



QUEEN'S PARK
ACADEMY

WHY WORK FOR QUEEN'S PARK ACADEMY

ABOUT US

At Queen's Park Academy, we speak over 25 different languages, creating a vibrant, multicultural environment. This linguistic richness reflects the wide range of backgrounds and cultures present in the school, fostering inclusivity and global awareness from a young age. Teachers embrace this diversity by promoting cross-cultural learning, ensuring that pupils and families not only feel welcomed but also gain an appreciation for the world's many languages and traditions. This unique atmosphere prepares children to be open-minded and ready for the future.

SAFEGUARDING

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

The school 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.

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 school, please contact **HR Recruitment, Jay Powell on 01582 211 226** or jpowell@advantageschools.co.uk

If you decide to apply, you should include a supporting statement with your application form giving your reasons 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 Advantage Schools. Thank you, we appreciate how much energy goes into it.



MEET OUR LEADERSHIP

Dear Applicant,

I would like to thank you for your interest in the vacancy at Queen's Park Academy. Within this recruitment pack you should be able to find all the information you need to assist you in your application. It will also provide you a little more information about our extraordinary school. I would be delighted to show you around the school and speak with you prior to/during your application.

Here at Queen's Park Academy we believe that given the right circumstances, all children are capable of extraordinary things. We live by this statement, focusing unreservedly on the detail to ensure that the very best is provided. Further details of the role can be found in this pack, the job description and the personal specification.

I have been the Principal at Queen's Park Academy since 2019. The school is a very special place to work. The staff, children and families are a community that will capture your heart, provide you with professional challenges and offer you a place where you can develop your skills and knowledge professionally. We are passionate about teacher development and our teachers are skilled, knowledgeable practitioners, who are continually developed by our excellent professional development offer.

We are keen to appoint someone who can continue to build and enhance on recent improvements. The pupils, the staff and the families need you to be kind, ambitious, honest and willing to join a school where professional learning will not stop. It is important that you lead by example and have exceptionally high standards.

The school has a variety of challenges ahead, but it is a brilliant and wonderful place to work. The children (and their families) need you to be the best. They need you to be driven and determined to ensure that they learn as much as possible so that the attainment gap between them and their national peers is narrowed, diminished, and reversed over the course of their time with us.

I look forward to meeting with you to explore this exciting role further.

With very best wishes,

Emma Bolton
Principal | Queen's Park Academy



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 QUEEN'S PARK ACADEMY

OUR APPROACH TO EDUCATION

We believe that the quality of education in the United Kingdom can be significantly better and are determined to show how.

We emphasise the importance of kindness, civility, and inclusivity in a text-rich, teacher-led learning environment. We want our pupils to leave our schools equipped for success in the next stage of their educational journey, and to achieve this we teach an academic curriculum enhanced by an entitlement to enrichment for all. We prioritise the teaching of powerful knowledge (Michael Young) in our curriculum; knowledge that is transformational, taking children and young people beyond learning that can be easily acquired through their everyday experience, and providing them with the tools they need to make sense of and navigate the world around them as educated citizens.

This means ensuring pupils develop a solid foundation of knowledge and skills that they can build on throughout their education. We place a strong emphasis on securing the fundamentals of literacy and numeracy and focus on developing an understanding of distinct subject disciplines in the wider curriculum. We believe this knowledge is fascinating, beautiful and worthy in its own right, and use the knowledge itself to foster curiosity and creativity in our pupils.

Because powerful knowledge is not easily acquired through everyday experience, we know our pupils are novices in much of this learning, and that novices learn best through explicit and direct instruction rather than inquiry based or discovery learning. In our experience, this promotes the motivation of success, and enables high levels of pupil interest, inclusivity, participation and thought.

Our teachers break down learning, planning backwards from clearly defined curricular goals. We value formative assessment and responsive teaching, whereby we actively diagnose and act to address gaps, errors or misconceptions in pupils learning in a timely manner. We ensure learning is revisited regularly to help pupils remember. We know that doing this well requires strong subject knowledge, not just of the current unit but of the coherent picture of the wider curriculum in each subject area, so we ensure we have detailed curriculum plans and resourcing in place and invest time in subject specific professional learning.

We believe in supporting pupils to successfully achieve high standards of conduct, resulting in very high expectations, and a calm and consistent learning environment where pupils feel safe, valued and can thrive. We think this makes for a warm and happy school, but moreover enables us to give pupils the foundations they need to lead happy and fulfilling lives.

Therefore, these are the aspects of our schools we prioritise enacting well and focus on through professional development.

Our staff work together to ensure we deliver on our promise to local families – that high expectations, superb behaviour and great teaching will be hallmarks of our school. You will benefit from our strong systems, processes and standards which will enable you to focus on the job you love – teaching. Our staff are supportive of pupils and one another, which ensures our schools offer families a genuine choice of an excellent education for their child, including:

- Rigorous and effective safeguarding practice
- High quality wrap-around care
- A disciplined “can do” culture that allows every student to be known, feel safe, and be cared for
- An intensive focus on the basics of reading, writing and maths
- An academic, knowledge-rich curriculum that values distinct subject disciplines
- Excellent quality, evidence-based classroom practice
- High quality PSHE provision
- Plentiful enrichment opportunities, including trips, visits, after-school clubs and sporting fixtures
- A focus on preparing every single pupil to be prepared for success in their education

STAFF BENEFITS

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



Staff social events, including 5-a-side football and BBQs



Free eye test vouchers



Refer a friend £500 bonus scheme



Staff recognition with reward shopping vouchers



Enhanced pension employer's contribution & death in service payment



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



Support for all staff with an experienced licensed counsellor



Cycle to work scheme

CAREER PROGRESSION

Offering all our colleagues the opportunity to progress and flourish within their careers is paramount at Advantage Schools.

To continue our support for all our colleagues we offer the opportunity of professional development by studying for NPQs which are all completely funded and offer tailored middle leader training for those who are eligible.

We also offer CPD through The National College, offering a huge variety of CPD courses to all staff.



EMPLOYEE ASSISTANCE PROGRAMME

All colleagues have access to our Employee Benefits Programme, offering them a huge range of perks from vouchers, to free hot drinks or sausage rolls, from online gym classes to free online movies and a substantial **wellbeing package**.

RECRUITMENT BOOKLET



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SEE MORE AT

WWW.ADVANTAGESCHOOLS.CO.UK



Class Teacher

Queen's Park Academy is an exceptional primary school that offers a warm, welcoming, and nurturing learning environment for children aged 3-11.

We are looking for a creative and innovative Class Teacher to join our team and play a key role in motivating and inspiring young learners. In everything we do, we aim to create a positive and safe environment to foster success and impact our students' lives. We welcome applications from ECT's who are embarking on starting their teaching career and from more experienced colleagues.

Queen's Park Academy is a school that is dedicated to providing an outstanding education to every child. Our lovely students, hardworking teachers, and supportive parents create a community that is committed to excellence in all areas of education.

The successful candidate will have:

- **Passion for Education:** Ideal candidates should have a genuine love for teaching and a strong desire to make a difference in the lives of their students.
- **Creativity:** Primary school students respond well to engaging and creative teaching methods. Ideal candidates should be able to think outside the box and come up with new and exciting ways to teach.
- **Excellent Communication Skills:** Ideal candidates should be able to communicate effectively with both students and parents. They should be able to explain complex ideas in simple terms and be able to give constructive feedback.
- **Strong Organisational Skills:** Primary school teachers have a lot of responsibilities, and it is important to be organised and efficient. Ideal candidates should be able to manage their time effectively and have strong organisational skills.
- **Team Player:** Teaching is a collaborative effort, and ideal candidates should be able to work well with colleagues and other members of staff.
- **Continuous Learning:** Ideal candidates should be committed to ongoing professional development and should be willing to learn and adapt to new teaching methods and technologies.

Job Specifics

Start Date: September 2025

Salary: AST 1-7 dependent on experience

Job Role: Full time, Permanent

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



Job description

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. | Parent meetings. Communication to parents. |



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| | <ul style="list-style-type: none"> • 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 | <p>Liaison meetings/transfer forms.</p> <p>Committee/staff meeting minutes.</p> <p>Communication books.</p> |
| <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 | <p>Policy, scheme of work.</p> <p>Subject leader monitoring sheets.</p> <p>Subject portfolio</p> |



| | | |
|--|---|--|
| | <ul style="list-style-type: none"> • 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. | |
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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 |
|---|--|
| <p>Professional:</p> <ul style="list-style-type: none"> • Qualified Teacher Status • An enhanced DBS certificate | <ul style="list-style-type: none"> • Additional professional qualifications |
| <p>Experience:</p> <ul style="list-style-type: none"> • Experience of teaching within Primary education | |
| <p>Skills, Knowledge & Aptitude:</p> <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.