

Stobhillgate First School Class Teacher (1 Year Fixed Term)

Recruitment Pack



The Cheviot Learning Trust

Cheviot Learning Trust was created in 2023 from a merger of Tyne Community Learning Trust and Three Rivers Learning Trust. The new Trust will enable our high quality staff from across all of our schools to cooperate through professional and innovative networks that develop the educational excellence all of our students deserve. We educate over 5500 students across 18 schools between the ages of 2 and 19 and employ over 750 staff. We are a charity supported by over 150 governance volunteers who hold us to account in their role as critical friends. We are proud Northumbrians; more than happy to welcome schools to join us from inside or outside Northumberland. All of the schools have a long and proud history of

providing an excellent education service to their local populations. We are seen locally as a centre of educational excellence and were selected to be the Teaching School Hub for Newcastle, Northumberland & North Tyneside. We recognise the mutual benefits to our Learning Trust through reciprocal staff development opportunities, training events, and the generation of new ways of working through system leadership. Through our teaching, we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

The Cheviot Learning Trust mission

Our core purpose is to advance education for the public benefit. We believe that each school in the Trust family has unique qualities to share and unique challenges to be resolved. Deep collaboration is a key Trust expectation that helps us to deliver significant benefits for the students, the staff and the schools that form the Trust. Each school is stronger in the Trust family; delivering a better education for the public good than if they were outside the Trust.

Our vision

Our purpose is to deliver excellent education for the benefit of all and our mission is to develop all our young people to have the opportunity to succeed.

Our values

Everything we do is based around the values that we hold dear:

- **Innovation:** We're here to shape the future, which is why we all have a responsibility to be thinking about the big issues of tomorrow.
- **Cooperation:** We nurture the relationships that we've built over many years and we know by working together we can achieve more than we can alone.
- **Respect:** We take the time to understand and make decisions and have due regard for the feelings, wishes and rights of others.
- **Excellence:** We will always strive for continuous improvement and will produce the best solutions and deliver the best services possible.

About Stobhillgate First School

Stobhillgate First School is situated in the beautiful, historic market town of Morpeth. We are a small school with a big heart and are passionate about creating innovative learning experiences for all. The schools defining principles of Excellence, Inspiration, Collaboration and Empathy are at the heart of everything we do. At Stobhillgate First School, we are passionate about developing the whole child and nurturing a love for learning.

A parent recently explained that: 'As a parent at Stobhillgate, I love how much my child enjoys coming to school every single day. She skips to school and can't wait to be here. It's a Supportive nurturing environment, where children are happy to learn'.

The children that attend Stobhillgate come from a wide range of economically diverse backgrounds. Our challenge is to ensure we provide equality of opportunity for all children by ensuring children from low starting points are provided with the best possible support and interventions to enable them to succeed whilst also providing an aspirational challenge for pupils who come to school more socially and academically ready.

We aim to promote a safe and secure environment in which children learn to be members of a caring community. We are passionate about developing the whole child and nurturing a love for learning. We believe that children are able to achieve their full potential in a happy and supportive environment, whilst enjoying their time in school.

We also aim to inspire our children by bringing learning to life and developing a truly creative curriculum that nurtures a love of learning.

We ensure topics have a clear purpose; allow our children to visit interesting places, work collaboratively with others and enable our children to develop a broad range of skills inside and outside the classroom.

For instance, we ensure that all year groups take part in Forest School. We believe Forest School is a brilliant way of developing empathy and collaboration!

In December 2025, Ofsted recognised the school's many strengths, judging Behaviour and Attitudes, Personal Development, and Early Years Provision as Outstanding. Inspectors highlighted the Stobhillgate's ambitious curriculum, high expectations for all pupils, and the nurturing environment that enables children to thrive academically and personally. The report reflected the positive culture of our wonderful school, where pupils are enthusiastic learners, demonstrate exemplary behaviour, and feel safe, happy and valued.



