



CLASS TEACHER

RECRUITMENT PACK

You, Your School, Your World, Make the most of it!


Ofsted
Outstanding

**Tennyson
Road**
Primary
School



VACANCY SUMMARY



Post:	CLASS TEACHER (KS2)
Hours:	1265 hours per annum in line with the School Teachers' Pay and Conditions Document.
Salary:	MPR – UPS and pension benefits.
Contract Type:	Permanent
Location:	Luton, LU1 3RS/LU1 3BZ
Reporting To:	Head of School
Disclosure Level:	Enhanced

We are seeking to appoint a new Key Stage 2 teacher, committed to providing a transformational quality of education to the pupils in our lovely, three-form entry primary school. This is an exciting opportunity to join a friendly and professional team at a very exciting time for the school.

You will find yourself joining a close-knit team within the school as well as the Multi Academy Trust wider community.

We are interested to hear from teachers who want to support pupils to achieve their best in a safe learning environment, and who will approach their role in line with our ambition of offering an exceptional quality of education to pupils of all backgrounds and prior attainment.



ABOUT THE TENYSON LEARNING COMMUNITY



The Tennyson Learning Community is a small Multi Academy Trust that invests in teachers and leaders to carry out their roles effectively, in order to attain excellence in its schools.

Dedicated to improving standards, we believe strongly in the benefits of working collaboratively across the Trust to drive outcomes and standards.

We are proud to run one of the highest performing primary schools in the country – Tennyson Road Primary School, Luton – “Together, in strength and partnership” we are able to offer an outstanding school improvement model with a proven track record.

In return for your commitment and hard work we offer:

- A school team who will share your energy and enthusiasm.
- A brilliant community of professionals across the Trust, with great expertise
- A superb professional development programme and career opportunities within the Trust
- Wonderful children who love learning
- Competitive pay rate
- Private health care plan

We are driven by a moral purpose and a vision that ensures every child has the right to outstanding teaching and, every academy, exceptional leadership. It is our vision to work with our children, their parents and carers and our staff to create and to sustain excellent academies.



**HIGH QUALITY AND INCLUSIVE
EDUCATION FOR EVERY CHILD
WITHIN THE TRUST**



**MEASURED AND
MUTUALLY BENEFICIAL
GROWTH**



**HIGHLY EFFECTIVE PERSONAL
AND PROFESSIONAL
DEVELOPMENT**



**EFFECTIVE,
WELL-INFORMED
GOVERNANCE**



**SAFE AND SECURE
ESTATES THAT SUPPORT
LEARNING**



**STRONG, CONTROLLED
AND SUSTAINABLE
FINANCIAL MANAGEMENT**

WELCOME FROM THE HEAD OF SCHOOL



We pride ourselves on being a forward thinking, fully inclusive school. We strongly believe in supporting every child to reach their full potential and provide high quality support and interventions as part of a child's learning journey here.

Our school motto is “*You, your school, your world, make the most of it!*” and we firmly believe that working closely with pupils, parents and carers is key to positive outcomes for our pupils, helping them to leave our school equipped and ready for secondary education and the demands of modern life.

Children take part in engaging and exciting lessons and activities. Visitors and events such as drama workshops and artists are regularly welcomed to school to enhance and enrich our pupils' learning opportunities further.

We fully believe that children who are interested, challenged and engaged will learn more. We aim to provide an excellent education for our pupils together with parental support through a strong home school relationship. Children also learn about today's society and the importance of diversity and to respect others regardless of ability, gender, ethnicity, sexuality or religion.

It is a great privilege for us to have the opportunity to lead a team of talented, professional, and dedicated staff who aim to create a primary school in which every pupil flourishes in a caring, happy environment.

OFSTED – June 2024

The school is aspirational for pupils' personal development. Leaders take care to think about the cultural and social experiences they want pupils to have.”

“Pupils thrive at this inspirational school. They progress exceptionally well from their starting points.”

Carla Gotch

Head of School

Tennyson Road Primary School



OUR VACANCY

Job title:	Class Teacher (KS2)
Status:	Permanent
Working Hours:	1265 hours per annum in line with the School Teachers' Pay and Conditions Document.
Salary Grade:	MPR – UPS and pension benefits.
Post Start Date:	September 2026

We value diversity and are committed to safeguarding. The successful candidate will be subject to an enhanced Disclosure and Barring Service check and any other relevant employment checks.

We are interested to hear from highly motivated individuals whose values are aligned with ours and who possess the knowledge and abilities to work as a successful teacher as part of a cohesive team.

The successful applicant will have the chance to join a highly ambitious, successful, and innovative Multi Academy Trust, and the opportunity to work alongside some of the country's most experienced, knowledgeable and committed educational leaders.

