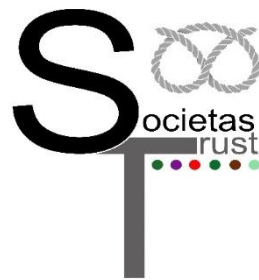




The Societas Trust



Recruitment Pack

0.5 Part-time Temporary Class Teacher from Sept 2026

(Maternity Cover 10 months)

Closing Date: Friday 5th June 4.00 p.m.

Interviews: Week Beginning: w/b 8th June 2026

Visits to the school are welcome

To arrangement an appointment for a visit please contact the school - Mrs Hunter by email office@gladstoneprimary.org.uk, or contact by telephone

01782 957267

“Great Learning Opportunities For All”

<https://www.societastrust.org.uk/>

Message from the CEO of the Trust

Dear applicant

Thank you for your interest in the position of Permanent Full time Class Teacher at Gladstone Primary Academy, which is part of the The Societas Trust. Our Trust currently consists of:

Alsagers Bank Primary Academy

Ash Green Primary Academy

Ball Green Primary Academy

Burnwood Primary School

Carmountside Primary Academy

Ellison Primary Academy

Gladstone Primary Academy

Goldenhill Primary Academy

Oaklands Nursery School (Associate member)

Sandford Hill Primary School (Associate member)

Summerbank Primary Academy

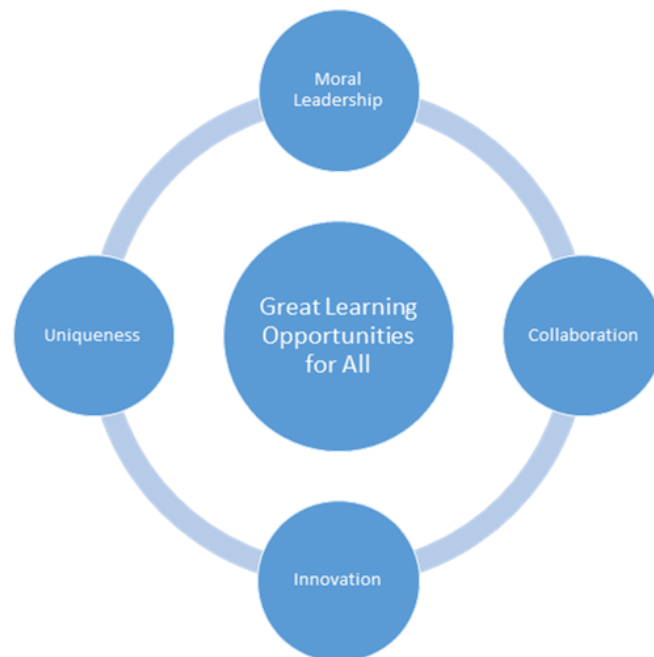
The Societas Trust is a successful partnership between ten schools in North Staffordshire. We share a belief that the needs of children are best met when schools collaborate and cooperate and are able to maintain close links with the communities they serve. Whilst it is crucial for us to support the development of the unique identity of each school in the partnership, we also believe that by developing and promoting innovative and creative approaches to learning and teaching across the trust, we will ensure that our children have the very best opportunities to excel academically and develop socially. We believe that children learn best and thrive in environments that promote and foster self-belief, the love of learning and high expectations of themselves and others. I would like to extend my very best wishes to all the pupils, teachers, governors and parents/carers across The Societas Trust for their future success.

Jon Lovatt



Vision and Values of The Societas Trust.

'To create a sustainable, professional community, where all learners are valued and encouraged to achieve their potential, and all individuals are respected.'



Whilst our shared drivers and values, depicted above, underpin the ethos and culture of the Trust, each setting is also valued as an individual entity with its own special identity. So, at Societas:

All settings work collaboratively, not competitively – there is no lead setting;

Each setting retains its own senior leadership team and business manager;

Each setting retains its own local governing board.

Our shared values include:

*Honesty
Transparency
Trust
Challenge
Integrity
Accountability
Respect
Moral Leadership*

*Professional regard
Collaboration
Physical Health and Well-Being for all*

Our Settings

[Alsagers Primary Academy.](#)



[Ash Green Primary Academy](#)



Alsagers Bank Primary Academy is proud to have become part of The Societas Trust in September 2021.

