

THE LINDEN
ACADEMY

WHY WORK FOR THE LINDEN ACADEMY?

ABOUT US

- At The Linden Academy, we put our children at the heart of everything we do, to serve our local community
- You'll be working alongside a collaborative, forward thinking, friendly and supportive team of around 50 staff
- Unparalleled CPD opportunities with The National College catered to your development needs
- Excellent opportunities to develop and grow in a successful and expanding Trust
- Fantastic children with a wonderful desire to learn
- Employee of the month scheme, winning shopping vouchers
- Fantastic staff benefits that make a difference to your work-life balance

WE LOOK FORWARD TO HEARING FROM YOU

Please read the information in this pack. If you are interested in this job opportunity, please apply online today via our career site on: www.advantageschools.co.uk/join-us/work-for-us

If you have any questions about the role or would like to visit the academy, please contact **HR Recruitment, Jay Powell on 01582 211 226** or j.powell@advantageschools.co.uk

If you decide to apply, you should include a letter with your application form on no more than two sides of A4, giving your reasons to for applying for the post, addressing information you have read in the pack with particular reference to the person specification and outline any relevant experience you would bring to the trust. Please do not send a generic letter; we really are looking for someone who is prepared to respond to us as an individual trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.



SAFEGUARDING

"We believe in the safeguarding and welfare of children and expect all staff to share this view."

The academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer.

The Department of Education (DfE) has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding.

Safeguarding is defined in paragraph 4 as: "Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes."

The definition of 'children' includes everyone under the age of 18.

HERE'S WHAT OFSTED HAVE TO SAY

"Pupils at this school are very well cared for by their teachers and other adults. Relationships are consistently calm, kind and respectful. Pupils are happy to work and play together. They feel and are safe."

OUR LEADERSHIP

Dear Applicant,

Thank you for your interest in The Linden Academy where we put children at the heart of everything we do.

The Linden Academy prides itself on being a warm and inviting space for all whilst ensuring we provide an excellent education to our children. For children to succeed and thrive, they need to feel happy, safe and secure.

Our curriculum has been designed to ensure all children gain the correct knowledge and skills to succeed and thrive (emotionally, socially and academically) in a constantly developing environment

I look forward to welcoming you into the academy.

Kind regards,

Michelle Woodhams, Principal



Thank you for taking the time to read our information pack and finding out more about Advantage Schools.

I am very proud of our family of schools. Together we are determined to maximise educational provision in this region, ending educational disadvantage.

At Advantage Schools, we 'punch above our weight'. Despite being a medium-sized trust we have been involved in national policy. We are a delivery partner for the National Professional Qualifications, the Early Career Framework. We deliver very large amounts of bespoke training via the Advantage Schools Knowledge Exchange. We share our work with other like-minded schools and trusts, and work towards being an 'outlier' organisation

Our collaborative partnership of schools provide exceptional educational provision inside and outside of the classroom for all of our children. Our schools ensure that pupils are supported, monitored and encouraged, ensuring that their learning experience will be challenging, rewarding and memorable. Pupils enjoy their time at our academies and give back to the wider community.

I am one of the Department for Education's National Behaviour Advisors, and at Advantage Schools, we have a national reputation for excellent behaviour and a focus on strong outcomes. We take behaviour and curriculum really seriously. Our teachers must be able to teach, and pupils able to learn. Our curriculum is an entitlement for all – we do not make exceptions in our high aspirations. But our families, colleagues and trustees are hungry for more. We will, therefore, recruit a colleague who is hungry for the school and trust to be better still; who will not tolerate mediocrity; who will challenge when required and inspire regularly. This will be underpinned by substantial knowledge about education.

We expect hard work, but we support and manage workload so that you can do the job sustainably.

If you are interested in the post but are unsure whether you have the skills and expertise that would make you ready to apply, please do get in touch for an informal, honest conversation. We can arrange tours of our schools and are happy to put you in touch with relevant colleagues. We will ensure that the right candidate is fully supported with training and through our established support network.

I very much hope that we receive your application.

With best wishes, Stuart Lock



VALUES



INTEGRITY, AMBITION, EXCELLENCE

We are a unique family of schools, sharing our practice and beliefs to enable young people to achieve the very highest standards.

At Advantage Schools, we provide exceptional opportunities for all to be knowledgeable with experiences that broaden horizons. We ensure our children, students and adults cultivate a strong self-belief so that they can flourish and develop into successful, well-rounded, self-respecting people.

Our commitment to this vision can be demonstrated by our values.

INTEGRITY

We provide a caring, nurturing environment where children and young adults feel happy, healthy and supported. Our academies will be places of safety, enabling pupils to develop courage, strong ambition and be the best that they can be.

