

Teacher with Phase Leader Responsibilities



We are Humber Education Trust.





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Our vision is to develop a high performing Multi Academy Trust that delivers the very best educational experience for all children and young people.

We grow, develop, support and improve our schools across the Trust, with a clear focus on raising standards, encouraging innovation and strengthening the ethos of the Trust to ensure that we have a positive impact on all of the children and young people within the Trust.

As a partnership, our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. As a trust, we drive these aims further and faster for the benefit of our pupils and our communities.

We are delighted to be recognised as one of the top performing Multi-Academy Trusts in the country*.

Humber Education Trust is supported by a strong Trust Board who provide effective support and the challenge required to ensure that we build on our track record of excellence to provide strategic partnerships to improve quality, share best practice and operate effectively and efficiently. We believe passionately that every penny that comes into a school should be spent on the development and provision of a first-class standard of education for all.

Humber Education Trust is a growing trust of 17 schools (13 primary schools and 4 special schools). We have a strong moral purpose and a

determination to provide the best education possible for the children in our care.

- We always put the needs of children first
- We celebrate what joins us and also what makes our schools unique
- We embrace links with other education providers as we seek the best outcomes for children
- We have high aspirations for everyone in the school community
- We personalise the support offered to pupils, staff members and schools alike
- We believe in system leadership
- We are passionate educators of everyone in the school community
- We welcome challenge as this promotes positive change
- We are determined to achieve the best outcomes for every individual
- We are relentless in our pursuit of excellence

Thank you for showing an interest in working within our Trust. I wish you well with your application.

*(based on KS2 outcomes and Trusts with more than 10 schools)



Rachel Wilkes OBE
Chief Executive Officer





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We are Humber Education Trust.

The Cambridge Park Academy

It gives me great pleasure to introduce you to Cambridge Park Academy.

Our learners are at the heart of our school. Everything that we do is about ensuring that their school experience helps them develop both educationally and socially in a fun, engaging, caring and supportive environment. When learners leave Cambridge Park, we aim for them to have a range of educational, independence and self-help skills which will support them in progressing to the next stage of their lives. Not only do we aim for our learners to become valued citizens, but also young adults who are ready to apply the skills that they have gained in school to achieve a future full of success and happiness.

We are extremely proud of our learners' progress, especially taking into account the difficulties and obstacles that they overcome. Our learners achieve academically and socially by participating in sporting events and competitions, gaining nationally recognised qualifications across a variety of subjects and taking part in work experiences within the local community which develop their work ethic and give them the opportunity to put into practice skills that they have learned in school. We are all proud of our school; not just because of our learners' positive outcomes and the commitment of our staff team but also because of the role that we play in helping our learners to create happy memories.



Salary Range: MPS / UPS
Allowances: TLR2b - £5,455/yr, SEN - £2,787/yr
Contract: Full-time, Permanent
Start date: 1 September 2026

Are you an outstanding classroom practitioner who wants to take their first steps into middle leadership?

Cambridge Park Academy is looking to appoint an experienced, dynamic and highly motivated individual to fulfil this role. The successful candidate will have the opportunity to work alongside middle and senior leaders in order to develop their leadership skills.

The successful candidate will:

- Be a highly effective classroom practitioner who is passionate about education and supports other staff to make continuous improvements to their practice
- Have experience of teaching in a special school setting with their chosen phase
- Have the ability to lead staff within a phase team to maintain high quality teaching and learning
- Provide an excellent role model for pupils and for staff, by classroom practice that sets a standard for other teachers to emulate
- Have high aspirations for all children rooted in the belief that every child has the potential to succeed
- Be keen to develop and grow their leadership skills through the role
- Have knowledge and understanding of effective behaviour management strategies and the ability to put these into practice
- Be confident in establishing sound professional relationships with children, colleagues, parents and our community
- Promote the vision, culture and ethos of the school
- Have high expectations of everyone within the school community
- Be committed to safeguarding and protecting children and young people.





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Visits to the school are welcomed, encouraged and can be arranged via Sue Bates, PA to the Principal, Tel: 01472 230110. Further information about the school can be found on our school website:

www.cambridgepark.co.uk

HOW TO APPLY:

Please visit our [Eteach careers page](#) to apply for this vacancy. All candidates are advised to refer to the job description and person specification before making an application.

Early application is encouraged. We will review applications throughout the advertising period and therefore reserve the right to close the advert early should sufficient applications be received.

