



# Classroom Teacher



Dear Applicant,

Thank you for your interest in the position of Classroom Teacher at Brindle Gregson Lane Primary School.

The Endeavour Learning Trust board and I are delighted to provide the enclosed information about the role and our School. I hope you find it helpful and on behalf of the whole school community, I would like to take this opportunity to extend a very warm welcome.

Endeavour Learning Trust is a growing Trust in the North West, currently spanning South Ribble, West Lancashire and North Sefton. In our family of schools at this point in our growth, we have four secondary schools and four primary schools formally within the Trust.

Our mission and values provide a clear framework for us to work to. We are absolutely committed to serving our communities to ensure that every child achieves their potential by providing the highest quality educational experience in a truly inclusive way.

As a Trust, we don't believe in a one-size-fits-all approach for our schools or our students. We respect and celebrate individuality, working with a clear determination to support our children, colleagues and communities both collectively, and individually, to flourish and thrive through a rich and transformational provision.

We believe in the value of collaboration, and everybody working with the Trust shares a collective responsibility for the success of all of our children. We also recognise that we will never be successful in delivering our vision for our young people unless our colleagues are supported, nurtured and developed to achieve their full potential with us. That's why we are equally committed to ensuring every colleague benefits from the best possible employment experience where high-quality CPD and a sincere approach to supporting wellbeing enable our colleagues to achieve their own aspirations for their career.

We hope the enclosed information will give you good insight into our School & Trust.

We look forward to viewing your application.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'DCL', written in a cursive style.

David Clayton  
Chief Executive



**BURSCOUGH  
PRIORY ACADEMY**



**BRINDLE GREGSON  
LANE PRIMARY**



**CHURCHTOWN  
PRIMARY SCHOOL**



**NORTHBROOK  
PRIMARY ACADEMY**



**TARLETON  
ACADEMY**



**LINAKER PRIMARY  
SCHOOL**



**ENDEAVOUR  
COMMUNITY**



**WELLFIELD  
ACADEMY**



**ORMSKIRK  
SCHOOL**

# Endeavour Learning Trust's Mission and Values

## **We will serve our communities to ensure that every child realises their potential**

We pledge that our schools will be transformational places of academic excellence that offer a true richness of experience, providing all children with the same opportunities to flourish and develop their unique skills, qualities and talents.

We will work collaboratively with our colleagues, parents and carers and our partners to remove any barriers that place limitations on our children, creating schools that are happy and harmonious places at the centre of their community.

## **Our Values**

### **Individuality**

We are firmly committed to recognising, celebrating and investing in the individuality of all of our children and young people, each of our colleagues and the distinct ethos and identity of each of our schools, whilst remaining united by our core values. We don't believe in a "one size fits all" approach, and will adapt our provision to meet individual needs.

### **People centred**

Our work is driven by our responsibility to every individual within our Trust community. Every person deserves to be treated with respect, dignity and kindness. We demonstrate empathy and humility in our approach, ensuring that our Trust provides an environment where every individual feels confident to be their true authentic self.

### **Belonging**

Equity of opportunity is central to our practice and we will be relentless in our endeavour to identify and remove barriers that prevent full inclusion. Our culture extends beyond tolerance to one where difference is embraced and every individual is valued and celebrated for their unique contribution to our community. Every individual is a full member in our community.

### **Transformation**

We believe in the promise of each individual across the Trust and will ensure we inspire, support and challenge in proportionate measure, so that we all thrive and are able to achieve our own individual successes. We are bold in our approach, stretching perceived boundaries, to go further for our children, colleagues and communities. We continually develop our approach to respond to changes in the communities we operate within to support every child, colleague and partners to realise their potential.

### **Togetherness**

We are a proud family of schools bonded by our Trust vision, priorities and values. We work as one team in school, across our Trust and with our wider partners for the benefit of the communities we serve. Our collaborative approach inspires us to be bold and brings us together in ways that help us to make a difference. We are better together.

**Classroom Teacher**  
**Full time, Temporary**  
**MPR1 - UPR3**  
**£32,061 - £51,048 per annum**

An exciting opportunity has arisen for an enthusiastic and dedicated classroom teacher to join our incredibly supportive and committed team at Brindle Gregson Lane Primary School. We are looking for an inspiring educator who shares our passion for helping children thrive—both academically and personally.