We act honestly and transparently, advocating for pupils even when this causes difficulties.

We work together to share innovative practice and to provide a wealth of opportunities for all pupils and staff.

We focus on the development of all our colleagues through quality recruitment and retention, with excellent opportunities for clear and dynamic career progression.

AMBITION

We provide exceptional lessons enabling our pupils to be highly successful.

We share the most impactful approaches to teaching, curriculum and assessment, ensuring an interesting, inclusive and challenging education is on offer in each of our schools.

Our aim is to guarantee excellent 2-19 provision, with clear progression routes for all. You can expect excellent behaviour and conduct at all times, allowing all to make progress and achieve.

EXCELLENCE

We enable all of our pupils to develop and flourish, through close working and regular communication with our families and local community.

Our Cross-Trust focus is to ensure children are supported to meet ambitious targets and to provide exciting opportunities both inside and outside of the classroom.





ABOUT THE LINDEN ACADEMY

The Linden Academy is a school which serves the heart of the local community as well as taking children from further afield. We are proud to be a very diverse school and regularly celebrate the wide range of cultures and experiences our children and families bring to the school.

A unique feature of The Linden Academy is we intentional smaller class sizes, with classes not exceeding 24. The children are very much at the heart of everything we do; we believe children need to be happy, safe and secure in order to thrive and therefore place care at the very centre of all we do. We focus on instilling five key values in the children – being respectful, being hardworking, being caring, being honest and being understanding.

Our curriculum is designed to be bespoke to our children and our aim is for both teaching and learning to be exciting, relevant and enjoyable.

With a healthy emphasis on the core curriculum and a commitment to learning through modern technologies, TLA children receive a broad and balanced education.

STAFF BENEFITS

We offer a fantastic range of benefits across our trust, supporting our staff in a variety of ways. Ranging from an extensive **Wellbeing package**, to free tea and coffee, you can be reassured that we have your best interests at heart.



Whole trust training events



Free eye test vouchers



Staff recognition with reward shopping vouchers



Enhanced pension employer's contribution & death in service payment



Refer a friend £500 bonus scheme



Support for all staff with an experienced licensed counsellor



Cycle to work scheme



We are in the process of a big benefit review. Watch this space!

CAREER PROGRESSION

At Advantage Schools, we are committed to helping every colleague grow, thrive, and achieve their full potential. Supporting career progression is at the heart of what we do.

To empower our staff, we provide fully funded opportunities to study for NPQs, along with tailored middle leader training for eligible colleagues. Additionally, we offer a wide range of CPD training through various platforms, including The National College, giving all staff access to an extensive selection of professional development courses.

Join us and take your career to the next level with our exceptional development opportunities!



All colleagues have access to Perkbox, our Employee Benefits Programme, offering them a huge range of perks from vouchers, hot drinks, cinema tickets, gym classes and so much more. It also offers a substantial **wellbeing package**.

