



Recruitment Pack

KS2 Teachers Swansfield Park Primary School

Job Advert

Required from September 2026
Teacher Pay Range M1 - U3
£32,916 - £51,048 (Sept 2026 rates)

Join Our Team at Swansfield Park Primary School

Swansfield Park Primary School is a thriving and inclusive school at the heart of the Alnwick community. We are committed to building a respectful, engaging and supportive environment where every child is known, valued and encouraged to flourish. Guided by our values of being caring, curious and courageous, we strive to create a school community where everyone feels welcome, differences are celebrated, and all children are inspired to achieve their full potential.

We believe that children learn best when they feel safe, supported and challenged. Through a rich, ambitious and engaging curriculum, we encourage our pupils to develop confidence, resilience and a love of learning, while providing opportunities for every child to succeed and celebrate their achievements.

Due to vacancies within our teaching team, we are seeking enthusiastic and committed teachers who share our belief that strong relationships, high expectations and excellent teaching can make a lasting difference to children's lives.

We are looking for someone who:

- Has high expectations of themselves, pupils and others.
- Demonstrates a caring and nurturing approach, building positive relationships with pupils, families and colleagues.
- Encourages curiosity, creativity and a love of learning.
- Has the confidence and resilience to challenge and inspire children to achieve their best.
- Has excellent communication and interpersonal skills.
- Can work effectively as part of a team to improve outcomes for children.
- Is committed to inclusion and ensuring every child feels valued, supported and able to succeed.
- Shares and promotes our values, ethos and vision.

In return, we will offer you:

- The chance to join a happy, supportive and forward thinking learning community.
- A friendly, welcoming and hardworking team of teachers and support staff who are dedicated to raising standards.
- Incredibly enthusiastic, well behaved and motivated children.
- Support for your ongoing professional development.
- A supportive school environment where the best people will flourish and grow.

If this sounds like the right job at the right time for you, then please consider the additional information and submit your application form and accompanying letter (strictly no more than two sides of A4) by the deadline date.

The application form is available [here](#)

The closing date for applications is Monday 22nd June at 12.00 (noon).

Applications should be returned by email to jodie.donaldson@swansfield.school

Interviews will take place on Thursday 25th June

Job Description

JOB TITLE:	Class Teacher
GRADE:	MPR1 – UPR3
RESPONSIBLE TO:	Headteacher

MAIN PURPOSE OF ROLE:

- To work with the Senior Leadership Team and the Academy Committee to enable Swansfield park Primary School to give every pupil a high quality education and promote the highest standards of achievement.
- To hold accountability for standards achieved within a given class.
- To secure the long-term success of the school by maximising potential through the skills and resources held.
- To work towards the achievement of the agreed aims of the school.
- To uphold the school's values.

SPECIFIC DUTIES/RESPONSIBILITIES

- To take account of individual children's needs and seek to maximise their motivation to learn by using a wide variety of teaching methods.
- To maintain a continuous and consistent focus on pupils' achievement, using data and benchmarks to monitor progress.
- To develop and maintain medium and short term planning records in accordance with the schools policy.
- To teach challenging, well organised lessons that build on pupils prior learning and enable sustained progress to be attained.
- To ensure lessons are informed by well-grounded expectations of learners designed to raise levels of attainment.
- To provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on pupils' attainment, progress and areas for development.
- To ensure that administrative records relating to children are correctly maintained relating to school procedures.

GENERAL DUTIES/RESPONSIBILITIES

Relationships

- The postholder is responsible to the Headteacher for their teaching duties and responsibilities for teaching tasks.
- The postholder is responsible for the supervision of the work of teaching assistants relevant to their responsibilities.
- The postholder is required to create and maintain effective partnerships with pupils, parents, Academy Committee Members and staff to support and improve pupils' achievements.

Developing Self

The postholder is required to:

- Have a good up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies.
- Promote and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own development, seeking advice and support from other leaders.
- To participate in Performance Management as agreed in the relevant policy
- To be aware of your responsibilities at all times under the Data Protection Act.

This role is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the post holder's title and salary grade.

The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the 'Burgundy Book') and to locally agreed conditions of employment to the extent that they are incorporated in the postholder's individual contract of employment.

Please note that successful applicants will be required to comply with all trust policies.

The successful applicant will be subject to full enhanced disclosure checks and these will be subject to rechecking as appropriate

Person Specification

POST TITLE: Class Teacher

Date Prepared: June 2026

ATTRIBUTES/ REQUIREMENTS	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<ul style="list-style-type: none"> • QTS • Evidence of continuing professional development 	
EXPERIENCE	<ul style="list-style-type: none"> • Recent experience of teaching in KS1 or KS2 • Experience of working as part of a team in order to achieve success. • Experience of developing and successfully implementing strategies to maintain excellent standards of behaviour and pupil wellbeing. 	<ul style="list-style-type: none"> • Experience in successful subject leadership. • Experience in teaching a split age class
PROFESSIONAL SKILLS AND KNOWLEDGE	<ul style="list-style-type: none"> • Ability to design and teach effective lessons and learning activities across the relevant curriculum, age and ability ranges including personalising learning to meet individual needs. • A thorough understanding of and the ability to meet the needs of all pupils • A thorough understanding of how to plan and deliver the National Curriculum, including assessment and record keeping. • A detailed knowledge of the different ways in which children learn and the ability to put this into practice in the classroom. 	<ul style="list-style-type: none"> • Other interests / expertise that would benefit pupils and the school. • A knowledge of a range of positive behaviour management strategies to support all children to achieve their potential. • Able to provide high levels of pastoral support to pupils, including providing support to parents, where necessary. • The ability to work in partnership with Trust colleagues and the Academy Committee to contribute to school development.