Job Advert

Stobhillgate First School, 3–9 years

Part of the Cheviot Learning Trust

Headteacher: Miss Lucy Howells

Job title: Class Teacher

Pay scale: Main Pay Scale (£32,916–£45,352 FTE)

Terms: 1 Year, full-time, fixed-term contract, from 1st September 2026 until 31st August 2027

We are looking for someone who is determined to achieve high standards for all pupils, in either KS1 or lower KS2. This can be reviewed based on your area of expertise. In return, we can offer a happy and vibrant team that will support your career development.

We are looking to appoint someone who:

- Is an exemplary classroom practitioner with high expectations for pupils' achievement and is creative and innovative in their approach to teaching and learning
- Has excellent classroom management skills and is proficient in planning, assessment and target setting
- Is dedicated to their own professional development
- Is willing to be involved in the extended life of the school, supporting the informal as well as the formal curriculum
- Demonstrates the ability to lead on a subject across the whole school

In return, we can offer you:

- A caring, nurturing, supportive, dedicated and hardworking team of individuals with a common vision and set of goals.
- Delightful children who are eager to learn and exceptionally well behaved.
- A strong school and Trust which is outward looking and forward thinking.

- A strong commitment to your continuing professional and leadership development.
- A challenging and exciting professional opportunity in a highly successful school.

Closing date: Thursday 2nd July 2026 at 12 pm

Shortlisting: Friday 3rd July

Interviews: Tuesday 7th July

Visits to the school will take place on:

30th June 2026 from 4pm

Please email s.mungall@sfs.cheviotlt.co.uk to arrange a visit.

Completed applications, as well as an accompanying letter which details your suitability for this role, should be returned via email directly to s.mungall@sfs.cheviotlt.co.uk by 12 noon on Thursday 2nd July.

01670 513382

info@sfs.cheviotlt.co.uk

Job Advert (Continued)

We are strongly committed to safeguarding and promoting the welfare of all children and young people and expect all staff to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974. If you are invited for an interview, you will be required to disclose convictions that would not be filtered, prior to the date of the interview. Certain spent convictions and cautions will be 'protected' and do not need to be disclosed.

Full details on protected convictions and information about which convictions must be declared during job applications can be found on the [Ministry of Justice website](#). You will be asked for further information about your criminal history during the recruitment process. If your application is successful, this self-disclosure information will be checked against information from the Disclosure and Barring Service before your appointment is confirmed. This role will include Regulated Activities and an enhanced Disclosure and Barring Service (DBS) disclosure is required for this post. [This policy](#) outlines the Trust's approach to the recruitment of ex-offenders.

Further details and an application form are available by accessing the job vacancies section of the [trust website](#).

Completing an Application Form: Application forms can be downloaded from the school [website](#).

If you have a Gmail account:

- Open the Application document
- Click 'Sign in' at the top right of the page
- Go to File > Make a copy
- Complete the application form in the Google

If you don't have a Gmail account:

- Open the Application document
- Go to File > Download as > Microsoft Word
- Complete the app

Completed applications should be returned directly to the school by email to s.mungall@sfs.cheviotlt.co.uk.

If you require assistance or have any questions, please reach out using the contact details provided below:

01670 513382

www.sfs.cheviotlt.co.uk

info@sfs.cheviotlt.co.uk

Address: Stobhillgate First School, Morpeth NE61 2HA



Job Description

Job Purpose:

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

Planning, Teaching and Classroom Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Setting tasks which challenge pupils and ensure high levels of interest
- Setting appropriate and demanding expectations
- Setting tasks which challenge pupils and ensure high levels of interest
- Setting clear targets, building on prior attainment • Identifying SEND, disadvantaged and able pupils
- Providing clear structures for lessons, maintaining pace, motivation and challenge
- Ensure all pupils (including SEND, Disadvantaged and more able) make good progress or more and attain at or above national expectations
- Ensuring highly effective teaching and the best use of available time
- Maintaining outstanding behaviour in accordance with the school's procedures and encouraging outstanding practice with regard to punctuality, behaviour, standards of work and homework
- Using a variety of teaching methods to:
 - match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
 - select appropriate learning resources and develop study skills through library, computing and other sources
- Ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Evaluating own teaching critically to improve effectiveness
- Ensuring the effective and efficient deployment of classroom support
- Taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies, and particularly the foundations for literacy and numeracy
- Encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively
- Using a variety of teaching strategies which involve planned adult intervention, firsthand experience and play and talk as a vehicle for learning.