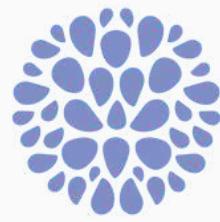


MEDICAL

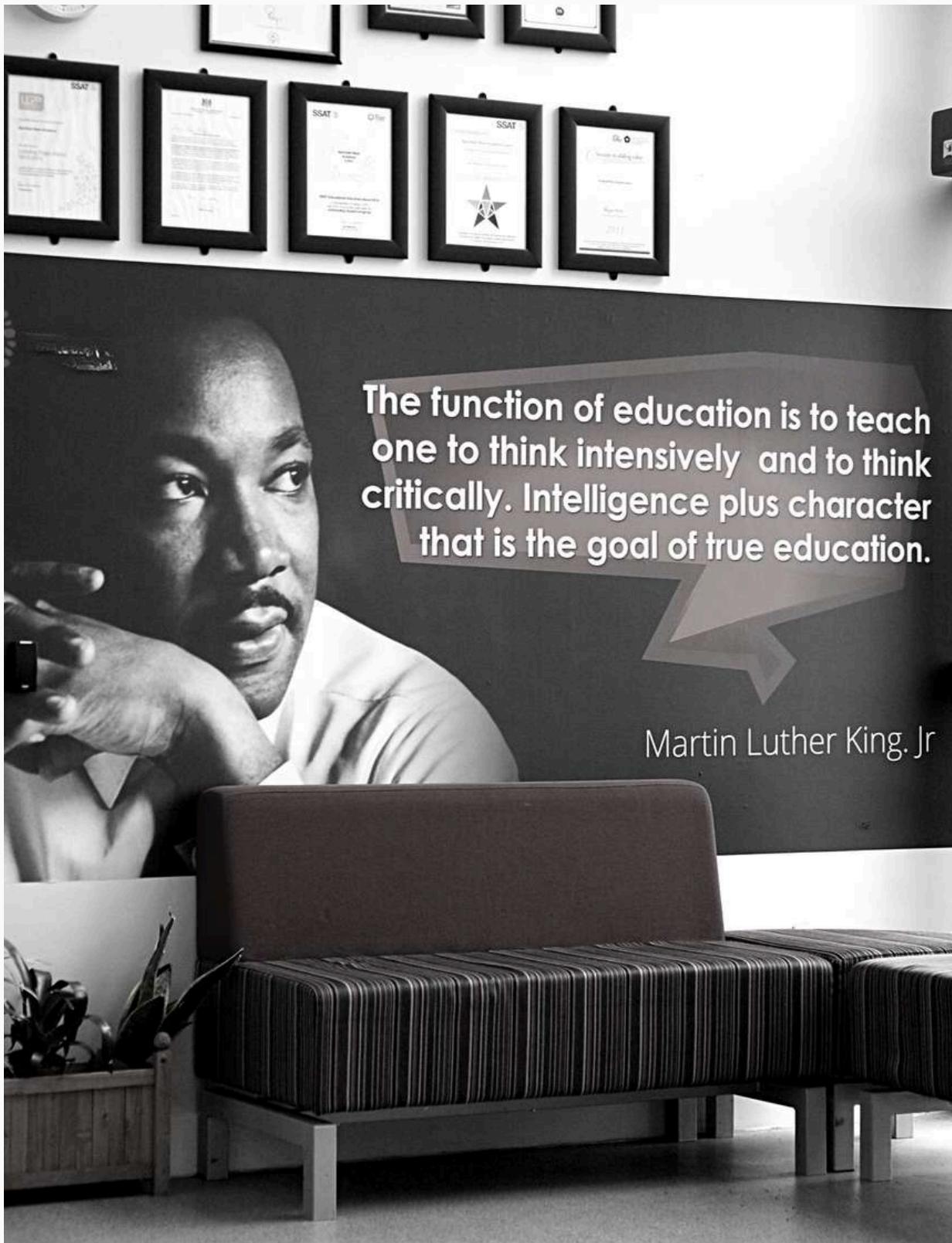
Perkbox also provides 24/7 access to GP appointments, confidential support and guidance through the Employee Assistance Programme.

Colleagues have access to a team of fully qualified counsellors and advisors, with support for a range of emotional, legal and financial issues, along with a wellbeing portal, full of resources and videos

RECRUITMENT BOOKLET



THE LINDEN
ACADEMY



SEE MORE AT

WWW.ADVANTAGESCHOOLS.CO.UK

Early Years Foundation Stage Lead

The Linden Academy has a new opportunity for a highly effective Early Years leader to join our dynamic team! This fantastic opportunity could suit an experienced and aspirational primary phase teacher who has the proven ability to move into a leadership role, or a current Early Years' leader who is ready to embrace a fresh challenge and will help us achieve our ambition to deliver exceptional quality Early Years leadership at our primary school.

For an exceptional candidate, there are opportunities for future growth and development available through leadership of our regular cross-trust Early Years networks and training forums. Candidates may also have the opportunity to lead training and/or projects across the Trust.

Here at The Linden Academy, we are passionate about inspiring young minds and ensuring that in everything we do, we are making a positive impact on our pupils' lives. We are looking to recruit an experienced, engaging and excellent Early Years practitioner with a thorough knowledge of the Early Years and primary curriculum, subject leadership and assessment who will take a major role in implementing the aims and objectives of the school.

Why work for The Linden Academy?

- Friendly, supportive team of around 60 staff.
- Well-resourced Early Years provision, delivered across three classrooms (Yr R only)
- Fantastic children with a desire to learn.
- We are an inclusive school, having achieved the SEND and Inclusion (SENDIA) award and the Race and Conscious Equality GOLD standard Chartermark.
- Diverse family of staff and children; we celebrate having a wide range of cultures at our school
- Opportunity to develop and grow within the school and trust
- Part of a wider trust family of schools with extensive supportive networking, collaboration and training opportunities
- The successful candidate will be provided with a mentor during probation period and line-managed by the school principal
- Strong induction process settling you into the school and ongoing professional development embedded into trust and school culture
- Support to achieve recognised qualifications, such as NPQs

The successful candidate will:

- Have expertise in Early Years and child development
- Have experience of teaching within Reception and understanding of KS1 (including teaching Phonics)
- Be a friendly, passionate and driven member of staff who puts children and quality learning at the heart of everything they do – willing to go the extra mile to make great things happen for our children.
- Be a strong team player who not only leads by example, but also enjoys working as part of a team and inspiring and motivating others
- Have experience of leading and managing people
- Have excellent communication skills with staff and able to foster positive working relationships with children, staff and parents
- Be committed to supporting the Principal in the furtherance of the school's vision and aims.
- Be hardworking, practical, resilient, organised and effective in managing the smooth day-to-day operations of a school and staff team.
- Be rigorous in managing safeguarding concerns and ensuring all children are kept safe.