	<ul style="list-style-type: none"> • A detailed knowledge of safeguarding children and a proactive approach to recognising signs of harm, abuse and neglect . • Demonstrate a commitment to quality and excellence in teaching and learning 	
PERSONAL ATTRIBUTES	<ul style="list-style-type: none"> • Be able to relate to all pupils in a positive and constructive way and inspire them to achieve more than they think possible • Possess integrity, optimism and resilience • Possess excellent written and verbal communication skills • Ability to positively support and promote the values and ethos of the school. 	<ul style="list-style-type: none"> • Effective use of ICT • Act as an outstanding ambassador for the school
Contra Indicators	This post is not subject to the provisions of the Rehabilitation of Offenders Act and an enhanced DBS check is required	

Why Work for Pele Trust

Introduction

Pele Trust is a Multi Academy Trust (MAT) formed in February 2019. Currently a group of fourteen schools in Northumberland and North Tyneside, eleven primary and three secondary schools serving pupils aged 2 - 18, we came together through a mutual desire to provide the best educational experience for the pupils in our school partnership.

The schools are Belsay Primary School, Branton Primary School, Darras Hall Primary School, Ellingham CE Primary School, Embleton St. Vincent CE Primary School, Heddon St. Andrews Church of England Primary School, Longhoughton CE Primary School, Ponteland Primary School, Richard Coates Church of England Primary School, Shilbottle Primary School, Swansfield Park Primary School and Ponteland High School, The Duchess's Community High School and John Spence Community High School.

Pele Trust Vision

Purpose

- To build a learning community, brought together by choice, that enables our schools to support and challenge each other to provide consistently outstanding education whilst offering a more certain and stable pathway for students, parents and staff.
- To have an influential voice contributing to the development and enrichment of education in the north-east of England build a learning community, brought together by choice, that enables our schools to support and challenge each other to provide consistently outstanding education whilst offering a more certain and stable pathway for students, parents and staff.

Ambition

To be a learning community where everyone ...

- is happy to be
- learns and improves
- is known well and valued for who they are
- has a place
- is fulfilled

- consistently experiences a rich, stimulating and challenging learning environment
- strives for excellence in all they do
- treats others with respect, dignity and courtesy at all times
- contributes positively to the improvement of all of our schools
- recognises the important partnership between parents and school

Values

Pele Trust is founded upon values at both Trust and School level

1. Our schools are each driven by a set of explicit values that guide and share the culture and ethos
2. We are committed to pursuing excellence in a manner that we can be proud of and that values every child, pupil and student equally
3. We are committed to acting with integrity and honesty in all of our decision making
4. We are committed to operating with openness and transparency and welcome the benefits of peer review and external scrutiny
5. We are committed to making a positive contribution to the development of the Trust and recognise that we will receive support and challenge in return
6. We believe that all individuals should be treated with compassion and kindness
7. We are optimistic in our outlook and see a positive future for our schools and pupils as we work together to meet the challenges ahead
8. We believe that leaders at all levels should demonstrate humility and a sense of service to others
9. We will seek to uphold and model the Nolan principles of public life, namely: selflessness; integrity; objectivity; accountability; openness; honesty; and leadership

Structure and Governance

The structure of Pele Trust comprises three levels:

- Board of Directors
- Academy Committees
- Executive Leadership Team.

The aim of the management structure is to devolve responsibility and encourage involvement in decision making at all levels.

Directors

The Directors are responsible for setting general policy, adopting an annual development plan, setting the annual budget, trust wide budget monitoring and making major decisions about the direction of the MAT, capital expenditure and senior staff appointments.

Academy Committees

- The management of individual schools is delegated by the Directors to the Academy Committee (AC) whose role is to:
- Maintain an overview and keep the Directors properly informed of the conduct and progress of the Academy
- Act as a critical friend to the Headteacher and staff of the Academy
- Be accountable to the Directors, parents and the wider community for the AC's actions and the Academy's overall performance

Executive Leadership Team

Comprising the Chief Executive Officer, Chief Operating Officer and all Headteachers, the Executive Leadership Team (ELT) operates at an executive level implementing the policies defined by the Directors and managing operational school business.

Each school has its own senior and middle leadership teams which may include Deputy Headteachers, Assistant Headteachers, Heads of Department/Faculty, Phase Leaders and Pastoral Leaders. These managers support Headteachers in the day to day operation of the academies, in particular organising the teaching staff, facilities and students.

Central Services

The Central Services team provides financial, administrative and business management support to all schools in the Trust.

Growth and Development

Directors have aspirations to increase the number of schools in the Pele Trust family. The first few years have been about establishing and embedding culture, structures and policy but we are at a point now that if we are to have an influential voice across the north east then it is time to increase in size and reach and Directors of Pele Trust expect to see Pele Trust grow and add more schools within the next 12-18 months.

Further information about Pele Trust, including Director profiles, statutory reports and links to individual school websites can be found on the Pele Trust website <https://www.peletrust.org.uk/governance/>

Training and Development

We offer training packages for a broad range of staff from School Direct pupils through to Chief Executive Officer, as well as professional support staff.

Aspiring leaders undertake National Professional Qualifications such as NPQH and NPQSL and all colleagues can access training relevant to specific needs and job role.

Our bespoke Trust Leadership Development programme, Peer Reviews, Networks and middle leader placements offer a unique opportunity for teaching colleagues to develop and share their skills and expertise with school and Trust colleagues. All teachers undertake an action research project as part of their appraisal targets.