Monitoring, Assessment, Recording and Reporting

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Mark and monitor pupils' work and set targets for progress
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving
- Undertake assessment of pupils as requested by DfE and school procedures
- Prepare and present reports to parents.

Curriculum Development

- Have responsibility to contribute towards our school curriculum and develop plans which identify clear targets and success criteria for its development and/or maintenance
- Contribute to the whole school's planning activities
- Lead a curriculum subject.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.



Person Specification

Key to assessment methods (a) application, (i) interview, (r) references, (t) ability tests, (q) personality questionnaire, (g) assessed group work, (p) presentation (o) other case studies/visits

SPECIFICATION	ESSENTIAL	DESIRABLE	ASSESSMENT
Qualifications	B.Ed or PGCE with QTS status	Subject or phase specialism Within KS1/2	(a) (r)
Experience	<p>Experience of teaching and learning expertise in KS1 or KS2</p> <p>Experience of using ICT in the classroom to support effective and challenging learning & the ability to use this successfully</p> <p>Planning challenging lessons to a high standard</p> <p>Experience of teaching a differentiated and challenging curriculum to all pupils, appropriate to their needs</p>	<p>Ability to plan and work collaboratively</p> <p>Ability and willingness to run extra-curricular activities</p> <p>Coordinating role within school</p> <p>Experience of working across school and showing subject leadership</p>	(a) (i) (r)
Skills, Knowledge and Understanding	<p>High expectations of children's work and behaviour, as well as the ability to develop all children to their full potential, with evidence of achieving rapid progress for all pupils</p> <p>Empathy to work with and build positive relationships with all children</p> <p>The ability to create an inspiring classroom environment, planning innovative and creative learning opportunities</p> <p>Excellent ICT skills that extend beyond the classroom and include new technology</p>	<p>Ability to adapt learning to match children's interests</p> <p>Ability to use thinking skills to enhance the curriculum</p> <p>Understanding of skills based curriculum</p> <p>Experience of current methods of Assessing Pupil Progress</p> <p>Evidence of recent self-development in relation to curriculum</p>	(a) (i)

Skills, Knowledge and Understanding	<p>Excellent knowledge and understanding of child development and how children learn in order to provide appropriate personalised learning experiences</p> <p>Excellent knowledge and clear understanding of the National Curriculum, including assessment for learning.</p> <p>Excellent knowledge of how to teach reading, including synthetic phonics and comprehension.</p> <p>Excellent knowledge of mastery teaching in maths.</p> <p>Ability to maintain effective and consistent behaviour management within the learning environment</p>	<p>A commitment to extending learning through the outdoor environment, including creative/innovative learning opportunities</p> <p>Knowledge of data tracking and analysis to support pupil progress</p> <p>Understanding and evidence of implementing change</p> <p>Knowledge of Read Write Inc.</p> <p>Knowledge of NCETM prioritisation materials for maths</p> <p>Knowledge of and experience of delivering Talk for Writing</p>	(a) (i) (r)
Qualities	<p>Ambition, drive and vision to improve the outcomes of all children – someone who goes the extra mile and has the desire/resilience to succeed, with high expectations of all</p> <p>Ability to demonstrate empathy with the school ethos/vision/values and with children of all abilities</p> <p>Excellent communication skills combined with an ability to form respectful relationships with pupils, staff, parents and carers</p> <p>Able to learn with and from others, an ability to work as part of our close team and an aptitude to work flexibly</p> <p>Ability to tackle new challenges and create successful outcomes independently</p>	<p>Leadership across school</p> <p>Confidence to tackle poor performance and maintain high standards across school</p> <p>Evidence of building and sustaining the school community</p>	(a) (i) (r)

Key assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests, (q) personality questionnaire, (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits.



Contact us

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