Alsagers Bank Primary Academy is a small, semi-rural primary school located on the outskirts of Newcastle under Lyme with 157 pupils on role from Nursery to Year 6. (September 2024). We have 7 classes throughout the school and 28 staff. We work closely with Bee Active Childcare who provide 2 year old provision on our site and Bee Active who offer holiday club provision to the local community during all school holidays.

Our main school building, which dates back to 1836, is set within generous grounds with large school fields on which a dedicated area to Forest Schools has been developed and this theme of Forest Schools is reflected in our school corridor decoration.

Ash Green Primary Academy is a nurturing environment where all children feel valued, happy and secure. As a family, we learn together, laugh together and take care of each other in a school community which is passionate about caring for the body, heart and mind. Equality, fairness and respect are paramount as is our unshakeable belief that all children have an entitlement to world class opportunities regardless of background.

We aspire for all children to have a love of learning, be curious about the world we live in and to have the confidence to try new ideas and take risks. Children embrace unique talents as well as ensuring that we are 'achieving the best, together'. All within our school family take pride in the role they have by striving for excellence and not perfection. These core values mean that all children achieve their personal bests by having high expectations of themselves and others. A carefully designed curriculum and assessment system, bespoke to our school context, allows our children to make sense of the world and their place in it, as well as respecting and valuing other individuals and communities.

Ash Green has strong collaborative links with all settings within The Societas Trust. The team are outward facing in their pursuit of self-sustaining school improvement.

[Ball Green Primary School](#)

Ball Green Primary School



Every child. Every chance. Every day.

Ball Green Primary School is a welcoming, medium-sized school and nursery serving the Norton, Ball Green and nearby communities. We take pride in building strong, supportive relationships with children, families and the wider community, creating a respectful and caring environment where everyone can thrive together.

Our vision is to be a "school of smiles," where every child is happy and given the opportunity to grow and improve every day. We focus on nurturing the whole child through an inclusive, fair and consistent approach. Our goal is to prepare every child socially, emotionally and academically for success in the modern world.

We offer tailored support, including nurture groups and alternative provision for children needing extra help. From April 2026, we will expand our support with a new specialist provision for children facing social, emotional and mental health challenges.

Our curriculum is designed to deepen knowledge, skills and vocabulary through a progressive, text-based approach. We encourage cross-curricular learning and outdoor activities to inspire children, while integrating technology to prepare them for the future. At Ball Green, we aim to create confident, well-rounded learners who are ready to embrace their diverse futures.

[Burnwood Community School](#)



Burnwood Community School is a fast paced, exciting and creative school that works hard to ensure that the whole school community is supported. The achievement of our children is our top priority and everyone supports our ethos and school mission statement of 'working together to achieve our best'.

At Burnwood we support and challenge every child, to be resilient, to work hard and to do their best. We work collaboratively across the Trust and beyond to promote a culture in which openness to peer and external scrutiny are balanced by an expectation that we share talents, strengths, and expertise.

All members of the school team share the school values and have the drive to secure rapid and sustained improvement whilst also developing the culture and ethos of the school. We prioritise staff wellbeing and are deeply

[Carmountside Primary Academy](#)



Carmountside Primary Academy is a happy, warm and friendly school serving Abbey Hulton and the wider community to ensure that all children achieve more than they ever thought possible. We have a hardworking, dedicated team who provide the best for our children so they leave us having developed into confident, healthy individuals with the strength of character that enables them to achieve their full potential. We are committed to raising standards and have consistently high expectations of our children both academically and socially.

We are proud of the wide range of opportunities we offer our children. We aim to make learning enjoyable, allowing every individual to succeed in a safe, secure environment. Through our broad and balanced curriculum, we strive to create life-long learners with a hunger for knowledge whilst developing skills and values to become tolerant and respectful young people. We believe that every child has the right to quality education and that this is achieved when parents and schools work together in partnership.

