



Henry Hinde School Classroom Teacher

(with possible KS2 Phase Leader responsibility)

Job Description and Person Specification



Welcome from the Head of School

As the newly appointed Head of School, it is a privilege to welcome you to an exciting new chapter for Henry Hinde School. This year marks a significant milestone as we officially open as Henry Hinde School – our brand-new all-through primary, bringing together our Infant and Junior sites as one united school community. This is a moment of real pride for us, and we are looking for individuals with the drive, vision, and commitment to help shape this next stage of our journey.

At Henry Hinde School, everybody counts. Staff and pupils often speak about the vibrant culture and the support they receive from one another – we truly are a community. Our key aim is to equip our children for a world of possibilities, ensuring they leave us with the skills, confidence, and character to make meaningful choices about their future. We strive to encourage our children to show pride in their learning, a value that sits at the heart of our learning behaviours and underpins everything we do.

As a Trust, our focus is to create the right environment for our academies to thrive. At Henry Hinde School, our ambitions to nurture potential, inspire community, and deliver excellence are deeply rooted in the very core of the school. We are seeking individuals who resonate with this vision – people dedicated to ensuring that every staff member and pupil has the opportunities they need to maximise their potential in all aspects of school life.

You are looking for the right school in which to develop and progress, to contribute to the success of others, and to receive the support that enables you to feel fulfilled in your role. We hope you agree that Henry Hinde School is exactly that kind of school. It is an exciting time for us as we build on our successes, and we are eager to welcome someone who shares our commitment, resilience, and passion for excellence.

We warmly welcome visits to Henry Hinde School prior to application because we are proud that:

- Our pupils are motivated and want to succeed
- The variety of opportunities within and beyond the classroom allows every child to develop their interests and skills
- We are part of a values-led trust – Transforming Lives Educational Trust – and benefit from the care, support, and opportunities it provides for pupils, staff, and the wider community

If you want to be part of a dynamic team, contribute to our excellence, and hold high aspirations for young people, then Henry Hinde School is the right place for you.

We look forward to meeting you, so that you too can experience our wonderful school and its vibrant, ambitious community.

Mrs Mandeep Mann
Head of School

About the Role

Thank you for your interest in the position of Classroom Teacher (with possible KS2 Phase Leader responsibilities) at Henry Hinde School.

This pack has been designed to help you should you choose to submit an application to us, which we sincerely hope you do. The pack aims to answer all your initial questions, but if not, please do not hesitate to contact us. It is extremely important to us that you feel comfortable and confident to proceed with your application as we aim to make the very best appointment possible.

So, who are we looking for?

We are seeking an enthusiastic, skilled and forward-thinking KS2 Classroom Teacher who is passionate about providing exceptional learning experiences and who brings creativity, ambition and a commitment to every child's success. You will be someone who thrives in a collaborative environment, contributes positively to a strong team ethos, and is committed to your own professional growth.

As class teacher, you will report directly to the Head of School and take responsibility for the day-to-day learning of your class. You will lead on planning, progress and record-keeping as part of the KS2 team, ensuring that every child is supported to achieve their potential. Strong behaviour management skills are essential, as is the ability to support children with SEND needs within your classroom.

For the right candidate, this role offers the possibility of KS2 Phase Lead responsibility, and we warmly welcome applicants who are interested in developing their leadership skills. We would also be delighted to hear from candidates with a particular interest in leading a core subject, as subject leadership plays a key role in our whole-school development. Experienced teachers will be expected to lead a subject area and contribute to shaping our curriculum offer.

In return, we offer the opportunity to:

- Work in a rapidly improving, forward-looking school
- Collaborate with skilled colleagues who are deeply committed to the success of every child
- Develop your leadership skills within a supportive and ambitious Trust
- Access high-quality, personalised professional development
- Play a key role in shaping the future of our KS2 provision

The Transforming Lives Educational Trust is growing and there is great opportunity for progression. If you are a passionate individual with knowledge and experience of leadership, please apply now to be considered for an interview.

About Henry Hinde School

Our aim is to enable all students to achieve their potential academically and personally, regardless of ability or disability. We aim to increase whole school and community awareness of the importance of quality and equity of opportunity for all students and are committed to providing an integrated and inclusive curriculum to meet individual needs, promoting positive achievement and independence for all.

Why work for Henry Hinde School?

- We enjoy an excellent reputation in our local community
- You'll be working within a team of passionate, committed colleagues who genuinely support each other, and as part of our Trust family of colleagues where the sharing of expertise is the norm.
- Excellent opportunities to professionally develop and grow in the successful and expanding Transforming Lives Educational Trust, a growing Multi-academy Trust based within the local community.

What next?

We want to hear from you if you are as excited as we are about this fresh opportunity within our successful and growing Trust. In return, we can offer the right candidate the chance to work within our innovative and forward-thinking Trust as well as offering excellent professional development and progression.

We encourage you to consider the information in this pack carefully and use it to picture yourself within the role at Henry Hinde School. Should you wish to discuss any element of the pack in more detail, please don't hesitate to contact us. We look forward to receiving your application, details on how to apply can be found at the end of this pack.

Job Description

Academy/College:	Henry Hinde School
Job Title:	Classroom Teacher (with possible upper KS2 phase leader responsibility)
Start Date:	1st September 2026
Salary:	MPS / UPS With possible TLR2a for Phase Leader responsibilities
Contract	Full Time Term Time plus 5 days Fixed Term Contract until August 027
Responsible to:	Head of School
Key relationships/Liaison with:	A Class Teacher plays a vital role in upholding the school's vision, values and ethos, and will report directly to the Head of School. They work collaboratively with the KS2 team and support staff to ensure consistency in planning, assessment and provision for all learners. Strong professional relationships with parents and carers are essential to promote pupils' progress, wellbeing and engagement. The postholder also liaises with senior leaders, external agencies and the wider school community to contribute to a positive, inclusive and ambitious school culture.
Job purpose:	The postholder will facilitate high-quality learning by building strong relationships with pupils and creating a purposeful, well-organised classroom environment. They will ensure that teaching, planning and assessment meet the diverse academic and pastoral needs of all learners. The role requires a commitment to maintaining the school's positive ethos, values and inclusive culture. The postholder will work collaboratively with colleagues, parents and external professionals to support continuous improvement in teaching and learning across the school.
MAIN ROLE AND RESPONSIBILITIES:	
<p>The postholder is accountable for:</p> <ul style="list-style-type: none"> • Teaching a class of pupils and ensuring that planning, preparation, assessment, recording and reporting meet their varying learning, social and pastoral needs • Maintaining the positive ethos and core values of the school, both inside and outside the classroom 	

- Contributing to constructive team-building amongst teaching and non-teaching staff, parents and governors
- Actively engaging in the school's safeguarding culture and fulfilling all safeguarding responsibilities
- Maintaining a working knowledge of:
 - ~ the national conditions of employment for schoolteachers as set out in the School Teachers' Pay and Conditions Document (STPCD)
 - ~ the national standards for Qualified Teacher Status

In line with STPCD, all teachers are required to:

- Advise and cooperate with the Head of School and colleagues on the preparation and development of courses of study, teaching materials, teaching programmes, assessment methods and pastoral arrangements
- Contribute to the review, development and management of curriculum, organisational and pastoral activities within the school
- Coordinate or manage the work of other staff where required

The postholder will deliver their accountabilities by:

- Implementing agreed school policies, procedures and guidelines
- Supporting whole-school initiatives led by the Head of School and senior staff
- Planning effectively to meet the needs of all pupils through appropriate differentiation
- Setting clear learning targets based on prior attainment and tracking pupil progress
- Creating a stimulating, well-organised classroom environment with accessible resources
- Keeping accurate and efficient records, integrating formative and summative assessment into weekly and termly planning
- Reporting to parents on pupils' development, progress and attainment
- Maintaining good order and discipline in accordance with the school's behaviour policy
- Participating in meetings related to teaching, learning and curriculum development
- Communicating and cooperating with specialists from external agencies
- Planning for, organising and directing the work of support staff within the classroom
- Participating fully in the performance management system for their own appraisal and, where appropriate, the appraisal of others

