



Gillas Lane Primary Academy



Candidate Information Pack Classroom Teacher

GILLAS LANE PRIMARY ACADEMY



As anyone who visits will tell you, there is something very special about our wonderful little school.

We are an oasis in the centre of our community; a dynamic blend of high expectations with a warm, family feel.

We know that our children may have barriers to learning but we never use these as an excuse – instead, we look for creative ways to overcome them.

Gillas Lane children never give up because they are resilient – you will hear this mantra from staff and children and see it in action everyday, as our Gillas Gang strive to ensure we all become the very best version of ourselves that we can be.



Team Gillas is exactly that –
a team.

Every child and adult is
valued and treated with
respect; we know that
everyone has an important
part to play in the success of
our school.



GILLAS LANE PRIMARY ACADEMY



At Gillas Lane Primary Academy, everything we do is built around creating a safe, nurturing and welcoming environment where every child feels valued. We believe that all children deserve to succeed and are supported to grow both academically and personally. Our school is a place where children feel cared for, understood and encouraged to be their very best.



Relationships are at the heart of our school. We take time to really get to know our children and families, building strong, trusting partnerships that help everyone feel part of the Gillas Lane family. We work closely with parents and carers, knowing that when we work together, children thrive.

Inclusion is a key part of who we are. We are proud to be a school where every child belongs and where differences are understood, respected and celebrated. We carefully support children to overcome any challenges they may face, making sure everyone has the opportunity to succeed and feel proud of themselves.

We are incredibly proud of our strong sense of community. Through 'Team Gillas', children develop a real feeling of belonging and pride in their school. We encourage them to be resilient, to keep going when things feel difficult, and to believe that they can achieve great things.



Gillas Lane is more than just a school – it is a community that looks after one another. We are committed to supporting families as well as children, building strong links within the local area and ensuring that everyone feels welcomed and supported. Together, we create a caring, positive environment where every child can flourish.

Job Advert

Post title: Classroom Teacher Permanent M1-M4

ECTs are encouraged to apply

Start date: January 2027, or as soon as possible thereafter



The Trustees of Aim High Academy Trust wish to appoint one classroom teacher to work at Gillas Lane Primary Academy.

We are looking for someone who can:

- Create a stimulating and safe learning environment.
- Establish and maintain a purposeful working atmosphere.
- Plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that is taught.
- Assess and record the progress of pupils' learning to inform next steps and monitor progress.
- Teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers.
- Encourage children in developing self-esteem and respect for others.
- Deploy a wide range of effective behaviour management strategies successfully.

In return we can offer:

- A committed and dedicated staff, a calm and caring working environment and enthusiastic, motivated children.

Application packs can be downloaded from our website: www.aimhighacademytrust.co.uk

Completed applications should be returned by email to hr@aimhigh.co.uk prior to the closing date.

Closing Date: Tuesday 17th November 2026

Short Listing: Wednesday 18th November 2026

Observations and Interviews: Week beginning 23rd November 2026

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore will be subject to a DBS check from the Disclosure and Barring Service. Aim High Academy Trust safeguards and protects its students and staff by being committed to respond in accordance with Sunderland Local Safeguarding Board Procedures. Applicants can view the Trust's safeguarding policies via our website www.aimhighacademytrust.co.uk

Prospective candidates are encouraged to make an appointment to visit our school and chat with the Headteacher.

0191 500 5956 kay.straughan@aimhigh.co.uk

Job Description

Post title: Teacher

Salary and grade: Main pay scale range 1-4

Line manager/s: The Headteacher, members of the Senior Leadership Team (SLT) and the governing body

Supervisory responsibility: The postholder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities



Main purpose of the job:

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2013)
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2013). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment



- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document



Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Headteacher

Note This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

The post holder must carry out their duties with full regard to the Academy's Equal Opportunities Policy, Code of Conduct, Safeguarding Policy and all other policies adopted by the Academy.

The work of schools/academies changes and develops continuously which in turn requires staff to adapt and adjust. The duties and responsibilities above should not therefore be regarded as immutable but may change in line with national prescription on teachers' terms and conditions of employment and/or any relevant school improvement priorities set from time to time. Any major changes will involve discussion and consultation with you.

Whilst the main duties and responsibilities of the post are set out above, each individual task to be undertaken has not been identified. Teaching Assistants will be expected to comply with any reasonable request from their line manager to undertake work related to teaching and learning that is not specified within this job description and which is commensurate with the level of the post.

Person Specification

Gillas Lane Primary Academy

Person Specification: Classroom Teacher



Category	Essential Criteria	Desirable Criteria	Assessment Method
Qualifications, Training and Experience	• Qualified teacher status • Experience of teaching the primary curriculum		Application References
Professional Knowledge and Understanding	A sound understanding of: • How children learn • What constitutes excellent classroom practice needed to promote high quality teaching and learning • The educational needs of the whole range of pupils • Approaches to planning, assessing, monitoring and evaluating the curriculum • Provision for gifted and talented children and for those with special educational needs • The importance of forming and maintaining appropriate relationships and personal boundaries with children	• Understanding of the role and responsibilities of a curriculum leader • Have an up to date knowledge of current teaching and wider curriculum developments	Application References Interview Lesson Observation

Person Specification

Gillas Lane Primary Academy

Person Specification: Classroom Teacher



Category	Essential Criteria	Desirable Criteria	Assessment Method
Teaching Skills	• Excellent teaching skills with high expectations of self and pupils • A reflective and creative practitioner • Ability to use a range of teaching styles and strategies to ensure high levels of pupil learning and achievement • Ability to motivate and enthuse all pupils so they make at least good progress • Ability to ensure full inclusion of all pupils • Excellent ICT skills	• Experience of making a significant impact and progress in children's learning • Ability to positively influence the practice of others • Evidence of teaching consistently at a good level	Application References Lesson Observation Interview
Communication and Team Working	• Communicate effectively in speech and in writing when working with children, and when communicating with parents, other staff and governors where appropriate • Able to inspire trust and confidence amongst others • Able to work effectively as a member of a team		
Management and Organisation	• Ability to prioritise and meet whole school deadlines • Ability to plan and organise effectively to meet the needs of children	• Involvement in out-of-school activities • Awareness of links between the school and local community	Application References Interview

Person Specification

Gillas Lane Primary Academy

Person Specification: Classroom Teacher



Category	Essential Criteria	Desirable Criteria	Assessment Method
Professional Qualities	• Have the confidence to act upon one's own initiative and to be proactive • Confidently and calmly deal with a range of situations employing diplomacy and confidentiality, when appropriate • Recognise when to seek advice and support where necessary. • Commitment to equal opportunities for all pupils and staff.	• Ability to think creatively and to be able to anticipate and solve problems	References Interview
Personal Qualities	• A commitment to putting children first • Enthusiastic, resilient and positive thinking • Open-minded to change • Hard-working and able to keep to deadlines		



Selection Process: Classroom Teacher

Our aim is to appoint an exceptional Classroom Teacher who will play a vital role in delivering high-quality teaching, learning and pastoral provision at Gillas Lane Primary Academy.

We are committed to ensuring that every stage of the recruitment process is fair, transparent and aligned with safer recruitment practices, and that candidates have the opportunity to demonstrate their suitability for working with children in a primary school setting.

Visits to School

We warmly welcome prospective candidates to visit Gillas Lane Primary Academy. Visits provide an opportunity to experience our nurturing ethos, high expectations and relational approach first-hand. Visits can be arranged through the Headteacher.

Applications

Applicants should complete all sections of the application form fully, including explanations for any gaps in employment. CVs are not accepted. Your application must clearly demonstrate how your experience, skills and professional values meet the Higher Level Teaching Assistant person specification. Completed applications should be submitted by the stated closing date.

Application forms can be found on the Aim High website: <https://www.aimhigh.co.uk/vacancies>

Shortlisting

All applications are assessed objectively against the published person specification. Shortlisting is undertaken by a panel of Senior Leaders. Candidates who most closely meet the criteria will be invited to interview and notified by email. A declaration of interest form will be sent with the invitation and must be returned in advance of the interview.

References

References are requested for all shortlisted candidates at the point of invitation to interview. Your first referee must be your current or most recent employer. References are used to verify the accuracy of information provided and to ensure suitability for working with children, including those with complex needs.

Interview Process

The interview process will include a range of tasks designed to assess your understanding of high-quality practice and your ability to model nurturing, child-centred interactions that support learning, communication and wellbeing. Tasks will include:

- A short teaching activity with a small group of children
- A formal panel interview

Candidates must bring proof of identity, qualifications and eligibility to work in the UK.

Final Selection

Following all assessment activities and the formal interview, the panel will evaluate each candidate against the person specification. The successful candidate will be contacted by telephone, and brief feedback will be offered to all interviewed applicants.

Offer of Employment A conditional offer will be made subject to:

- Satisfactory references
- Verification of qualifications and employment history
- An enhanced DBS check
- Any additional safer recruitment checks required

The offer will be confirmed in writing once all checks are completed.