[Ellison Primary Academy](#)



Ellison Primary Academy is a busy but friendly academy, where lots of exciting learning happens. We place great emphasis on children enjoying their learning experience, as well as reaching the highest possible standard of achievement. It's not just about remembering dates and facts...it's also about igniting an interest in learning that will last a lifetime. This would not be possible without our wonderful teaching and support staff. They are dedicated to making sure that all our children enjoy their time here and reach their full potential.

Our school vision is, 'Developing a caring family of creative, critical and collaborative learners'; this is achieved in our highly supportive and caring environment, where children feel safe to make mistakes, learn from those mistakes and become confident, independent learners.

[Gladstone Primary Academy](#)



Gladstone is a two-form entry Primary School situated in Longton with we currently have over 470 pupils on roll. The school was built in 2009 and we have fantastic facilities in our impressive 'state of the arts building and grounds'. Gladstone is a nurturing school where everyone's contribution is valued. We have a talented and dedicated team and a forward thinking and ambitious Governing Board. Our fantastic pupils are well mannered and polite and play an active role in the running of our school and our parents are very supportive and work well with us. We serve as a hub for our local community.

[Goldenhill Primary Academy](#)



At Goldenhill Primary Academy, we are dedicated to providing a strong foundation for every child to thrive, both academically and personally. Our mission is to help each pupil reach their full potential in a nurturing and supportive environment. Central to our ethos are values of respect, exemplary behaviour, and inclusivity, which we foster in all members of our school community, regardless of age, gender, religion, or ability. At Goldenhill, we truly believe in 'Developing the Individual.'

Our provision is designed to inspire a genuine love of learning, which we see as the cornerstone of academic success. We are committed to continuously improving outcomes for all our pupils, ensuring they are well-equipped to meet the challenges ahead. As a fully inclusive school, we warmly welcome students with special educational needs and disabilities, and are dedicated to providing the support they need to flourish.

[Oaklands Nursery School](#)



We are one of the last 2 remaining standalone Local Authority Maintained Nursery Schools in Staffordshire. We work closely with The Societas Trust as an associate partner, which is comprised of 8 primary settings in North Staffordshire, including Ellison Primary Academy. We provide education for children aged two to five years with a caring, passionate and experienced staff team.

At Oaklands, we put the children at the heart of all we do, providing a truly child centred, creative and holistic approach to early years education. Our approach nurtures and empowers children to be curious, make their own choices and become confident and resilient individuals. Through this approach, we aspire to foster a lifelong love of learning. Staff are exceptionally skilled at knowing each child's interests, needs and next steps. The partnership with the Trust makes a positive difference to leaders, staff and children due to the enhanced range of opportunities, training and support provided.

[Sandford Hill Primary School](#)



Sandford Hill Primary School is a large, two-form entry school situated in Longton, where every child is valued, nurtured and inspired to succeed.

At the heart of our school community is our motto—*Thoughtfulness, Respect and Hard Work*. These values shape daily life at Sandford Hill and can be seen in the kindness our children show one another, the strong and supportive relationships between staff and pupils, and the close partnerships we build with families and the wider community.

We pride ourselves on providing a safe, inclusive and stimulating environment where children feel happy, confident and ready to learn. Our dedicated and passionate staff team is committed to ensuring that every child receives a rich, broad and balanced curriculum. Learning at Sandford Hill is designed to be engaging, meaningful and enjoyable, encouraging curiosity and a love of learning that lasts a lifetime.

We believe that every child has unique talents and potential, and we work hard to ensure that all children are supported and challenged to achieve their very best.

[Summerbank Primary Academy](#)



Summerbank is a large, multicultural primary school situated in the north of Tunstall.

We provide children with an engaging, high quality, all round education in a vibrant, well-resourced and inclusive environment. We see our school as a family and we take pride in creating a caring and supportive ethos where each member thrives, our motto is 'together we grow'.

Children in our school are happy, polite and keen to learn and our talented and creative staff work hard to make sure every child has the opportunity to reach their full potential. Our curriculum is relevant and engaging and is taught well, this along with high expectations and a committed staff team ensures that children have good progress and attainment.

We are privileged to have a school community where a high proportion of our children and families originate from different areas across the world, bringing together a richness of culture and language which we celebrate at Summerbank. We want our children to take advantage of all the opportunities life has to offer - we plant the seed to grow their dreams.