JOB SPECIFICS

Start date Monday 13TH April 2026

Contract Permanent, Full-time

Salary AST 1-12 plus £3,257 allowance for additional responsibilities

The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.

JOB DESCRIPTION

POST	Early Years Foundation Stage Lead
SCHOOL	The Linden Academy
PAY RANGE	AST 1-12 plus £3,257 allowance for additional responsibilities
RESPONSIBLE TO	Principal

Roles and responsibilities

In addition to the professional duties as given in the current School Teacher's Pay and Conditions document, the EYFS leader will have the following specific roles and responsibilities:

- Provide effective leadership for EYFS, ensuring alignment to school and trust priorities
- Ensure all statutory EYFS requirements are met across all areas of learning and development
- Collaborate with senior leadership and Trust colleagues to develop and implement the EYFS policy and curriculum
- To lead on the planning, delivery and evaluation of Early Years provision at the school, ensuring all children can make excellent progress
- To lead, mentor and support EYFS teaching and support staff, identifying professional development needs and coordinating ongoing development opportunities
- Have a class teaching commitment, consistently modelling excellent practice and supporting other colleagues to sustain an inclusive and engaging learning environment (this class teaching commitment may be a set class or could be cover across EYFS and KS1).
- To use assessment data to monitor children's progress, identify learning needs and plan targeted support
- To build strong partnerships with parents and carers in order to support children's learning and development
- To implement a strong transition and induction process for pupils joining the provision and for when they move into year one.
- To contribute to self-evaluation, development planning and review processes in order to drive high standards and to further develop excellent practice across the school.
- To provide information and produce reports as required.
- To report to senior leadership team meetings as and when required.
- To be an effective line manager.
- To liaise with a variety of professionals/leaders in order to support pupils with additional needs (i.e. pupils with SEND, EAL and / or Disadvantage)
- To undertake any other duties of a similar responsibility level as required.
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
- Seek out and engage with training and continuing professional development to meet own needs
- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes
- Establish a culture of 'open classrooms' as a basis for sharing best practice
- Hold all staff to account for their professional conduct and practice
- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Uphold Trust safeguarding policies, promoting the safety and welfare of all children at all times

Class Teacher for Primary

PURPOSE OF POST

The appointed candidate will be qualified and experienced in Primary teaching. We are looking for candidates with a passion and proven success of working with children. Applicants should have a clear understanding about effective teaching, raising and sustaining achievement and the support required for well-motivated students. They should be good communicators and should be able to engage effectively.

Following the role and professional responsibilities of teachers. This job description is set within the framework and on the National Standards for Qualified Teachers and is aligned with teacher's expectations for Performance Management.

Responsibilities	Key Tasks	Task Evidence
Teaching Responsibility	<ul style="list-style-type: none"> Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions Consistently demonstrate the positive attitudes, values and behaviours which are expected of pupils Plan and prepare lessons to meet the needs of all pupils. Use teaching time and resources effectively to promote learning objectives. Use appropriate classroom organisation for curriculum objectives. Set/mark appropriate, differentiated/challenging work and monitor completion. Record and report on the progress and attainment of pupils. Provide appropriate homework. 	Planning file. Lesson observations. Work sampling. Tracking date and pupil report
Pastoral Care and Supervision	<ul style="list-style-type: none"> Form tutoring Establish a safe and stimulating environment for pupils, rooted in mutual respect Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly Maintain an ordered and disciplined working atmosphere in lessons. Provide guidance to pupils on social and behavioural issues. Supervise pupils in lessons, breaks, moving around the school and off-site. 	Lesson observations. Planning file and behaviour logs
Communication and Liaison	<ul style="list-style-type: none"> Inform parents of half-termly curriculum plans. Attend parent evenings to discuss curriculum issues and pupil progress. Liaise with parents and outside agencies to support pupils. Provide relevant information to other schools. Provide information for Governors and educational agencies. Attend staff meetings and work collaboratively with colleagues. Work in partnership with support staff and provide clear guidance for class helpers which promotes learning objectives. Adhere to GDPR, H&S and EDI responsibilities 	Parent meetings. Communication to parents. Liaison meetings/transfer forms. Committee/staff meeting minutes. Communication books.

