



Belgrave Primary School

Post of: Classroom Teacher

Salary: MPS-UPS

Temporary contract from:

1st Sept 2026 to 31st August 2027

Application Pack



Welcome to
Belgrave Primary School

THE LEARNING TRUST



Belgrave Primary School is a part of The Learning Trust. Our Trust exists to serve young people, to educate, enlighten and give them the expertise and confidence to succeed. Our values are displayed on this page. We believe that through them and through honest and open collaboration, higher standards will be achieved across the Trust.

TLT currently comprises three secondary schools - Christleton High School, Chester International School, and Queen's Park High School and one primary school - Belgrave Primary School - but discussions continue with the aim of expanding our offer to partners both local and international. Our offices are based at Queen's Park High School, Chester. We believe that Chester and the North West offers a truly brilliant opportunity for education, business and quality of life, and it is our mission to further enrich this by providing an education service which is both diverse and outstanding.



Darran Jones,
Chief
Executive.
Officer



Paul Heath
Chair of
Trustees

1. Students are always first the prime consideration in all decisions will be the best interests and educational outcomes of current and prospective students.

2. Mutual benefit - the interests of the Trust will always be combined with the interests of individual schools, seeking the very best and co-operating to share resources and success.

3. Inclusivity - the Trust will welcome students of all backgrounds and abilities.

4. Freedom to innovate and make decisions optimum delegation to local Governing Bodies and individual schools commensurate with the Trust's statutory responsibilities and efficiency.

5. Excellence and learning - every student will be supported and challenged to achieve their potential. All adults employed by and associated with the Trust will have and exhibit a 'learning mindset'.

6. Partnership - the Trust will continually seek to work in partnership to achieve better outcomes for current and prospective students, and to improve education in the area.

7. Fairness - all students and staff will be treated with fairness and parity whilst encouraging diversity and identity.

8. Integrity - all those associated with the Trust will act with kindness, courtesy and integrity, in accordance with both school and Trust ideals and values.

OUR SCHOOLS



QUEEN'S PARK HIGH SCHOOL

I would like to wish you a very warm welcome to Queen's Park High School, a smaller than average 11-18 school, beautifully located to the south of the River Dee, in the heart of Chester. My name is Tom Kearns and I have the privilege of inheriting the outstanding legacy left by Miss Watterson, as the new Headteacher here. Queen's Park is an ambitious, forward thinking school with a clear vision, which is to 'Inspire Individuals, Empower Minds and Define Futures'. We strive to provide the very best learning and personal development opportunities for every young person in our care, but we also strive to provide these opportunities with care too!

- T Kearns, Headteacher



CHRISTLETON HIGH SCHOOL

We are a highly successful school situated in the picturesque village of Christleton, with over 1,350 students on roll. The School serves a community of small villages and housing on the east side Chester, approximately three miles from the City centre. We are a school where the desire to learn is infectious and students of all abilities flourish. Everyone works hard to create a learning environment where all are welcome and diversity is celebrated. Consequently, academic standards at the school are very high and frequently amongst the highest in the region, thanks to: highly motivated staff; children who wish to learn and parents who support them.

- K Smith, Headteacher



CHESTER INTERNATIONAL SCHOOL

Chester International School is a hub of technology, innovation and academic study which is unparalleled in its commitment to global and professional engagement. We offer extended field studies and our students can choose subjects and elective activities which really interest them and there are many opportunities for travel and adventure. As you explore what makes CIS unique, I encourage you to consider how you might fit in our dynamic community.

- K Brown, Headteacher



BELGRAVE PRIMARY SCHOOL

Belgrave Primary School is an oversubscribed one-form entry community primary school located in Westminster Park, Chester. We converted to an academy and became part of The Learning Trust in 2021. Our motto: BEES – Belong, Enjoy, Enthuse, Succeed is a focus for all, and we recognise that our learners thrive in our happy, secure and caring environment. An inclusive, child-centred curriculum has been designed that challenges learners of all abilities and needs. This is a curriculum that teaches our pupils the skills and 'habits of mind': Independence, Resilience and Creativity (known to the children as the Bee Mores: Bee More Independent; Bee More Resilient and Bee More Creative!) that equip them for life in the future and a curriculum that is creative, inspiring and fun!