Employee Benefits.

As a valued member of staff or governor at The Societas Trust, not only will you be part of an organisation that is dedicated to ensuring 'Great Learning Opportunities for All', which is embedded in our core values of Moral Leadership, Collaboration, Uniqueness and Innovation, you will also have access to a wide range of employee and governor benefits enabling you to thrive. These include:

- Automatic enrolment into guilt edged pension schemes: Teachers' Pensions Scheme for teachers; Staffordshire Local Government Pension Scheme for all other staff
- Cancer and Chronic Illness Support*
- Child Care Vouchers
- Counselling*
- Cycle To Work Scheme
- Discounted Gym Memberships
- Food Sensitivity Testing*
- Financial Wellbeing Support*
- Integrated GP Services*
- Long Service Award after 25 years' continuous service*
- Menopause Support*
- Mindfulness Support and 'Mastering Mindfulness' courses*



- Nurse Support*
- Physiotherapy*
- Private Medical Operations
- Recognition of relevant continuous service on appointment
- Staff Workshops, including Health Screening and Stress/Mindfulness Workshops
- Virtual Gym*
- Weight Management*
- Wellbeing Day - an additional day off work for your wellbeing
- Wide Range of Continuing Professional Development and Career Progression Opportunities

*These benefits are also available to our governors

(Please note that terms and conditions apply to some benefits)



Wellbeing



JOB DESCRIPTION

0.5 PART-TIME TEMPORARY CLASS TEACHER (MPS 1-6)

GLADSTONE PRIMARY ACADEMY

▪ *GENERAL DESCRIPTION OF ACTIVITIES*

The role is subject to the current conditions of employment for class teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.

This job description should be read alongside the range of professional duties of teachers as set out in Part X11 of the Teachers' Pay and Conditions Document, sections 48-50. The post holder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

The job description may be amended at any time following discussion between the Headteacher and member of staff and will be reviewed annually.

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

General Description of the Post

To carry out the following professional duties of a class teacher as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.

AREAS OF RESPONSIBILITY AND KEY TASKS

Teaching and Managing Pupil Learning

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained and best use is made of teaching time.
- Use a range of adaptive teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- Provide an attractive, well-ordered and stimulating environment in which children can learn
- Ensure that there is a safe working and learning environment in which risks are properly assessed.
- Select and make effective use of strategies, ICT and other learning resources which enable objectives to be met.

Planning and Setting Expectations/Pupil Achievement

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- Set appropriate and demanding expectations for pupils' learning and motivation.
- Set clear targets for pupils' learning, building on prior attainment.
- Identify pupils who have special educational needs and know where to get help in order to give positive and targeted support.
- Implement and keep records.

Assessment and Evaluation

- Implement and embed 'Assessment for Learning' principles in daily practice
- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Use individual pupil tracking systems to monitor progress.
- Mark and monitor pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress.
- Understand the demands on pupils in relation to the Curriculum.

Relationships with Parents and the Wider Community

- Prepare and present informative verbal reports to parents.
- Prepare and present informative written reports to parents on an annual basis.
- Provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context.
- Liaise with agencies responsible for pupils' welfare.
- Liaise effectively with parents and governors.

Manage Own Performance and Development

- Set a good example through presentation and personal/professional conduct
- Take responsibility for own professional development and keep up to date with research and developments in pedagogy.
- Share corporate responsibility for the implementation of school policies and practices
- Evaluate own teaching critically and use this to improve effectiveness.
- Maintain the ethos of our school by encouraging good discipline, respect within the classroom and throughout the school.
- Contribute to the corporate life of the school through effective participation in meetings and management systems.

Managing Staff and Other Adults

- Establish effective working relationships with professional colleagues.
- Manage and guide classroom assistants and volunteer helpers within the class and school setting.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required
- Take on any additional responsibilities, which might from time to time be determined by the Headteacher.

Subject Leader Areas of Responsibility and Key Tasks In addition to the requirements of a Class Teacher (*Dependent upon career stage of candidate – not applicable for first Year ECTs*)

- Be responsible for the management, implementation and evaluation of a subject within the school.
- To be prepared to lead staff meetings to discuss the area of responsibility in staff meetings and support other meetings where necessary.
- Liaise with other schools and agencies.
- Keep up to date with educational development in the areas of responsibility
- Have an enthusiasm for the subject which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of pupils' lives.
- Use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of pupils.
- Develop plans for the subject which identify clear targets, times-scales and success criteria for its development and/or maintenance in line with the school development/improvement plan.
- To manage the subject funding.

TEMPORARY PART-TIME CLASS TEACHER

Criteria	Essential	Desirable	How identified
Qualification	<ul style="list-style-type: none"> • Teaching Qualification recognised by the DfE • Qualified teacher status • Degree level qualification/and or PGCE 	<ul style="list-style-type: none"> • Evidence of further study 	Application Interview
Application	<ul style="list-style-type: none"> • x 2 references. • Well-structured supporting letter outlining skills, knowledge and expertise that has prepared the candidate for this post. • High standard of presentation. 	<ul style="list-style-type: none"> • Visit to the school 	Application References
Experience	<ul style="list-style-type: none"> • Experience of teaching or teaching practices in a Primary School setting. 		Application Interview References
Teaching and Managing Pupil Learning	Knowledge and understanding of: <ul style="list-style-type: none"> • The primary curriculums and the latest developments and research in education. • Effective teaching of whole classes, groups and individuals. • A wide range of adaptive teaching methods. • An attractive, well-ordered and stimulating environment, safe learning environment. • Effective use of strategies, including ICT and other learning resources. 	Knowledge of: <ul style="list-style-type: none"> • Special Educational Needs Code of Practice. • Knowledge of Stoke Speaks Out. • Children's speech and language development. • Working with other professionals to meet the needs of the children. 	Application Interview References

	<ul style="list-style-type: none"> • Prioritising tasks under pressure, and always maintaining high professional standards and work to deadlines. 		
Planning and Setting Expectations – Pupils Achievement.	<ul style="list-style-type: none"> • Clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught. • Appropriate and challenging expectations for pupils' learning, motivation and behaviour. • Clear target setting for pupils' learning. • How to identify and respond to pupils who have special educational needs. • Promoting inclusion for all. 	<ul style="list-style-type: none"> • An understanding of and commitment to equality of educational opportunity in the curriculum and in pastoral care • The importance of keeping records for all children. 	Application Interview References
Assessment and Evaluation.	<ul style="list-style-type: none"> • Understanding 'Assessment for Learning' principles in daily practice. • Using individual pupil tracking systems to monitor progress • Marking and monitoring pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress. 	<ul style="list-style-type: none"> • Understanding the demands on pupils in relation to the Curriculum 	Application Interview
Relationships with Parents and the Wider Community.	<ul style="list-style-type: none"> • Understanding the importance of learning outside the school context. • Liaising effectively with parents 	<ul style="list-style-type: none"> • Preparing and present informative verbal and written reports to parents • Liaising with agencies responsible for pupils' welfare • Liaising effectively with governors 	Application Interview
Manage own Performance and Development	<ul style="list-style-type: none"> • Taking responsibility for own professional development and keep up to date with research and developments in pedagogy. • Understanding the importance of school policies and practices. • Ability to evaluate own teaching critically and use 	<ul style="list-style-type: none"> • Evidence of further study. • Working in partnership with other schools to develop skills. 	Application Interview

	<p>this to improve effectiveness.</p> <ul style="list-style-type: none"> • Maintaining the ethos of our school by encouraging good discipline, respect within the classroom and throughout the school • Contributing to the corporate life of the school through effective participation in meetings and management systems 		
Managing Staff and Other Adults	<ul style="list-style-type: none"> • Establishing effective working relationships with professional colleagues • Managing and guiding classroom assistants and volunteer helpers within the class and school setting • Working as part of a team 		Application Interview References
Support to the School.	<ul style="list-style-type: none"> • Promoting and safeguarding the welfare of children. • Having a good knowledge of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. • Being aware of, supporting and ensure equal opportunities for all. • Contributing to the overall ethos/work/aims of the school. • Appreciating and supporting the role of other professionals. • Attending and participating in relevant meetings as required. • Participating in training and other learning activities and performance development as required. 	<ul style="list-style-type: none"> • Undertaken training on the safeguarding of children • Safeguarding Level 1 and Prevent training within the last 3 years 	Application Interview References
Subject Leader Area Responsibility <i>(not for first year ECTs)</i>	<ul style="list-style-type: none"> • Being responsible for the management, implementation and evaluation of a subject within the school. • Keeping up to date with educational development in the areas of responsibility. 	<ul style="list-style-type: none"> • Some experience of leading staff meetings. • Experience working with other schools and agencies. • Using relevant school, local and 	Application Interview References