At our school, we are on a journey of continuous improvement, striving to raise standards and provide our pupils with the outstanding education they deserve. Our team is ambitious for every child, fostering a calm, nurturing, and high-expectations environment where all students can flourish.

We welcome applications from highly motivated and dedicated practitioners who are eager to contribute to our school's growth and success. In return, we offer a collaborative and forward-thinking workplace, ongoing professional development, and the chance to be part of a school that truly values its staff.

If you are passionate about making a difference in children's lives and committed to delivering exceptional learning experiences, we would love to hear from you!

**HOW TO APPLY**

To apply, please complete our online application form and include a personal statement to support your application and outline the relevant skills and experience you can bring to Endeavour Learning Trust.

Applications should be submitted by midday on Tuesday 16<sup>th</sup> June 2026.

Interviews are to be held on Monday 22<sup>nd</sup> June 2026

School visit by appointment Monday 8<sup>th</sup> June 3:30pm

If you require any further information please contact the school office [office@bgl.org.uk](mailto:office@bgl.org.uk)

**SAFEGUARDING**

Endeavour Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

Please note that in line with Keeping Children Safe in Education, an online search will be carried out as part of our due diligence on shortlisted candidates.

## **JOB DESCRIPTION**

- To plan, develop and deliver high quality lessons and schemes of work, using a variety of approaches, to continually enhance teaching and learning and to maximise individual progress for pupils
  - To maintain and build upon the relevant standards achieved in the award for QTS (Primary) as set out by the Secretary of State
  - To support the Senior Leadership Team (SLT) in providing effective leadership and management and to contribute to building and maintaining an effective teaching team which continually strives to enhance the quality of teaching and learning
  - To contribute as appropriate to a personalised learning agenda to meet the needs of individual pupils
  - To contribute to the school's delivery of engaging and effective teaching and learning strategies
  - To consistently apply the school's Behaviour and Rewards Policy.
  - To support in leadership of a curriculum area
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### **TEACHING & LEARNING**

- Manage pupil learning through effective teaching in accordance with the school's schemes of work and policies.
- Ensure continuity, progression and cohesiveness in all teaching.
- Use a variety of methods and approaches, including differentiation to ensure stretch and challenge for all pupils and to meet curricular objectives and to ensure equal opportunity for all pupils.
- Set assessments and homework regularly in accordance with the School policies and guidelines, to consolidate and extend learning and encourage pupils to take responsibility for their own learning.
- Work with SEND staff and pastoral support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
- Work effectively as a member of the team to improve the quality of teaching and learning.
- Set high expectations for all pupils, particularly Pupil Premium pupils, to deepen their knowledge and understanding, to raise aspirations and to maximise their individual achievement.
- To plan and execute appropriate intervention strategies within the classroom to address potential underachievement and log as appropriate
- Use positive management of behaviour in an environment of mutual respect which allows pupils to feel safe and secure and promotes their self-esteem.
- Inspire creativity, independence and critical thinking
- Contribute towards social cohesion

### **SCHOOL DEVELOPMENT**

- To contribute to the development of planning which includes a range of teaching and learning methods and activities providing a rich experience for all pupils, and incorporating a variety of assessment methods at key points to enable accurate judgements to be made on pupil progress within the Assessment for Learning Agenda.
- To fully engage with whole school initiatives for collaborative planning and moderation.
- To share in the development of the classroom and intervention strategies for pupils' literacy, numeracy and spiritual, moral, social and cultural development.

### **MONITORING, ASSESSMENT, RECORDING, REPORTING & ACCOUNTABILITY**

- Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their class.
- Contribute towards the implementation of 'Teaching and Learning Plans' as detailed in the current Code of Practice and school policies particularly the planning and recording of appropriate actions and outcomes related to set targets and suggested strategies.

