



Application Pack

Classroom Teacher & Key Stage 1
Lead



Job Title	Classroom Teacher & Key Stage 1 Lead
Salary & Grade	MPS/UPS plus TLR2
Contract	Full time, Permanent
Reporting to	Executive Headteacher / Head of School
Start Date	January 2027

Dear Applicant

Thank you for your interest in the role of Classroom Teacher & Key Stage 1 Lead.

Waterton Academy Trust is looking to appoint an inspiring and dynamic Teacher to join the team at King's Meadow Academy a one and a half form entry school, located in Kinsley, Pontefract.

If you are an ambitious, talented and highly motivated Teacher with a passion for ensuring children learn and achieve, and if you work hard and have the drive and energy to make a difference to children's lives and their learning, then Kings Meadow Academy could be the school for you!

King's Meadow Academy is an average sized school and joined Waterton Academy Trust in 2018. The Trust consists of 16 primary phase schools, 4 Assessment Resource Units and 4 Pre Schools in the Wakefield and Barnsley area. As part of this Trust both staff and children enjoy varied opportunities for collaboration in all areas of the curriculum.

The school is committed to providing a stimulating, creative environment so that all children enjoy learning, make strong progress and reach their potential. By offering an engaging and language rich curriculum, the school is constantly striving to provide high-quality learning opportunities which challenge and inspire all our pupils.

This is an exciting opportunity for an ambitious teacher who is ready to take the next step in their leadership journey. As our Key Stage 1 Lead, you will play an important role in shaping teaching and learning across the phase, supporting colleagues and helping us to build on the significant progress already made at King's Meadow.

We are looking for someone who combines excellent classroom practice with the ability to inspire and develop others. You will join a supportive leadership team that values collaboration, professional development and giving leaders genuine opportunities to make a difference.

King's Meadow is a school with ambition. We are proud of the improvements we have made and equally clear that our journey is not finished. For the right person, this is an opportunity to have real influence, develop as a leader and be part of an exciting next stage in the school's development.

Interested candidates are welcome and strongly encouraged to visit King's Meadow Academy as part of the application process. Please contact the school office on 01924 967607 to arrange,

We look forward to receiving your application.

Warm Regards,

Lauren Penny
Executive Headteacher

About Us

Waterton Academy Trust is a thriving and values-led partnership of schools committed to giving every child the best possible start in life.

Established in 2014 with Walton Primary Academy as its founding member, the Trust has grown steadily and strategically, guided by a strong moral purpose and a deep understanding of the communities we serve. We believe that **success is a shared experience** – every learner, every member of staff, and every school should flourish, together.

By the end of 2026, we expect to support more than 4,000 pupils across our schools, with a dedicated team of over 600 staff and an annual turnover approaching £28 million.

Our growth has not been about size alone - it reflects the strength of our educational offer, the diversity of our provision, and the depth of our partnerships.

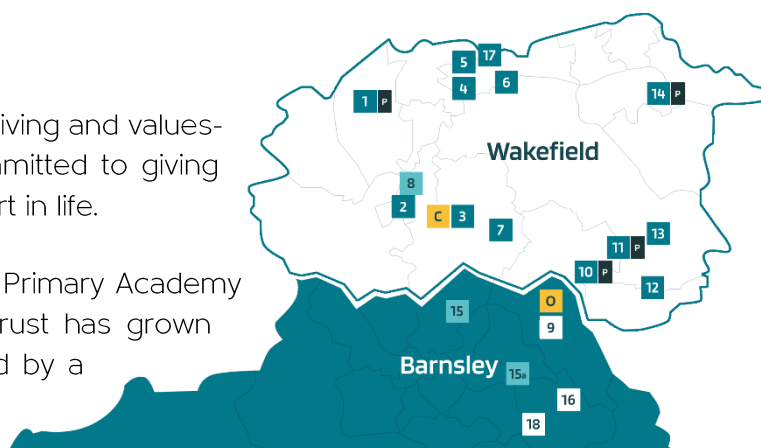
We work across two key regions - Wakefield and Barnsley - and are proud to be seen as a trusted and collaborative presence within the wider education system. All our schools are primary-phase, and collaboration sits at the heart of how we work.