If you have any queries regarding the role or application process, please contact Sue Bates, PA to the Principal, at Cambridge Park Academy via sbates@cambridgepark.het.academy

Closing date for completed applications:

8am, Monday 20 April 2026

Interview date: Friday 24 April 2026

Any offer of employment to this role will be subject to receipt of a satisfactory enhanced disclosure from the Disclosure Barring Service, Children's Barred List Check, Section 128 check where applicable, identity checks, medical clearance, proof of relevant qualifications, satisfactory references and eligibility to work in the UK checks.

As part of Humber Education Trust's recruitment processes, in accordance with statutory guidance Keeping Children Safe in Education, an online search will be carried out on all shortlisted candidates. Those

shortlisted for interview will also be required to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

All members of staff are expected to promote and safeguard the welfare of students in accordance with KCSiE, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach.

Professional standards detail responsibilities and expectations of our job roles. The enclosed generic role specification is offered in good faith as a guide to professional practice.

We strive for excellence and encourage our staff to aim high, making positive impacts through their clear focus and professionalism. All role specifications are subject to change to adapt with circumstances. Additional duties may be asked of our staff if necessary.

If you believe you are the right person for our role then we would love to hear from you.

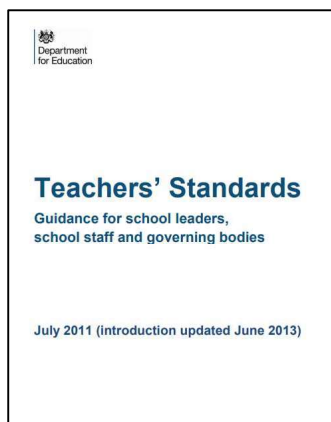


Steve Kernan
Principal

Cambridge Park Academy



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The Teachers' Standards apply to:

- Trainees working towards QTS
- All teachers completing their statutory induction period (early career teachers [ECTs]);
- Teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations.

<https://www.gov.uk/government/publications/teachers-standards>

The standards clearly set out the key areas in which a teacher should be able to assess their own practice. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

PART ONE: TEACHING

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



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TLR 2b: Phase Leader with Key Curriculum Responsibilities

Allowance:	£5,455 per year
Contract:	Permanent
Start date:	1 September 2026
Reporting to:	Principal

The Role

This role requires an excellent and confident classroom practitioner to lead the phase and demonstrate the very highest standards of teaching.

You will be expected to promote and support the progress of all children to achieve the highest possible standards across the agreed phase. You will have impact on educational progress beyond the assigned pupils you teach.

The range of duties listed below describe the role of a class teacher, with additional responsibility, but do not replace such other duties that may be required, as laid down by the School Teachers' Pay and Conditions Acts. All teachers will work within the framework of such legislation, as well as trust policies and guidelines on curriculum and organisation. Specific variations will be made by negotiation with the Principal and Governing Body.

Duties specific to teachers with TLR 2b Phase Leader with Key Curriculum Responsibilities

The teacher will have responsibility for:

- Co-ordinating and taking day-to-day responsibility for the organisation and management of staff who work within your phase.
- Monitoring the quality and consistency of provision within your phase
- Leading by example in having high expectations and supporting colleagues to ensure that the quality of teaching is consistent across the whole school.
- Being a visible presence around the whole school in order to provide encouragement and support for staff and pupils, leading assemblies and supporting behaviour across the school.
- Performance management of support staff within your team
- Leading the analysis of data and the improvement of the effectiveness of assessment for supporting pupil achievement within your phase
- Liaising closely with the Senior Leadership Team, through the attendance at Senior Leadership Team meetings, and other staff in order to promote clear lines of communication.
- Responsibility with the smooth and effective transition of pupils into/out of your phase.
- Assisting with the organisation and supervision of pupils within your phase.

Teachers with TLR duties will be expected to carry out some of their work after school during 'directed time'.



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Phase Leader with Key Curriculum Responsibilities Role Description

Knowledge and Understanding

- Demonstrate a secure knowledge and understanding of all subjects across the school in order to provide feedback to staff to improve their practice.
- Have knowledge and understanding of the strategies for improving and sustaining high standards of teaching, learning and achievement of all pupils.
- Demonstrate a secure knowledge of the performance management procedures in order to facilitate the performance management of support staff.
- Understand how to analyse data in order to implement targeted intervention & tutoring

Planning and Setting Expectations

- Establish, with the involvement of relevant staff (in particular foundation stage subject leaders), short, medium and long term plans for the development and resourcing of the subjects.
- Support subject leaders in setting priorities, targets and action plans for the subjects.
- Support subject leaders in planning, organising and implementing specialist events, activities and weeks relating to the subject, in relation to the planned curriculum.
- Monitor the quality of planning and learning outcomes.