- Assess pupils' work systematically and use the results to inform future planning, teaching, moderation and curricular development and to refine accurate predictions of pupil outcomes.
- Keep up to date with data on pupil progress and use it effectively in planning and preparation.
- Be familiar with statutory assessment and reporting procedures, prepare and present informative, helpful and accurate reports as required.
- Keep an accurate register of pupils for each session. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

#### **PROFESSIONAL DEVELOPMENT & STANDARDS**

- Be a role model to pupils through appropriate personal presentation and professional conduct as in the Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings and the school policy and procedures.
- Be familiar with and supportive of all the School's policies and procedures including Safeguarding and Health.
- Establish effective working relationships with professional colleagues.
- Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
- Liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare as directed by the School.
- Be aware of the role of the Trust Board and Local Academy Council of the Academy and support them in performing their duties.
- Be familiar with and implement the relevant requirements of the current SEND Code of Practice, DDA and Access to Work.
- Consider the needs of all pupils within lessons (and implement specialist advice) especially those who:
  - ✓ have SEND
  - ✓ are disadvantaged (including PP, FSM, CLA, Forces Children and EAL)
  - ✓ are Able, Gifted and Talented
  - ✓ are mobile pupils

#### **COMMUNICATION**

- Meet regularly and work with the Key Stage Leader (and line manager if different) for professional support and to develop effective Key Stage management
- Liaise with other subject leaders in order to utilise effective practice from across the curriculum.

#### **HEALTH & SAFETY**

- Be aware of Basic First Aid procedures.
- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety & Welfare and fire procedures.
- Work to the school's policies.

#### **SAFEGUARDING**

- To be responsible for promoting and safeguarding the welfare of children and young persons with whom the post-holder comes into contact with, or is responsible for in line with School Policies.

## PERSON SPECIFICATION

| Personal Attributes required<br>(on the basis of the job description)  | Essential (E)<br>or<br>Desirable (D) | App Form | Interview | Observation |
|--|--------------------------------------|----------|-----------|-------------|
| <b>Education and Training</b>  |                                      |          |           |             |
| Qualified Teacher Status   | E                                    | ☐        |           |             |
| To have trained, or are being trained for the appropriate age group.   | E                                    | ☐        |           |             |
| <b>Experience</b>  |                                      |          |           |             |
| Successful teaching practice/experience with more than one year group  | E                                    | ☐        | ☐         |             |
| Experience of teaching at different key stages   | D                                    | ☐        | ☐         |             |
| <b>Skills and Abilities</b>  |                                      |          |           |             |
| Good oral and written communication skills   | E                                    | ☐        | ☐         | ☐           |
| The ability to create a rich and safe learning environment for all pupils by establishing high expectations and promoting purposeful learning      | E                                    | ☐        | ☐         | ☐           |
| Implementing effective classroom management and organisation   | E                                    | ☐        | ☐         | ☐           |
| Assessing the needs of individual pupils and accurately recording and reporting their progress   | E                                    | ☐        | ☐         | ☐           |
| Good planning based on the Foundation Stage or National Curriculum, schemes of work, and information from the assessment of pupils' learning needs | E                                    | ☐        | ☐         | ☐           |
| Other subject specialism   | D                                    | ☐        |           |             |
| <b>Knowledge and Understanding</b>   |                                      |          |           |             |
| Demonstrate a clear understanding of the primary curriculum  | E                                    | ☐        | ☐         | ☐           |
| Experience of teaching within key stage one or two using the new national curriculum   | E                                    | ☐        | ☐         |             |
| National Curriculum requirements and national strategies to raise achievement  | E                                    | ☐        | ☐         |             |
| Knowledge of current developments with regard to the primary curriculum  | E                                    | ☐        | ☐         |             |
| Knowledge of theory and practice of effective teaching and learning  | E                                    | ☐        | ☐         |             |
| An understanding of the process of learning  |                                      | ☐        | ☐         |             |
| An understanding of continuity and progression in learning   | E                                    | ☐        | ☐         | ☐           |
| <b>Personal Qualities</b>  |                                      |          |           |             |
| Ability to relate well to children and adults  | E                                    |          | ☐         | ☐           |
| Ability to lead and influence others   | E                                    | ☐        | ☐         |             |
| A good attendance and punctuality record   | E                                    | ☐        | ☐         |             |

|   |   |   |   |  |
|---|---|---|---|--|
| A commitment to CPD   | E | ? | ? |  |
| Ability to work as both part of a team and independently        | E | ? | ? |  |
| Committed to contributing to the wider school and its community | E | ? | ? |  |