In response to local need, our first independent special academy–Newstead Academy opened in Barnsley in 2023 and has already grown to include a satellite site based at Hunningley. Building on this success, we have opened a new specialist setting - Hammer Lane Academy - in Wakefield in September 2025. These developments are a testament to our commitment to inclusive education and our ability to work alongside local partners to meet the needs of all learners.



We also know that a great start in education begins early. That's why we've expanded our offer to include four pre-school settings, with plans for further growth.

If you share our belief that all children deserve the highest-quality education and want to be part of a forward-thinking, people-centred organisation, we'd love to hear from you.



Our Locations

Waterton Offices

C - Centre for Excellence
O - Operations Office

Waterton Schools

- 1 - Wrenthorpe Academy
- 1p - Wrenthorpe Pre-School
- 2 - Sharlston Community School
- 3 - Walton Primary Academy
- 4 - Normanton Junior Academy
- 5 - Lee Brigg Infant and Nursery School
- 6 - Normanton Common Primary Academy
- 7 - Crofton Infant's School
- 8 - Hammer Lane Academy
- 9 - Churchfield Primary School
- 10 - King's Meadow Academy
- 10p - The Meadow Pre-School
- 11 - West End Academy
- 11p - The Woodland Pre-School
- 12 - South Kirkby Academy
- 13 - Ackworth Mill Dam School
- 14 - Cherry Tree Academy
- 14p - Cherry Blossom Pre-School
- 15 - Newstead Academy
- 15a - Hunningley Academy
- 16 - Kings Oak Primary
- 17 - Alfton Junior Academy
- 18 - Jump Primary Academy

Our Vision and Values

The Trust is proud of its shared vision and values, which are embedded across all aspects of our work.

This vision—centred on collaboration, aspiration, enjoyment, and equity—guides our actions and unites our schools in a common purpose. We aim to create a culture where success is a shared experience, every child enjoys a rich and relevant curriculum, and all pupils are supported to achieve their full potential, regardless of background.

Candidates interested in joining the Trust are encouraged to explore our vision and values to ensure they align with their own ethos and long-term aspirations.



About The School

Are you an excellent classroom practitioner who is ready to inspire others and take the next step in leadership? Would you like to join a friendly, ambitious school where your ideas, expertise and leadership can make a genuine difference?

King's Meadow Academy is a vibrant primary school at the heart of the Kinsley community. Our school has been on an exciting journey of improvement and, through the commitment of our children, staff, families and wider Trust, we have made significant progress.



We are proud of how far we have come and ambitious about where we are going next. We are now looking for an excellent teacher and aspiring or experienced leader who wants to be part of the next stage of that journey.

The Opportunity

As Key Stage 1 Lead, you will be an important part of our school leadership team and will have the opportunity to make a genuine difference to the quality of education across the phase.

You will work closely with the Head of School and Executive Headteacher to continue developing teaching, learning and assessment across Key Stage 1, while supporting and developing the staff within your team.

We want our phase leaders to be leaders, not simply coordinators. You will have the opportunity to contribute to school improvement priorities, develop colleagues through coaching and professional dialogue, and help shape the next stage of King's Meadow's journey. This role would suit an excellent classroom practitioner who is ready to take their next step into leadership, as well as an existing leader looking for a school where they can have genuine influence and continue to develop professionally.

Our leadership team is accessible and supportive, and we recognise teaching as the skilled and sophisticated profession it is. We invest in professional development and want colleagues at every stage of their career to have opportunities to grow, develop and contribute to the wider life of the school.