<p>Performance Management and Training</p>	<ul style="list-style-type: none"> • Be accountable for pupils' attainment, progress and outcomes • Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • Guide pupils to reflect on the progress they have made and their emerging needs • Demonstrate knowledge and understanding of how pupils learn and how this impact on teaching • Make a positive contribution to the wider life and ethos of the school • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • Communicate effectively with parents with regard to pupils' achievements and well-being • Encourage pupils to take a responsible and conscientious attitude to their own work and study • Attend agreed professional development courses/school INSET to update skills. • Participate in school performance management. • Proactive role in keeping PM file containing suitable evidence for teaching standards and targets set. 	<p>INSET/Training record.</p>
<p>Curriculum and Management Duties</p>	<ul style="list-style-type: none"> • Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English, whatever the teacher's specialist subject • Draw up and review, as necessary, with staff and governors, the curriculum maps, schemes of work and policies. • Set up resource areas and manage a curriculum budget. • Monitor planning for the provision of PP, SEND, More able and EAL. • Ensure that subject leader monitoring and development folder are kept up to date. • Monitoring quality and standards of implementation. • Contributing to school planning and self-evaluation. • Providing professional support to other teachers and support staff. • Lead appropriate professional development sessions. 	<p>Policy, scheme of work.</p> <p>Subject leader monitoring sheets.</p> <p>Subject portfolio</p>

Advantage Schools Teacher Pay Scales 7 to 10 (equivalent to Upper Pay Scale)

Advantage Schools Teacher Pay Scale (7-12) is the equivalent to Teachers on the Upper Pay Scale who are expected to make a substantial and sustained contribution to building team commitment in line with the statutory requirement to meet threshold standards.

Teachers are expected to contribute significantly to implementing work-based policies and practice.

- Teachers are expected to deliver consistently good and outstanding teaching.

- Teachers are expected to ensure that all pupils achieve in line with school expectations, with many exceeding them.
- Teachers are expected to play a proactive role in leading the professional development of key stage colleagues.

Advantage Schools Teacher Pay Scales 11 to 12 (equivalent to Upper Pay Scale)

As above and:

Again, equivalent to UPS3 11-12 Teachers play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team with a substantial and sustained approach. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

This list is by no means exhaustive; it is more of a guide of expected duties. The post holder may therefore be directed by the Head of school to undertake any other duties commensurate with this role.

Person Specification

Candidates will be assessed on the following:

Essential Skills	Desirable Skills
Professional: <ul style="list-style-type: none"> Qualified Teacher Status An enhanced DBS certificate 	<ul style="list-style-type: none"> Additional professional qualifications
Experience: <ul style="list-style-type: none"> Experience of teaching within Primary education Experience of teaching within Early Years Experience of teaching within Yr R and understanding of KS1 Experience of teaching phonics Experience of leading and managing people 	
Skills, Knowledge & Aptitude: <ul style="list-style-type: none"> Ability to create a stimulating learning environment An understanding of the role of assessment in teaching and learning An ability to communicate effectively with parents and other members of staff both orally and written Willingness to involve parents in their child's learning A caring and supportive attitude towards all children and a commitment towards meeting the needs of children of all abilities Ability to manage appropriately children's behaviour. Ability to teach in a fully inclusive environment An ability to plan coherently and seek further opportunities to enhance the curriculum A sound Knowledge of National Curriculum at Key Stage 1 and 2 Positive role model with strong leadership skills. Self-motivated, creative and confident Willingness to learn, share experiences and influence the work of others Ability to work effectively and flexibly both independently and as part of a team and meet deadlines Ability to lead, advise and manage other staff within the classroom environment Confidence and appropriate training Computer literate Experience of leading an area of the curriculum Ability to reflect upon one's practice, to evaluate performance (both strengths and areas for development) and to seek further professional development 	<ul style="list-style-type: none"> A good understanding of school self-evaluation Ability to demonstrate a clearly identified personal educational philosophy A clear vision of their immediate professional development needs A sound understanding of different learning styles Experience of leading the development of a school policy A good understanding of work-life balance and how to achieve this

Personal:

- Well organised and efficient
- Ability to work on own initiative
- Ability to work as part of a team within a busy environment – good team player
- Excellent verbal and written skills
- Enthusiastic with a positive approach to new ideas and developments
- Flexible to meet the changing needs of the school
- Energy, drive and enthusiasm to support change in the future development of the school
- Self-motivated
- Demonstrate commitment
- Approachable and compassionate
- Aspirations for the future

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.