We invest in and develop staff at all levels of their careers, and we know our track record of performance rests on the impact our teachers have.

NEXT STEPS

Please review the Job Description and Person Specification, if you require these documents in any other format, or have any other accessibility requirements, please contact us on hr@tennysonroad.school

Our application process is accessed by applying through [Tennyson Learning Community, Luton, Bedfordshire | Teaching Jobs & Education Jobs | MyNewTerm](#)

lease do not hesitate to contact the school for an informal conversation about the role. Interviews will be held soon after closing date listed on the posting.

We are committed to safeguarding and promoting the welfare of children and young people. All staff will be subject to appropriate checks, including enhanced DBS checks and referencing.

DIVERSITY AND INCLUSION

The Tennyson Learning Community values and cares about the lived experience and backgrounds our colleagues can bring to their roles. We believe a diverse team strengthens our organisation and encourages innovation.

We welcome applications from all backgrounds and ensure our colleagues feel respected and valued for being themselves.

We are committed to ensuring that employees who have a disability are given every possible assistance in the workplace. All disabled applicants that meet the minimum criteria for the job will be given the opportunity to be interviewed.

We have a commitment to make reasonable adjustments to our recruitment and selection processes, where appropriate, this is to ensure that no candidate, whether or not that have a disability, is unfairly prevented from demonstrating their true abilities.



SAFEGUARDING CHILDREN AND YOUNG PEOPLE

The Tennyson Learning community and the academy schools are committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References

We are committed to ensuring a positive work environment and selecting candidates who align with our values and culture. As part of our thorough recruitment process, in accordance with DfE Keeping Children Safe in Education 2024, an online search will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process.

Any information we come across will be handled confidentially and considered in a professional manner. Our aim is to better understand your qualifications and suitability for the role. If you have any concerns or questions about this process, please contact us for more information.



CLASS TEACHER (Key Stage 2)

Salary range: MPR/UPS - Teachers Pay and Conditions

Location: Luton, LU1 3RS/LU1 3BZ

Start date: September 2026

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We are interested to hear from highly motivated individuals whose values are aligned with ours and who possesses the knowledge and abilities to work as a successful teacher as part of a cohesive team.

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Overall responsibilities:

- To teach the school curriculum to a cohort of pupils
- To ensure effective use of assessment that leads to responsive action aimed at filling gaps in knowledge.
- To ensure that teaching and learning practice is supported by the most robust research and evidence.
- To maintain and contribute to the development of the curriculum and champion the school approach to curriculum development and delivery.
- To work as part of the teaching team and, where appropriate, help develop other teaching staff.
- To support very high expectations and standards in all aspects of school life in keeping with the vision for the school.
- To ensure that safeguarding policies and procedures are followed.

Specific Duties:

- Establish and maintain a safe environment and purposeful working atmosphere which supports learning and in which pupils feel secure and confident
- In accordance with the Tennyson Learning Community Primary curriculum - plan, deliver and review lessons appropriate to the age and learning stage of the pupil, to facilitate progression in pupil learning
- Ensure that learning goals are challenging and ambitious for all pupils, and that learning is appropriately scaffolded and broken down to enable pupils to experience success.
- To facilitate exceptional progress through the use of effective assessment practice to plan and implement a targeted response to cohort, group and individual learning needs
- Providing pupil feedback and setting clear targets that move learning forward by building on prior learning, including consideration of the key performance indicators for age-related expectations
- Participate in curricular development of specific subjects and/or phases to ensure that the curriculum meets the requirements of further study
- Identify the needs of individuals and groups within the class, or year group, taking note of individual education plans and liaising with the SENCO as required
- Maintaining exceptional standards of behaviour from each pupil in line with the established behaviour management system in the school
- Ensure high levels of attention, participation and well-being, hence stimulating interest in the curriculum
- Establish and maintain positive and productive relationships with pupils parents/carers and colleagues
- Plan and implement opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development
- Make effective use of assessment data and information to track progress and attainment accurately, in conjunction with colleagues and the phase lead
- Periodically assess how well objectives have been achieved in terms of the key performance indicators for reading including phonics, writing and mathematics, as well as the key performance indicators for in year progression and attainment and use pupil level data and information to improve specific aspects of teaching

- Monitor and assess pupils' work and set targets for progress as directed by the school's assessment systems and calendar
- Keep up-to-date and accurate records detailing pupil achievement, through the school's assessment systems
- To ensure parents are aware of their child's achievement, behaviour and areas for development through both formal and informal systems.
- Collaborate effectively with Key Stage colleagues, subject leaders and senior leaders in pursuing excellence in curriculum delivery together
- Make effective use of other adults, including teaching assistants and volunteers
- Make effective use of resources
- Participate fully in the school coaching and teacher development processes, critically evaluating your own practice in order to keep getting better
- To proactively participate in professional development

Other professional requirements:

- To report any safeguarding concerns immediately to a Designated Safeguarding Lead
- To consistently implement all trust and school policies, including the promotion of equality and diversity
- Have a working knowledge of teachers' professional duties and legal liabilities. Operate at all times within agreed practices of the school with close attention to the school's Staff Handbook and Code of Conduct
- Establish effective working relationships and set a good example through presentation and personal and professional conduct
- Endeavour to give every child the opportunity to reach their potential and meet very high expectations
- Take responsibility for your own professional development and duties in relation to school policies and practices
- Liaise effectively with parents and governors as necessary
- Liaise with other schools regarding transition as necessary

Health and Safety

To be responsible for following Health and Safety requirements in line with school policies and procedures

GDPR – Data Protection

To be responsible for following GDPR requirements in line with School policies and procedures

Training and development

To participate proactively in training and professional development including qualifications required for the job role



PERSON SPECIFICATION – CLASS TEACHER

PERSON SPECIFICATION		
	Essential	Desirable
QUALIFICATIONS AND TRAINING	<ul style="list-style-type: none"> • QTS, or eligibility and willingness to work towards QTS • GCSE in English and mathematics at 1-9 grade • Undergraduate Degree • Evidence of on-going CPD. 	<ul style="list-style-type: none"> • Undergraduate degree at Upper Second or better • Master’s Degree or relevant National Professional Qualification • Evidence of recent professional development in core curriculum for EYFS, KS1, KS2
EXPERIENCE	<ul style="list-style-type: none"> • Teaching experience in a primary school • Evidence of collecting and interpreting data outcomes • Understanding of the requirement to teach a wide enriched curriculum in a EYFS KS 1/2 setting • Understanding of the importance of phonics teaching and familiarity with or experience of teaching a systematic synthetic phonics programme • Recent experience of liaising with parents and carers informally and formally about progress and attainment and in discussing social and emotional progress or issues that may arise. 	<ul style="list-style-type: none"> • Current experience of teaching EYFS, KS1 or KS2 • Evidence of data outcomes and knowledge of EYFS, KS1 or KS2 teaching requirements • Recent experience in teaching a broad and balanced knowledge rich curriculum in a EYFS, KS 1/2 setting, or extensive understanding of requirements. • Experience of teaching an evidence-based structured linguistic phonics programme e.g. Read, Write, Inc. • An understanding of the latest curricular developments relevant to primary schools • Evidence planning and teaching well- sequenced lessons and assessing through writing moderation and through use of internal assessment systems.

<p>COMPETENCIES</p>	<ul style="list-style-type: none"> • An understanding of theory and practice in providing effective teaching and learning for needs of all children at EYFS, KS 1/2 age (e.g. classroom organisation and teaching strategies) • Evidence of commitment to continuous professional development • Knowledge of the statutory requirements for monitoring and assessment using standardised scores in tests. Understanding age related expectations and greater depth in reading writing and mathematics • High level of understanding of grammar and punctuation in EYFS, KS 1/2. • Competency in teaching phonics. • Completely committed to the safeguarding of pupils 	<ul style="list-style-type: none"> • Preparation and administration of interim and end of year assessments. • Recent experience of writing moderation at EYFS, KS 1/2 • Understanding of strategies to promote teaching and learning for pupils with a range of learning needs
<p>PERSONAL CHARACTERISTICS</p>	<ul style="list-style-type: none"> • Behave and act in line with the Trust Vision and values. • Be committed to the children in the school and their progress and development • Have very high expectations of pupils and their outcomes regardless of background and prior attainment • Be open to feedback on personal and school performance through coaching 	

OUR OFFER

The Tennyson Learning Community seek to appoint colleagues who share in our values and belief that **“Every Child Can”**.

We recognise that in order to offer the best outcomes for our children, our staff teams need the opportunity to be the very best they can be too. We do this by ensuring we have in place for all staff:

- Continuous professional learning
- Embedded initiatives to support with reducing staff workload;
- A strong supportive environment with dedicated line management structures and clear communication channels;
- Well-being assistance and support including a dedicated employee assistance helpline and occupational health;
- Opportunities to take part in exciting initiatives and projects that help shape the way our children will learn in the future;
- Wide range of family friendly policies in place for staff;
- Recognising national terms and conditions for staff;
- Teachers and Local Government pension schemes;





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