Our wonderful children and families are at the heart of King's Meadow and make it a genuinely rewarding place to work. We are incredibly proud of how far our school has come, but we remain ambitious about what we can achieve next.

If you are looking for a school where you will be supported, challenged and given the opportunity to make a genuine difference, we would love to hear from you.

King's Meadow has become the most friendly, welcoming and supportive school that I have taught at so far. The staff work as a team to provide the very best education for our children, and it is a privilege to be part of this. Each day, the children astound me with their enthusiasm, their politeness and how well-mannered they are.

Mrs Moore
EYFS Lead

At King's Meadow Academy, the positive changes made across the school can be felt from the moment you walk through our doors. Our whole-school approach to behaviour has helped create a calm, focused and purposeful learning environment where children can flourish. We are a highly inclusive school with clear expectations, positive relationships and a strong emphasis on recognising and celebrating children's achievements.

We are continually developing our curriculum and teaching practice to provide the very best learning experiences for our children. Our staff are actively involved in shaping the curriculum and wider school improvement, and we value the expertise and ideas that colleagues bring. Collaboration is central to the way we work, both within King's Meadow and across Waterton Academy Trust.

We are committed to investing in our people. Colleagues are supported to develop professionally through high-quality CPD and leadership development opportunities, including NPQ programmes and apprenticeships.

The children are amazing and make all our hard work worthwhile. It's a strong team who are dedicated to improving school opportunities for our children and families.

Miss R Peace
Class Teacher

Our school improvement journey has been significant, and we're equally focused on strengthening our community connections. Building positive relationships with parents and carers isn't an afterthought—it's essential to supporting each child's learning journey.

We take pride in our strong parent partnerships and are committed to being a vibrant hub within our local community. At King's Meadow Academy, we're not just teaching children; we're helping shape the future of Kinsley.

Lauren Penny (*Executive Headteacher*)
Kerry Williams-Kendall (*Head of School*)



Why Choose King's Meadow Academy?

There is a great deal to be proud of at King's Meadow and an exciting opportunity to contribute to what happens next.

By joining our team, you can expect:

- A genuinely friendly, welcoming and supportive staff team.
- Wonderful children who are enthusiastic about their learning and proud of their school.
- A calm and purposeful learning environment with clear expectations and positive relationships.
- Accessible and supportive senior leaders who value the expertise of their staff.
- The opportunity to have genuine influence as a phase leader and contribute to whole-school improvement.
- High-quality professional development and opportunities to develop further as a leader.
- A collaborative culture where staff are encouraged to contribute ideas and help shape the future of the school.
- The support, expertise and wider professional opportunities that come from being part of Waterton Academy Trust.

We are proud of the progress King's Meadow has made and excited about the next stage of our journey. We are looking for someone who shares our ambition for our children and wants to play an important part in helping our school continue to grow.



Waterton Academy Trust, Centre For Excellence, Walton Primary Academy, The Grove, Wakefield, WF2 6LD

☎ 01924 240767 ✉ admin@watertonacademytrust.org 🌐 watertonacademytrust.org

Our Pupils

Waterton Academy Trust serves communities with some of the highest levels of deprivation in the region, and in the country. In response, we place children's well-being, voice, and enrichment at the very heart of our work. We believe that every pupil, regardless of background, should feel the full benefit of belonging to a trust that puts their experience of school first.

Pupil voice is not just encouraged - it's embedded in our decision-making. Our elected Children's Parliament meets regularly with the CEO and Headteachers, sharing their views and shaping priorities for improvement. Their efforts were recognised nationally, receiving a letter of commendation from former Prime Minister Theresa May.

Beyond the classroom, we create rich and joyful experiences that promote creativity, confidence, and healthy living. Our roaming art gallery, Waterton's Got Talent, and Waterton Young Chef of the Year celebrate the diverse talents of our pupils, while our annual MATlympics and extensive sports offer promote inclusion, teamwork, and well-being.