- J Benton, Headteacher



01 Our School

Belgrave Primary School is an oversubscribed one-form entry community primary school located in Westminster Park, Chester. Our current Pupil Admission Number is 30. We converted to academy status and joined The Learning Trust (Multi-Academy Trust) in 2021, and we continue to benefit greatly from being part of a strong, collaborative Trust that values partnership, supports its schools exceptionally well and places children at the centre of every decision.

Our motto, **BEES – Belong, Enjoy, Enthuse, Succeed**, underpins everything we do. We know that children thrive when they feel safe, valued and happy, and our nurturing environment enables every learner to flourish. Our inclusive, child-centred curriculum has been carefully designed to challenge pupils of all abilities and needs. It equips them with essential skills and the 'habits of mind'—Independence, Resilience and Creativity—known to the children as our Bee Mores: *Bee More Independent, Bee More Resilient and Bee More Creative*. This curriculum is creative, inspiring and fun, ensuring that learning is both meaningful and memorable.

We place great importance on strong home–school partnerships from Reception through to Year 6. This is supported through our open-door approach, curriculum workshops, monthly whole-school newsletters, Class Dojo communication and a wide range of social events organised by our PTA. Recently, we have strengthened our curriculum further by refining the sequencing of knowledge and skills. Subject leaders are given dedicated time and resources to develop their areas so that our academic, intrinsic and enhanced curriculum continues to meet the needs of all learners.

A growing number of children have joined Belgrave because of our strong SEND provision and positive reputation within the local community. We are proud to be an inclusive school that welcomes and supports pupils with a wide range of

complex needs and barriers. High-quality CPD, targeted training and collaboration with specialist settings remain priorities to ensure we continue to meet these needs effectively.

Our number of vulnerable pupils and families continues to increase and we continue to provide timely intervention, support and care. Our highest standards are maintained by creating a nurturing and supportive environment where pupils are challenged and excited about learning. Progress and development of personal and social qualities of the whole child remains a high priority. We seek to enable a wealth of opportunities through our enhanced curriculum for all children alongside a strong academic curriculum. The outcomes achieved are consistently strong and pupils progress well from their starting points.

We are fortunate to have our own school kitchen, located next to the hall, and our pupils thoroughly enjoy Jo's cooking. The multi-use hall is a vibrant space used for PE, drama, music, clubs, assemblies and as a dining area.

We also offer wrap-around care before and after school through *The Happy Hive*, run by our own Teaching Assistants, alongside a wide range of extra-curricular clubs available throughout the week.





Job Description

General Duties

- Continuously meet at least the minimum standards outlined in the DfE's 'Teachers' Standards'.
- Comply with school policies and procedures, in particular those relating to child protection and safeguarding.
- Attend staff meetings, INSET days, Pupil Learning Reviews, parent consultation meetings, and any other functions or meetings required.
- Take responsibility for completing CPD and keeping up to date with developments relating to subject matter.
- Establish effective working relationships with colleagues and set a good example for pupils through a high level of professionalism.
- Participate in any performance-related appraisal arrangements made by the school.

Teaching

Set high expectations which inspire, motivate and challenge pupils by:

- Establishing a safe and stimulating environment for pupils, rooted in mutual respect.
- Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes for pupils by:

- Being accountable for pupils' attainment, progress and outcomes.
- Being aware of pupils' capabilities and prior knowledge, and planning teaching to build on these.
- Demonstrating knowledge and understanding of how pupils learn and how this impacts teaching. Encouraging pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge by:

- Having a secure knowledge of the relevant subjects and curriculum areas, fostering and maintaining pupils' interest in the subject, and addressing misunderstandings.
- Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting NO Outsiders.
- Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- Demonstrating a clear understanding of systematic synthetic phonics for early reading.
- Demonstrating a clear understanding of appropriate teaching strategies for early maths.

Plan and teach well-structured lessons by:

- Imparting knowledge and developing understanding through effective use of lesson time.
- Promoting a love of learning and children's intellectual curiosity.
- Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflecting systematically on the effectiveness of lessons and approaches to teaching.
- Contributing to the design and provision of an engaging curriculum within the relevant subject areas.

Adapt teaching to respond to the strengths and needs of all pupils by:

- