



## Reception Teacher Application Pack

**Abbey Road Primary School**

0115 9748055

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[recruitment@equalstrust.org](mailto:recruitment@equalstrust.org)



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## Class Teacher required for September 2025

### Salary points M1-M6

Abbey Road Primary is a thriving and successful suburban school. Staff and governors are highly ambitious for the school's long-term success and work hard together to create an exciting environment where pupils' personal, emotional and academic needs are met.

We are looking for a teacher who:

- Enjoys being with children and puts children's well-being at the heart of all they do.
- Believes in every child and makes sure all individuals are appropriately supported and challenged.
- Has secure subject knowledge and a good understanding of the primary curriculum.
- Has the determination, energy and creativity to make learning memorable and inspiring.
- Works well in a team, valuing every member of the school community.
- Has a positive attitude and is willing to share ideas and learning.
- Has the enthusiasm and talent to contribute to extra-curricular and community life at our school.
- Has highly effective communication skills and a commitment to working well in partnership with parents and governors as well as with colleagues.

### In return we can offer you:

- Children who are rewarding to teach and who thrive on success, nurture and positive relationships.
- A dedicated and highly motivated staff team who have a shared commitment to our 'Take Care, Be Proud' code.
- Professional development, collaboration and support through being a partner in **Equals Trust**.
- A friendly working environment.
- Access to employee health and wellbeing services.





We haven't yet assigned a year group to this role, as we know every teacher brings their own unique strengths and preferences and what matters most to us is finding the right person to enrich our school community. If you have a preferred phase or Key Stage, please tell us about it in your application - your expertise might be the perfect fit for our school!

We warmly encourage visits to our school - you'll get a real sense of our welcoming atmosphere and committed team. Please contact the school office to arrange a visit: 0115 974 8055 [office@abbeyroadprimary.co.uk](mailto:office@abbeyroadprimary.co.uk)

Posts will be paid from M1-M6 under the Nottinghamshire Pay Policy, dependent on current pay point; and would suit an ECT who has achieved a consistently high standard within their placement schools or a more experienced teacher with a track record of good practice.

Abbey Road Primary School is committed to providing a safe environment and to promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. All applications and offers of employment will be subject to satisfactory relevant safer recruitment and DBS checks in line with our safeguarding policy. All applicants must have the right to work in the UK and proof of this will be required. Online searches will be conducted on short-listed candidates.

Visits to school are welcomed. Please email [head@abbeyroadprimary.co.uk](mailto:head@abbeyroadprimary.co.uk) or call 0115 9748055 to arrange a visit to school. You can also use these contact details if you have any further questions or would like to discuss any aspect of this position further.

Application details and further information can be found on the Equals Trust website - Vacancies: **[Vacancies - FaceEd \(face-ed.co.uk\)](https://face-ed.co.uk)**

Closing date: 12 noon Monday 12<sup>th</sup> May 2025

Interviews are scheduled to take place during the week beginning 19<sup>th</sup> May 2025.

If you have any further questions or would like to discuss any aspect of this position further, please contact Ly Toom – [head@abbeyroadprimary.co.uk](mailto:head@abbeyroadprimary.co.uk)



## Our School

Abbey Road Primary School is situated in West Bridgford, within the borough of Rushcliffe. Currently it has 434 children on roll, divided between 14 classes. We have a standard intake of 60 pupils per year group, but most classes are slightly over this number as a result of pressure for places in the local area.

Our site is an extensive green-field one and our pupils have access to large grounds. The school is made up of two main buildings and we currently have a double classroom mobile unit, which houses our Year 3 classes. We also have a bungalow on site that offers further rooms for meetings, music tuition, intervention work and enrichment activities. In addition, our 'NEST' houses our 'Nurture and Emotional Support Team' who work with individuals and small groups across school.

We are a happy school and we work hard to make sure our children feel valued, safe, secure and aware of the needs of others. At the heart of this lies the strength of relationships between both pupils and staff. A warm, supportive atmosphere permeates our school and this is evident in the outstanding behaviour of our children. All are encouraged to **'take care and be proud'** – of each other as well as themselves; of the work they do and the school environment - and our dedicated staff team make the time to get the best from each child, ensuring individuality is nourished and nurtured.

Our teachers devote a great deal of energy into planning for the achievement of our children within an inclusive learning environment that is meaningful and fun and, whilst we attain excellent examination results, they encounter far more than academic success. We want our children to discover new talents; to enjoy learning; to question and explore and to gain independence, enabling them to move on from here with confidence.

Our curriculum is further enhanced by our outdoor provision. Children experience 'Forest School' as part of their curriculum. The school's grounds are extensive and contain a wildlife area, all-weather bike track, playing fields and allotments.

We very much value our excellent partnership with parents and carers and welcome their support and involvement. We know that by working together, we can enable every child to be the best that they can be.

We offer a school-based wraparound club for busy parents, courtesy of the outside provider The Lime Trees.