These experiences are not just events; they are integral to our mission—ensuring that every child in a Waterton school is heard, celebrated, and empowered to thrive.

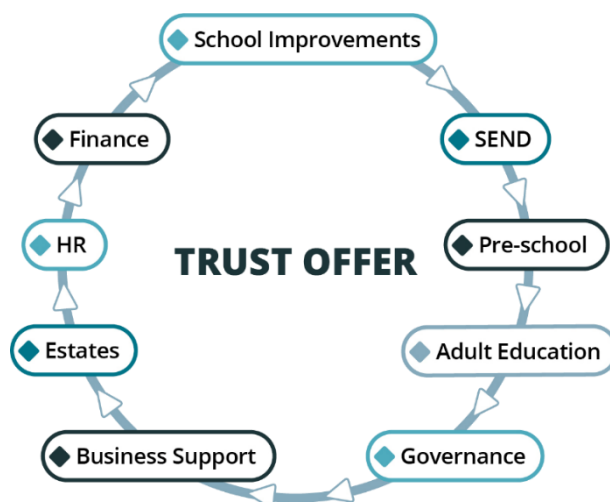


Trust Offer

At Waterton Academy Trust, we are proud to provide a consistent, high-quality offer that enables every school - regardless of size, Ofsted rating, or context - to thrive. Our Trust Offer ensures that all academies benefit from the same comprehensive package of educational and operational support, tailored to meet individual school needs while remaining accessible to all.

This offer is underpinned by our belief that school leaders should be able to focus their time and energy on what matters most: delivering excellent teaching and learning. By reducing operational burdens and providing high-quality, evidence-informed school improvement support, we create the conditions in which pupils and staff can flourish.

Our investment in a strong and expert central team means that every school can draw upon specialist support in areas such as safeguarding, governance, curriculum, finance, HR, IT, estates, marketing, and data protection. This support is complemented by access to legal advice and professional development, including high-impact CPD, leadership development, and coaching.



The Trust Offer is more than a service package - it's a reflection of our values. It supports excellence, equity, and collaboration across all Waterton schools, enabling leaders to deliver the very best for their pupils, every day.

To read about impact in 2025, please read our annual report to stakeholders on the Trust website.

<https://www.watertonacademytrust.org/academies/trust-performance/>

Job Description – Classroom Teacher

Job Title	Teacher
Responsible for	Carrying out the professional responsibilities of a teacher, upholding the Professional Teachers' Standards (DFE) and the supervision of support staff when deployed to contribute to pupils' learning
Reporting to	Executive Headteacher / Head of School

Key Job Purpose	To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils Ensure delivery of high quality teaching and learning for which they are accountable Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. (Teachers' Standards, DFE, 2011) Teachers' Standards, DFE, 2011. A teacher must: • Set high expectations which inspire, motivate and challenge pupils (TS1) • Promote good progress and outcomes by pupils (TS2) • Demonstrate good subject and curriculum knowledge (TS3) • Plan and teach well-structured lessons (TS4) • Adapt teaching to respond to the strengths and needs of all pupils (TS5) • Make accurate and productive use of assessment (TS6) • Manage behaviour effectively to ensure a good and safe learning environment (TS7) • Fulfil wider professional responsibilities (TS8) • Demonstrate consistently high standards of personal and professional conduct (PART TWO)
Planning, Development and Co-ordination	• To set challenging teaching and learning objectives which are relevant to all pupils in their classes. • To use teaching and learning objectives to plan lessons and sequences of lessons. • To select and prepare resources, and plan for the effective and safe organisation, taking into account pupils' interests, learning needs, language and cultural backgrounds, with the help of support staff where appropriate. • To contribute to the teaching team, meetings and events. • To plan for the deployment of support staff where deployed to contribute to pupils' learning. • To plan for opportunities for pupils to learn in and outside of school contexts.

