



**GLEBE
FARM
SCHOOL**



Primary Class Teacher Glebe Farm School

Information for Candidates

4th June 2026



**Inspiring Futures
through Learning**

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Welcome from the Headteacher

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

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

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

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

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

Primary Class Teacher (all year group specialism considered) at Glebe Farm School

Salary – MPS/UPS

This job description sets out the expectations of the role of Class Teacher (all year group specialism considered) 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.

Main Aims of the Post

Specific duties include responsibility for the following:

- ✓ To support and develop the general aims and ethos of the school and IFtL
- ✓ To have responsibility for a class of primary aged pupils across the whole ability range
- ✓ To ensure pupils safety at all times and follow the school safeguarding procedures
- ✓ To work as part of a team

Main duties

Knowledge and Understanding

- ✓ To have a clear understanding of the full range of the National Curriculum subjects, PSHE and RE, and the Foundation Stage if appropriate
- ✓ To have a clear understanding of the English and Maths curriculum expectations and how to assess these effectively
- ✓ To understand how pupil's learning is affected by their physical, intellectual, emotional and social development
- ✓ To demonstrate a clear understanding of systematic, synthetic phonics
- ✓ Understanding of and commitment to promoting and safeguarding the welfare of pupils

Planning, Teaching and Class Management

- ✓ To plan teaching to achieve progression in pupil's learning through:
- ✓ Identifying clear learning objectives and content, appropriate to the subject matter and the pupils being taught and specifying how these will be taught and assessed
- ✓ Setting tasks for the whole class, individual and group work, which challenges pupils and ensures high levels of pupil interest and meet the varying needs of pupils in the class



- ✓ Setting appropriate and demanding expectations for pupil's learning, motivation and presentation of work
- ✓ Setting clear targets for pupil's learning, building on prior attainment and ensuring that pupils are aware of the substance and purpose of what they are asked to do
- ✓ Identifying pupils who have special educational needs, are very able, are not yet fluent in English or are underachieving and giving positive and targeted support in co-operation the appropriate support staff
- ✓ Provide clear structures for lessons and for sequences of lessons in the short, medium and longer term, which maintain pace, motivation and challenge for pupils
- ✓ Make effective use of assessment information on pupils' attainment and progress in their teaching and in planning future lessons and sequences of lessons
- ✓ Plan opportunities to contribute to pupil's personal, spiritual, moral, social and cultural development
- ✓ To work cooperatively in planning, implementing and evaluating a broad and balanced curriculum for a class within the year group team
- ✓ Ensure effective teaching of whole classes and of groups and individuals within the whole class setting, so that teaching objectives are met and best use is made of available teaching time
- ✓ Monitor and intervene when teaching to ensure sound learning and highly productive behaviours for learning for all children in line with the school ethos
- ✓ Establish and maintain a purposeful working atmosphere
- ✓ Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships
- ✓ Establish a safe environment which supports learning and in which pupils feel secure and confident and follows the school policies
- ✓ Use teaching methods which sustain the momentum of pupil's work and keep all pupils engaged e.g. VAK
- ✓ Be familiar with the Code of Practice on the identification and assessment of special educational needs and as part of the responsibilities under the Code, implement and keep records on individual education plans
- ✓ Ensure that pupils acquire and consolidate knowledge, skills and understanding in all subjects
- ✓ Evaluate own teaching critically and use this to improve your own effectiveness and be actively engaged in any teacher development activities at school level

Monitoring, Assessment, Recording, Reporting and Accountability

- ✓ Assess how well learning objectives have been achieved and use this assessment to improve specific aspects of teaching
- ✓ Mark and monitor pupils' activities, class work, providing constructive oral and written feedback and enabling the pupil's to respond to the feedback
- ✓ Set targets for pupils' progress that ambitious
- ✓ Assess and record each pupils' progress, in line with the school assessment and recording policy, including focused observations, questioning, testing and marking and use these records to:
- ✓ Check that pupils have understood and completed the work set
- ✓ Monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in pupils' learning to Inform planning
- ✓ Check that pupils continue to make demonstrable progress in their acquisition of knowledge, skill and understanding of the subject
- ✓ Be familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents
- ✓ To follow the schools procedures when meeting with and reporting to parents / carers