## Our School

### OUR 'TAKE CARE' CODE

At Abbey Road, we take care of:

- **ourselves** – we are resilient
- **each other** – we are kind
- **our work** – we are ambitious
- **our world** – we are respectful

Our priority is our children and, as a result, we are looking foremost for a teacher with the vision, drive and abilities to support our pupils in achieving highly and enjoying learning.

Our curriculum has developed a lot in recent years and we believe it serves the needs of the children of Abbey Road. Our aim is to inspire creative and active learning through a vibrant, cross-curricular approach.

Extra-curricular activities are also an essential part of our school as they offer the children the opportunity to explore interests, try new things and experience success and a sense of achievement beyond the classroom. We offer an exceptionally wide range of activities, which cater for all age groups and many different interests. Staff at the school share their expertise to support and enrich the curriculum; a willingness from the successful candidate to enhance this provision further would be welcomed.

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As with any school, the best way of appreciating the above words is to come and visit us so you are able to see the school and experience its atmosphere for yourself. Please email [head@abbeyroadprimary.co.uk](mailto:head@abbeyroadprimary.co.uk) to arrange a visit, or if you have any questions about the post.

It is equally important that we are the right school for you as it is that you are the right candidate for us.

Best of luck with your application.

Ly Toom



## Equals Trust

**Equals Trust** is a Multi-Academy Trust which is comprised of seventeen primary schools. The Trust was founded in September 2016 with the aim of allowing member schools to **maintain their ethos and unique identities** within a tight local network, with strong **mutual accountability, shared support services** and a strong **collaborative approach** to staff development and school improvement. For more information about Equals Trust please visit our web site: [www.equalstrust.org](http://www.equalstrust.org).

Equals Trust passionately believes that collaborative working raises educational standards and improves life chances for students within the Trust partnership.

### The seventeen schools are:

**Burton Joyce Primary School**

**Crossdale Primary School**

**Heymann Primary & Nursery School**

**Robert Miles Junior School**

**Willow Farm Primary School**

**Richard Bonington Primary & Nursery School**

**Normanton-on-Soar Primary School**

**Netherfield Primary School**

**Wadsworth Fields Primary School**

**Cropwell Bishop Primary School**

**Flintham Primary School**

**Keyworth Primary & Nursery School**

**Tollerton Primary School**

**Brookside Primary School**

**Abbey Road Primary School**

**Round Hill Primary School**

**Sutton Bonington Primary School**

### Our Executive Team:

CEO - Philip Palmer (Jenny Cook from September 2025)

Human Resources Manager– Tara Cook

School Improvement Lead – Stuart Edmonds

Teaching & Learning Leads – Tina Horton & Sarah Gent

Inclusion Lead – Carol Ward

Trust Compliance Manager- Catherine Cox

Trust Business Manager - Elizabeth Gregory

Chief Finance Officer – Chris Willimsky

We are a primary Multi-Academy Trust based on the principal of **equality**. We work **collaboratively** together with a clear purpose and direction, where:

- teaching and learning is at the centre of all we do;
- children enjoy, and are engaged in, a curriculum that challenges and excites them;
- we develop responsible citizens who value diversity;
- we ensure a culture of high expectations amongst all our children;
- children value themselves and each other, developing the self-confidence and resilience to face future challenges;
- the contributions made by all stakeholders are valued.



We work **effectively** in school partnerships to enhance our provision by:

- Extending the learning opportunities and activities for pupils;
- Enriching the curriculum through partnership working and shared resources;
- Enabling the greater sharing of excellent teaching and learning;
- Enhancing the professional development of teaching and support staff;
- Building mutual support and accountability for Head Teachers and Governors;
- Securing cost and resource efficiencies through joint commissioning.
- Providing access for **all pupils** across the Trust to a Speech and Language Therapist.

### **School Improvement:**

Each school has its own Improvement Plan and areas for improvement, but also their Head Teacher is on the Leadership Group of Equals Trust and is involved in identifying and implementing our Strategy for Collaborative School Improvement. The trust-wide systems, processes, strategies and initiatives within this are aimed at improving the social mobility and life chances of all children. The Head Teachers have a delegated 1% budget dedicated to financing our School Improvement work.

In addition to the Trust's School Improvement Lead and group of Head Teachers we also employ a number of 'Lead Practitioners'. They are available to provide support to all Trust schools. These practitioners are a range of staff from within our schools who have been appointed to these positions. Some hold external accreditation (such as our Apple Distinguished Educator) and others have developed a passion and expertise in areas and are available to share it. We currently have Lead Practitioners for: art, science, history, geography, computing and DT. In addition we have a group of Wellbeing Research Practitioners who work with our HR Manager to develop trust-wide actions to support staff in our schools.

The Trust employs two Teaching and Learning Leads and an Inclusion Lead, who work trust-wide to collaboratively support leaders, teachers and classroom support staff in further improving the quality of educational provision within our schools. In the near future we plan to develop a group of Specialist Practitioners who will be available to our schools to support in specific areas, such as phonics programmes.