	• To produce long, medium and short term plans in accordance with the school's policies and procedures and within required deadlines.
Teaching, Learning and Classroom Management	• To have high expectations which inspire, motivate and challenge pupils and build successful relationships centred on teaching and learning. • To establish a purposeful and stimulating learning environment where diversity is valued and where pupils feel safe, secure and confident. • To teach the required knowledge, understanding and skills relevant to the curriculum for pupils in their age range. • To teach well-structured sequences of lessons and schemes of work which interest and motivate pupils, make learning objectives clear, employ interactive teaching methods and provide collaborative opportunities. • To promote active and independent learning that enables pupils to think for themselves and plan and manage their own learning. • To differentiate teaching to meet the needs of pupils of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to promote good progress and outcomes by all. • To organise and manage teaching and learning time effectively. • To organise and manage the physical teaching space, tools, materials and resources safely and effectively with the help of support staff where appropriate. • To set high expectations for pupils' behaviour and conduct and establish a clear framework for classroom discipline in line with the school's policy. Anticipate and manage pupils' behaviour constructively and promote self-control and independence. • To use IT effectively to enhance the delivery of teaching and learning. • To take responsibility for teaching a class or classes over a sustained and substantial period of time. • To provide homework which consolidates and extends work carried out in the class and encourages pupils to learn independently. • To work collaboratively with other professionals and manage the work of support staff to enhance pupils' learning. • To recognise and respond promptly and effectively to equality issues as they arise in the classroom and challenge stereotyped views, bullying and harassment in accordance with the school's policies and procedures. • To create a culture which shows tolerance of and respect for the rights of others, not undermining fundamental British values including: democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with difference faiths and beliefs). • Be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and

	security, confidentiality and data protection, reporting all concerns to an appropriate adult. • To attend and participate in regular meetings. • To participate in training, continuous professional development and other learning activities as required including participation in the school's appraisal and capability arrangements.
Monitoring and Assessment	• To make appropriate use of the school's monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives. • To use monitoring and assessment information to improve planning and teaching for improved learning outcomes. • To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support pupils as they learn. • To involve pupils in reflecting on, evaluating and improving their own performance and progress. • To assess pupils' progress accurately against appropriate standards. • To identify and support pupils with differing levels of ability and those experiencing behavioural, emotional and social difficulties. • To identify levels of attainment for pupils learning English as an additional language. • To record pupils' progress and achievements systematically, providing evidence of the range of their work, progress and attainment overtime to inform planning. • To report on pupils' attainment and progress to parents, carers and other professionals in accordance with the statutory reporting and assessing frameworks.
Subject Co-ordination and Leadership	• To implement and review the school's development plan in conjunction with the Senior Leadership Team and/or line manager. • To develop and audit schemes of work and other documentation related to the use of the subject within school and to support cross curricular delivery including subject support for colleagues to enable curriculum requirements to be met • To develop strategies for the use of the subject to promote new teaching methods and improve learning throughout school and to monitor their effectiveness in raising standards of teaching and learning. • To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice. • To manage the resources available for the subject and make recommendation in order to maintain and develop curriculum provision.
Core Duties	• The education and welfare of a designated class/set groups in accordance with the Conditions of Employment of School Teachers as laid down in the current Pay and Conditions Document.