Teaching and Managing Pupil Learning

- Act as a role model for other staff, modelling good practice.
- Ensure curriculum coverage, continuity and progress in the foundation subjects for all pupils.
- Ensure effective links are made between curriculum areas.
- Promote inclusion at all times.

Pupil Achievement

- Establish clear targets for pupil achievement and support subject leaders in evaluating progress towards meeting those targets.
- Review achievement and standards in the subject areas, together with the outcomes of any planned actions and feedback information to the Senior Leadership Team, in order to inform school self-evaluation.

Assessment and Evaluation

- Monitor and evaluate skills coverage and standards of attainment in the foundation subjects and ensure targets are met.
- Where appropriate, analyse and interpret national, local and school assessment data to inform policies and practices, identify gaps in attainment and set targets for further improvement.
- Support subject leaders in establishing and implementing clear policies and practises for assessing, recording and reporting on pupil achievement.

Relationship with Parents and the Wider Community:

- Direct subject leaders in establishing a partnership with parents/carers to involve them in their child's learning, as well as providing information about the curriculum.



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- To promote the subjects in school and the wider community, liaising and communicating effectively, orally and in writing, with governors, other schools in the area and external agencies.
- Develop effective links with the local community in order to enhance teaching and learning opportunities.

Managing and Developing Staff and Other Adults:

- Lead professional development of staff by planning and leading staff meetings and INSET days.
- Assist in the appraisal of staff, including taking part in classroom observations as required.
- Evaluate the impact of training and development activities and report back at meetings.

Managing Resources:

- To support foundation subject leaders in auditing and evaluating resource needs and maximizing their budget allocation.

Strategic Leadership:

- Create a climate which enables other staff to develop and maintain positive attitudes towards the development of the curriculum and the foundation subjects and confidence in teaching them.
- Showing an enthusiasm for the creative delivery of the curriculum, influencing excellent classroom practice by example.
- Develop, implement and update policies and ensure continuity, progression and effective teaching and learning throughout the school.
- Keep the Principal and governors informed of all relevant developments, initiatives and issues relating to the curriculum.
- Carry out any other duties which might be reasonably requested by the Principal.

Notes:

This job description may be amended at any time in consultation with the postholder.

Signed _____ Date _____

Postholder

Signed _____ Date _____

Principal



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I: Interview, R: Reference, A: Application Form

Characteristics	Essential	Desirable	Evidence
Qualifications	Qualified Teacher	Evidence of continuous professional development Willingness to undertake further professional development	A I
Experience and Knowledge	Have a secure knowledge of specialist curriculum areas Successful teaching experience	Knowledge of core teaching standards & practical application	R, I R, I
Vision and Values	Commitment to deliver the very best educational experience for all children and young people. Commitment to safeguarding and protecting children and young people	Willingness to make a positive contribution to wider life in school	A, I R, I
Skills	Ability to support and challenge colleagues in order to drive forward school improvement. Ability to deliver well planned and stimulating lessons across the curriculum and ability range Knowledge and understanding of effective behaviour management strategies and the ability to put these into practice High expectations of pupils to do their very best, make significant progress & become independent learners Well organised and good communication skills Ability to establish sound professional relationships with children, colleagues, parents and community Ability to analyse data effectively and use data to set clear, challenging targets Competency in ICT and ability to use ICT across the curriculum		A, R, I A, R, I A, R, I R, I A, I R, I R, I, A A, R, I
Equality	Commitment to inclusion and diversity		A, I



Join Our Team

We value our employees



The following **benefits** are available to employees within our academies:

Financial

- Competitive Salary
- Teacher's Pension & Local Government Pension Scheme
- Occupational Sick Pay
- Generous Leave of Absence Policy

Family Friendly

- Maternity, paternity and adoption leave
- Parental and dependent care leave
- Flexible working

Employee Benefits - Permanent Contracted Employees & Fixed Term

- Staff Wellbeing EAP - 24/7 support
- Confidential GP, nurse and counselling service
- Physiotherapy
- SAS Gym and 12 week weight management programme
- Preparing parents programme
- Financial wellbeing support
- Discounts on high street brands and stores via online discount platforms
- Discounted Gym Membership
- Discounted hotels via Hilton, Hampton by Hilton and Marriott Hotels

Professional Development

- Continuous Professional Development for all staff including mentoring and professional coaching
- Access to further qualifications, leadership courses, apprenticeships
- Supportive, diverse staff team, committed to collaboration and improvement, who will work with you to achieve your goals and make a difference to children and young people

The opportunity to make a real difference to the lives of our students



Humber Education Trust

Where everybody counts, every moment matters.