Our schools work together on a wide range of projects and initiatives that enable them to develop the provision for their pupils and staff. Recent examples have included: a trust-wide, pupil led diversity project, collaborative musical performances, sporting enrichment, STEM and e-safety enrichment and joint CPD events.

The success of our schools, in recent years in securing improved educational outcomes, attaining good or better inspection outcomes, maintaining enrichment activities and providing staff with a range of CPD are all a result of our collaborative and supportive approach.





## Job Description

### CORE REQUIREMENTS OF THE POST:

- As a Teacher, you shall carry out the professional duties of a school teacher as circumstances may reasonably require as provided for under the relevant sections of the School Teachers' Pay and Conditions Document.
- Should circumstances arise which require this job description to be reviewed and amended, any changes will be discussed with you in the first instance. Should a disagreement arise, you will be afforded the opportunity of a meeting to resolve the matter with your Head Teacher who may involve officers of the Education Department as appropriate. You may be accompanied at this meeting by a representative of your Trade Union if you so wish.
- In addition to the duties specified within the section "Particular Responsibilities", you may be asked to undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific cases. This job description does not form part of the Contract of Employment.
- You are required to carry out your duties in line with the stated ethos and principles of the school and in line with your responsibility for promoting and safeguarding the welfare of children and young persons for whom you are responsible or come into contact with.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on any or all of them. Your Head Teacher is responsible for maintaining a time budget on which you have been/will be consulted. You will be granted access to this at any reasonable time by arrangement with your Head Teacher.

### PARTICULAR RESPONSIBILITIES:

- i) The post requires you to:-
- teach pupils within the age range 3 -11 in accordance with the professional duties of a teacher.
- take an equitable share of whole school curriculum care and management responsibilities.
- carry out your duties in line with the key tasks and management procedures of the school.



### **Areas of responsibility and key tasks:**

#### **A. Planning, teaching and class management, to:**

Teach allocated pupils through appropriate planning to achieve progression of learning by:

- identifying clear teaching objectives and specifying how they will be taught and assessed
- setting tasks which challenge pupils and ensure high levels of interest
- setting appropriate and demanding expectations
- setting clear targets, building on prior attainment
- identifying SEN or very able pupils;
- provide clear structures for lessons maintaining pace, motivation and challenge;
- make effective use of assessment and ensure coverage of programmes of study;
- ensure effective teaching and best use of available time;
- monitor and intervene to ensure sound learning and discipline
- use a variety of teaching methods to:
  - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
  - ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
  - iii. select appropriate learning resources and develop study skills through library, I.C.T. and other sources;
- ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluate their own teaching critically to improve effectiveness;

#### **B. Monitoring, assessment, recording, reporting - to:**

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- prepare and present informative reports to parents.



### **C. Other professional requirements - to:**

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- contribute to the corporate life of the school through appropriate participation in meetings and management systems necessary to coordinate the management of the school;
- take responsibility for their own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors.



## Person specification

		Essential
<b>Qualifications, education and training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Thorough understanding of the National Curriculum</li> </ul>	✓ ✓
<b>Experience, skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Evidence of effective classroom practice</li> <li>• Commitment to promote and enhance the personal and social development of every child</li> <li>• Ability to plan an effective lesson sequence and use assessment information to identify next steps in learning</li> <li>• Determination, energy and creativity to make learning memorable and inspiring.</li> <li>• Ability to match teaching to children's individual needs, making sure all individuals are appropriately supported and challenged</li> <li>• Has high expectations - sets ambitious targets and has effective strategies for engaging all learners</li> <li>• Plans for and supports additional adults in the classroom</li> <li>• Demonstrates high expectations of pupil behaviour and understands how to achieve this whilst fostering effective relationships</li> <li>• Has a clear understanding of child protection procedures and a commitment to keeping children safe</li> </ul>	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Able to work on own initiative and as part of a team</li> <li>• Good organisation skills and time management</li> <li>• Ability to form positive and appropriate relationships with parents</li> <li>• Reflective and self-evaluative practitioner who shows humility and a willingness to learn</li> <li>• Positive 'can do' attitude and a sense of humour</li> </ul>	✓ ✓ ✓ ✓ ✓
<b>School specific</b>	<ul style="list-style-type: none"> <li>• Shows a commitment to contribute to enrichment and extra-curricular activities and a willingness to contribute to whole school activities</li> </ul>	✓





**Please apply via the Equals Trust website: [Vacancies - FaceEd \(face-ed.co.uk\)](https://face-ed.co.uk)**

EQT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

This post will be subject to an enhanced Disclosure and Barring Service check as well as other checks in line with safer recruitment practices. All applicants must have the right to work in the UK and proof of this will be required. Please be aware that online searches will be conducted on all shortlisted candidates.