The postholder will work within the framework of national legislation and comply with:

- School policies relating to curriculum, organisation, safeguarding and child protection
- The Conditions of Service for School Teachers in England and Wales
- The SEN Code of Practice
- The common core of skills and knowledge for the children's workforce
- The Professional Standards for Teachers

This job description sets out the duties and responsibilities of the post at the time it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Person Specification

Job Title: KS2 Classroom Teacher with possible upper KS2 Phase
Leader responsibilities

Responsible to: Head of School

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all staff, children, and young people, and to be committed to promoting diversity and inclusion.

Specification	Essential	Desirable
Qualifications/ Training	<ul style="list-style-type: none"> Qualified teacher status (QTS) 	<ul style="list-style-type: none"> Evidence of sustained professional development Additional qualifications linked to leadership, SEND, or curriculum development
Experience	<ul style="list-style-type: none"> Experience of teaching Ability to make end of judgements against TAFs 	<ul style="list-style-type: none"> Experience teaching across the primary phase Experience leading a curriculum subject Experience working with other schools or external organisations Experience running extra-curricular activities Experience supporting or mentoring colleagues
Knowledge/Skills (Ability to)	<ul style="list-style-type: none"> Strong classroom practitioner with a secure understanding of effective teaching and learning Ability to meet the individual needs of all learners, including SEND, EAL, and high-attaining pupils Good understanding of the National Curriculum and assessment requirements Effective use of assessment to inform planning, target-setting and tracking Strong behaviour management skills and understanding of positive behaviour approaches Confident use of IT and e-learning tools to enhance teaching Ability to communicate clearly and professionally with pupils, staff and parents Ability to work collaboratively within a team and contribute to whole-school consistency 	<ul style="list-style-type: none"> Understanding of transition between key stages Ability to develop community links and partnerships Experience or interest in leading a core subject Understanding of curriculum design and progression

	<ul style="list-style-type: none"> • Ability to create a safe, engaging and purposeful learning environment • Understanding of safeguarding responsibilities and statutory guidance 	
Personal Qualities	<ul style="list-style-type: none"> • Creative, enthusiastic and proactive • Approachable, caring and empathetic • Strong interpersonal and communication skills • High levels of commitment, professionalism and integrity • Flexible, reflective and open to feedback • Able to prioritise, manage time effectively and show initiative • Committed to inclusive practice and the wellbeing of all pupils • Motivated to contribute to wider school life and parental engagement • Has professional integrity, even in times of pressure • Is prepared to seek advice and support • Commitment to continuing professional development • Self-motivated, shows initiative and able to priorities and manage time effectively • Committed to active parental involvement 	<ul style="list-style-type: none"> • Aspirational for leadership development, including potential KS2 Phase Lead responsibilities

How to Visit and Apply

Please read the information in this pack. If you are interested in this job opportunity, please apply by downloading the application form from our website (www.tlet.org.uk). Completed application forms should be emailed to careers@tlet.org.uk or posted to:

HR Department (Careers)
c/o Houlton School
Signal Drive
Houlton
Rugby
Warwickshire
CV23 1ED

If you have any questions about the role or would like to visit Transforming Lives Educational Trust or one of our Academies, please don't hesitate to contact us by emailing careers@tlet.org.uk or selecting option 1 on our telephone menu – 01788 593900.

If you decide to apply, you should include a supporting statement with your application form (either within the application or as a covering letter) on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to the Trust.

Please do not send a general letter; we are really looking for someone who is prepared to respond to us as an individual Trust. You can be sure that we will take time and care in reading your letter; we appreciate how much time and energy goes into writing it.

Recruitment Timeline

- **Position advertised:** Monday 8 June 2026
- **Closing date:** Monday 22 June 2026 (12:00)
- **Final shortlisting:** Monday 22 June 2026
- **Final panel process:** TBC