	<ul style="list-style-type: none"> • Having an enthusiasm for the subject which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of pupils' lives. 	<p>national data to inform targets.</p> <ul style="list-style-type: none"> • Experience of developing subject plans for the subject. • Supporting other staff in school. • Experience of managing subject funding. 	
Other requirements	<ul style="list-style-type: none"> • All post holders will be required to undertake an enhanced DBS check. Individuals on the children's barred list (and adults barred list where relevant) should not apply. • A willingness to take on any additional responsibilities, which might from time to time be determined by the Headteacher. • Having a warm, sensitive, nurturing and flexible approach with a good sense of humour. • Showing a commitment to the school and a passion for teaching • Good communication skills • Setting a good example through presentation and personal/professional conduct 		<p>DBS check</p> <p>Application Interview</p> <p>References</p>

Application Guidance:

If you decide to apply for this post applicants are required to complete an application form, CVs will not be accepted. Your formal letter of application (supporting statement) should be no more than 1000 words and should include:

- Why you are attracted to the post
- How your experiences and achievements address the job description and personal specification
- What skills and attributes you can bring to the contribution of the Academy Team

If you have not received communication from the academy inviting you for interview within **7 working days** of the closing date of the post, you can assume that you have not been shortlisted on this occasion. We thank you for your interest in our organisation and would encourage you to apply for suitable vacancies in the future.

Safeguarding:

Gladstone Primary Academy is committed to the safeguarding and welfare of children and young people and expects all its employees to share this commitment. This post is exempt under the Rehabilitation of Offenders Act (1974) and all shortlisted candidates will be asked to complete a criminal record self-declaration and be subject to references and online social media checks. Appointment to the post will be subject to a satisfactory enhanced check by the Disclosure & Barring Service.

To comply with Asylum and Immigration legislation you will be required (if appointed) to provide one or more documents from the Immigration Act 2006 - List A and B. You must provide proof of current and valid permission to be in the United Kingdom and valid permission to do the type of work offered. Further information is available at: www.bia.homeoffice.gov.uk/employers/

For More information about The Societas Trust, please visit our website:

<https://www.societatrust.org.uk/>

Application Guidance:

If you decide to apply for this post applicants are required to complete an application form, CVs will not be accepted. Your formal letter of application (supporting statement) should be no more than 1300 words and should include:

- Why you are attracted to the post
- How your experiences and achievements address the job description and personal specification

For further details and to request an application form please email office@gladstoneprimary.org.uk or visit the academy webpage.

Visits to the Academy are strongly encouraged prior to application, to arrange please call the office on 01782957267

Deadline for applications: Friday 5th June at 4.00 p.m.

Interviews: Week Beginning: 8th June 2026

If you have not received communication from the academy inviting you for interview within 7 working days of the closing date of the post, you can assume that you have not been shortlisted on this occasion. We thank you for your interest in our organisation and would encourage you to apply for suitable vacancies in the future.

Safeguarding:

Gladstone Primary Academy is committed to the safeguarding and welfare of children and young people and expects all its employees to share this commitment. This post is exempt under the

Rehabilitation of Offenders Act (1974) and all shortlisted candidates will be asked to complete a criminal record self-declaration and be subject to references and online social media checks. Appointment to the post will be subject to all other necessary pre-employment checks including a satisfactory enhanced check by the Disclosure & Barring Service.

To comply with Asylum and Immigration legislation you will be required (if appointed) to provide one or more documents from the Immigration Act 2006 - List A and B. You must provide proof of current and valid permission to be in the United Kingdom and valid permission to do the type of work offered. Further information is available at: www.bia.homeoffice.gov.uk/employers/

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