	• To ensure that the requirements of the National Curriculum (2013), EYFS Statutory Framework (2023) and KCSIE (2023), the school aims and all policies agreed by the Governing Body and Waterton Academy Trust are fully complied with. • To wholly commit to ensuring children and young people and fully supported and safe. To safeguard all children and young people whilst promoting their welfare.
Expectations of All Employees	• Contribute to and uphold the overall vision and ethos of Waterton Academy Trust. • Recognise own strengths and areas of expertise and use these to inspire, advise and support others. • Promote teamwork, working in partnership to ensure effective working relations. • Treat all users of the Academies within the MAT with courtesy and consideration. • Be aware and comply with all Waterton and Academy Policies at all times. • To comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person. • To be aware of and support difference and ensure equal opportunities for all. • To maintain a presence in local and national professional networks and through these, and other means, ensure a continuous overview of appropriate policies and developments to keep abreast of current and best practice. • To prepare policy and review papers as required and requested. • To participate in training and other learning activities and performance development as required. • To maintain confidentiality at all times in respect of Academy related matters. • Other duties commensurate with the grade of the post as directed by the CEO and DCEO.
Additional Information	The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.
Characteristics of the Post	Employees are encouraged to participate in training activities in order to enhance their own personal development. The employment checks are required: • Evidence of entitlement to work in the U.K. • Evidence of essential qualifications – see job specification • Two satisfactory references • Confirmation of medical fitness for employment • Registration with appropriate bodies (where applicable) The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults: Evidence of a satisfactory safeguarding check e.g. DBS check at the relevant level.

Job Description – Key Stage Leader

In addition to carrying out the duties of a teacher as set out in the current School Teachers' Pay and Conditions Document: Conditions of employment of Teachers other than Headteachers, the Phase Leader will play a role in the distributed leadership and management of the school.

Job Purpose	To support, hold accountable, develop, and lead the phase team to secure high-quality teaching, the effective use of resources, and high standards of learning and achievement for all pupils in the phase. The role includes mentoring teachers, enhancing curriculum delivery, and fostering a nurturing environment that supports every child's academic and personal growth. The Phase Leader will work in partnership with the Senior Leadership Team to ensure a high-quality education for all pupils and an excellent standard of learning and achievement for all.
Key Responsibilities	Strategic Leadership • Communicate the school's vision and objectives to all members of the school community and support the effective delivery of the school's aims. • Work within the Senior Leadership team to contribute to a strategic evaluation of the school and help develop plans for further development and improvement (SEF and SDP) • Be able to present a coherent and accurate account of the pupil's performance and other self-evaluation evidence in a form appropriate to a range of audiences, including governors, the local community, Ofsted and others. • Work with the SLT to ensure that the school curriculum (including the EYFS curriculum) is ambitious and designed to give all learners, particularly disadvantaged children and those with special educational needs and/or disabilities (SEND), the knowledge and cultural capital they need to succeed in life. • Develop and implement a Phase Action Plan (in alignment with the SDP) with particular emphasis on improving the quality of teaching in your phase, identifying priorities and targets to ensure that pupils achieve the highest possible outcomes. • Forge and maintain strong collaborative relationships with parents, community stakeholders, and where appropriate with local nurseries, childminders, pre-schools, and feeder schools, to support effective transitions and enhance educational experiences. • Use feedback from staff, parents, and students to continually refine educational practices and phase objectives. • Ensure that parents are well-informed about their child's attainment and progress and involve them fully in the work of the school and learning journey, including by helping them understand how they can support their child's learning and personal development at home e.g. through workshops and homework/home learning partnerships.

