for Applications

Week commencing 12 January 2026

- Interviews

We reserve the right to interview early for the right candidates, so early applications are encouraged.

About the School

Our School

Charlton Wood serves a new community called Charlton Hayes close to Cribbs Causeway in South Gloucestershire. We have an amazing school site, with a beautiful new building and fantastic outdoor facilities. The school is situated in the heart of the community and we serve our community with pride. Our parents and carers are highly supportive of our school and we value their involvement in school activities.

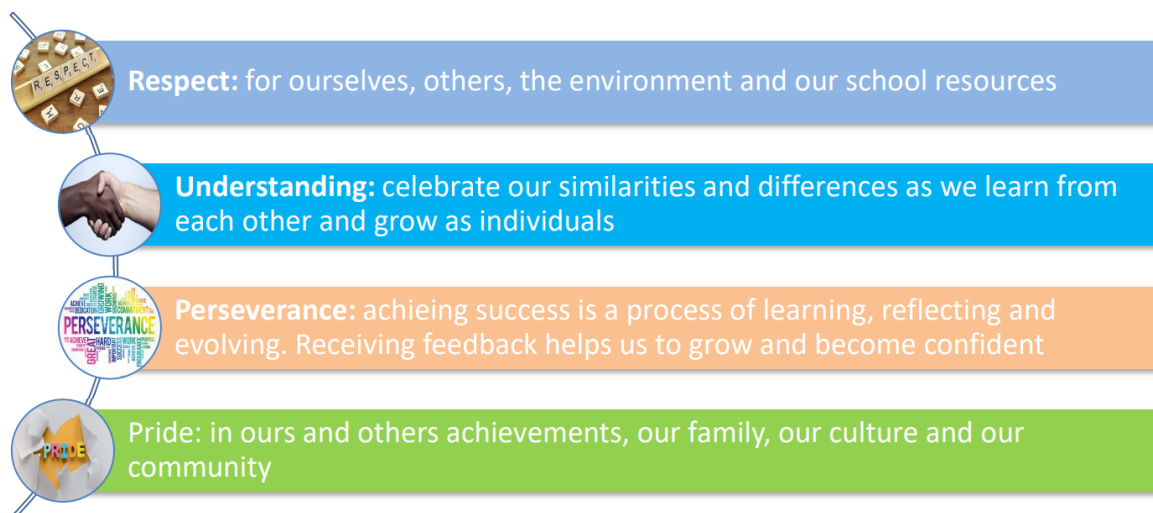
We are incredibly proud of the recognition from Ofsted of the hard work our staff and children put into their learning. The report is published on the school and Ofsted websites.

Our Vision: 'Every child valued, every child achieving, every child prepared for life'.

We know that there is a strong correlation between the way in which pupils engage and participate in learning and their eventual outcomes academically, socially and emotionally. For this reason, we have a collective, proactive and positive approach. We explicitly teach and deliberately practise routines and expectations to ensure that our children can engage purposefully, meaningfully and happily with learning, each other and the adults in their lives.

Our School Values

The school has four values which we expect everyone in our school community to uphold all of the time – These values are part of the fabric of our school and help our children to grow and develop into confident ambitious learners who make the most of the opportunities given to them.



Please do look at our website or come and visit us if you would like to find out more about us! We warmly welcome your application.

About the Trust

Trust in Learning (Academies) (TiLA) was created in order to improve the educational opportunities and outcomes for pupils and children in the greater Bristol area, particularly in areas of disadvantage. As a Multi Academy Trust, TiLA is totally committed to delivering an **inclusive** approach to education.

Within the Trust we currently have eight schools:

- Bridge Learning Campus (all through)
- Charlton Wood Primary Academy
- Filton Avenue Primary School
- Fonthill Primary Academy
- Henbury Court Primary Academy
- Little Mead Primary Academy
- Orchard School Bristol (secondary)
- Parson Street Primary School
- Nova Primary School

To be part of TiLA is to belong to a **family** of schools, where each school has its own distinctive identity, but with an open, **collaborative** and **supportive** ethos to learn from and help each other to improve. School operations teams are supported by centralised finances, estates and human resources teams. The central education team comprises a Director of Education, a Director of School Improvement and a Director of SEND, alongside data experts and external consultants. We are an evidence-informed Trust and promote measured and sustainable improvement.

If we all Trust in Learning, then in order to obtain outstanding outcomes in exceptional schools, we need the **very best people** and the **very best leaders**. At TiLA we are committed to recruiting and retaining the most able people into the best jobs. We invest heavily in the tailored professional development of our staff with opportunities to develop expertise and experience across the Trust. For example, staff who wish to carry out action research can apply for a Developing Pedagogy research project which is supported through the University of Bristol. If you are keen to work across another school setting, we will support your career move to the best of our ability. We are building learning communities between schools through our growing team of Trust Leaders in Education (TLEs), who provide additional capacity to support and develop best practice across the Trust.

Our focus on collaboration means that everyone is part of a team. We care about your wellbeing. If you are ambitious and prepared to work hard, we will support your career development wholeheartedly and help you to be successful.

Our Offer to Staff

As proof of our commitment to staff retention and development, we offer excellent terms and conditions of employment, a friendly working environment with supportive leadership, and encourage our staff to maintain a positive work-life balance.

- Professional development opportunities across the Trust
- Paid induction and training suited to the role
- Tailored career progression through a performance management cycle for all staffing groups
- Access to Employee Discount Scheme
- Free tea, coffee and milk



- Confidential access to an Employee Assistance Programme
- Free parking
- Use of the Cycle Scheme
- Paid completion of a DBS check
- Flu vaccination vouchers
- Free eye tests (where the employee is desk-based)
- Where eligible, automatic enrolment to the relevant pension scheme
- Honouring of continuous service earned in the Local Authority