- ✓ Understand how national, local, comparative and school data, including National Curriculum test data can be used to set clear targets for pupils' achievement
- ✓ Use different kinds of assessment as identified by the school appropriately for different purposes, including NC and other standardised tests where relevant

Management of Information and People

- ✓ Note all messages left in the staff room. Note and respond to all communications sent via the class register/email/verbal and any other relevant comms sources the school uses
- ✓ Ensure that accidents and behavioural incidents are properly reported and recorded (including racist and homophobic incidents)
- ✓ Demonstrate an awareness of the school and IFtL policies
- ✓ Ensure that the Headteacher is kept informed of significant positive and negative issues related to the class
- ✓ Communicate with parents of pupils in the class in order to discuss children's work or any other matters that arise. Document such information for the school records where appropriate.

Personal effectiveness

- ✓ Participate in arrangements for performance management
- ✓ To take responsibility for your own professional development
- ✓ To play a constructive part in staff meetings, INSET and any other school training sessions
- ✓ Evaluate and review one's own teaching style having regard for current recognised good practice and the whole school approach which supports children's learning at all times
- ✓ Set high standards of punctuality. Be on time for the teaching sessions and be in class to greet the pupils at the start of each session
- ✓ Understand your professional responsibilities in relation to school policies and practices, including those concerned with pastoral and personal safety matters, including bullying
- ✓ To recognise that learning takes place inside and outside the school context and to liaise effectively with parents/carers and with agencies with responsibility for pupils' education and welfare
- ✓ Keep abreast of latest developments regarding general teaching techniques and within a specified area of responsibility as appropriate

Whole school commitment

- ✓ Demonstrate a commitment to the full life of the school and work with all other members of staff to ensure the success of whole school initiatives, assemblies, displays, open evenings and other activities as they occur in the school year
- ✓ Undertake, with all other members of staff, general responsibilities concerned with the day to day running of the school
- ✓ Be supportive of the school's extra-curricular activities
- ✓ Take an active part in the school's involvement with the wider community
- ✓ Ensure the children's safety

Other Professional Requirements

- ✓ To be an excellent role model
- ✓ A good understanding and commitment to safeguarding issues related to working with children



- ✓ To value the efforts of every child
- ✓ To provide a rich and stimulating environment that is well kept and highly valued
- ✓ To keep a well organised and tidy classroom, which enables children to be self reliant and independent and sets high expectations
- ✓ To encourage the children to be polite, caring members of the school and the community
- ✓ To encourage the children to strive for excellence in work and behaviour
- ✓ To celebrate children's achievement
- ✓ To be committed to raising achievement
- ✓ To organise class assemblies and other events for the parents/carers when requested
- ✓ To cooperate with the school's agreed policy for absence
- ✓ To be aware of the role and purpose of the school Governing Body
- ✓ To promote the school and IFtL ethos

Our pupils 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.

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

Essential (E) Essential to be considered for appointment

Desirable (D) Beneficial for the successful applicant

How this will be assessed:

Application Form = AF

Supporting Statement = SS

Interview = I

CRITERIA		
Qualifications/Experience		
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
PROFESSIONAL KNOWLEDGE, EXPERIENCE AND SKILLS		
Vision and core values		
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 others	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
Specialist Knowledge and Skills		
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
Personal Attributes		
Reliable and determined		SS/I
Excellent at working as part of a team		SS/I
Ability to review, evaluate and learn from own classroom practice		SS/I
Commitment to continuous professional development		I
Ability to take the initiative, be flexible and respond to change		I
Inspire and relate to students		I
Patience and empathy for children, staff and others		I
Wider engagement and contribution		
To be able to build and maintain effective relationships with parents, carers, governors and the community to enhance the education of all pupils		SS/I
To network across the IFtL and other schools		I