	Quality of Education • Monitor and continuously improve the curriculum (working with subject leaders where appropriate). This includes planning, teaching, and assessment arrangements. Ensure that they meet the needs of all children and result in children learning and progressing well. This requires a familiarity with the full range of subjects taught within the phase, understanding curriculum requirements and effective teaching strategies for each. • Working closely with the SLT, sustain high expectations and excellent practice in teaching and learning throughout the phase. • Support the SLT in the monitoring of the quality of teaching and learning and children's achievement, including the analysis of performance data. • Provide an example of excellence as a leading classroom practitioner within the phase, inspiring and motivating other staff. Act as a role model, demonstrating professionalism at all times. • Lead and co-ordinate assessment across your phase, implement robust and accurate assessment systems that reflect the needs of all children, allowing for the tracking of progress over time across. Use this data to inform teaching, support individual learning needs, and intervene where necessary. • Monitor and review assessment data from class teachers within the phase before submission deadlines to SLT and to the trust. • Integrate and promote the use of educational technologies within the phase to enhance teaching and learning experiences. Stay updated with advancements in educational technology and ensure their effective implementation in the classroom and administrative processes. • Enforce the school's behaviour policy, by establishing clear routines and procedures, ensuring a safe, respectful learning environment that allows pupils to focus on learning. Managing and Developing Staff • Actively promote the well-being of all staff members at all times. Create and sustain a supportive working environment that encourages work-life balance, reduces stress, and fosters a culture of respect and appreciation. • Working with the SLT, lead, motivate, support, challenge and develop all staff within the phase to secure continual improvement to achieve high standards in teaching and learning. • Ensure that all teaching staff are well-prepared to deliver high-quality education and are up to date with the latest educational research and pedagogy.
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	• Establish regular feedback sessions with teachers and staff within the phase to gather insights and assess the effectiveness of teaching strategies and interventions. • Organise and lead meetings, training sessions, and professional development activities, keeping minutes of agreed actions and ensuring follow up. • Support the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate. • When appropriate, mentor early careers teachers and support the induction of any new staff in the Phase. • Participate in arrangements for appraisal and take responsibility for your own professional development. Other responsibilities • Ensure the smooth running of the phase by assisting with general organisational and administrative tasks, including co-ordinating staff to ensure effective organisation of school events. • Ensure adherence to statutory and regulatory requirements in relation to end of key stage assessments and statutory tests. • Be responsible for promoting and safeguarding the welfare of children and young people within the school, including where appropriate the EYFS Safety and Welfare Requirements. • Ensure compliance with school and trust policies within your phase, including those relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. • Carry out any other duties as may be reasonably requested by the Senior Leadership Team or Governing Body. Professional Qualities • Promote and reinforce the school's vision and policies publicly, ensuring alignment and unity within the school community. • Encourage a collaborative approach to leadership that respects diverse perspectives and builds strong teams. Uphold the highest standards of personal integrity, loyalty, and professionalism. Display ethical behaviour and confidentiality, handling sensitive situations with discretion and a firm moral compass. • Serve as a role model in every action and interaction, fostering a trustworthy and secure environment. • Set and maintain high expectations for oneself, colleagues, and pupils, inspiring all to strive for excellence and continuous improvement.
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	• Demonstrate a strong ability to think creatively and strategically to anticipate challenges, solve complex problems, and seize opportunities for school improvement. • Champion a culture of high achievement and persistence, encouraging everyone to achieve their best potential. • Demonstrate effective verbal and written communication skills to effectively lead meetings, communicate, and interact with staff, pupils, and parents. • Remain flexible and responsive to the changing needs of the school and community. • Embrace lifelong learning and encourage a learning culture among staff and pupils alike.
Additional Information	Duties will inevitably develop and change over time and therefore employees should expect periodic variations to job descriptions and duties.

Next Steps

For further information about the opportunity please contact the school office on 01924 967607 or kingsmeadowoffice@watertonacademytrust.org

To Apply

Please submit applications via My New Term.

Selection Timeline

Closing Date: Friday 25th September 2026 - midday

Shortlisting: Monday 28th September 2026

Interviews: Monday 5th October 2026

Start Date: January 2027

Waterton Academy Trust is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare and expect all staff and volunteers to share this responsibility. An enhanced DBS check is required for the successful candidate, this process is completed by an online third party company. The position is also subject to two satisfactory references. Shortlisted candidates will be asked to provide details of any unspent convictions and those that would not be filtered, prior to the date of interview. We are committed to treating all applicants fairly and have a policy on the recruitment of ex-offenders which is available to applicants on request. Waterton Academy Trust is wholly committed in ensuring that all employees, future employees and applicants are treated equally regardless of age, disability, gender reassignment, marriage and civil partnership, maternity, race, religion and belief, sex and sexual orientation.

It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.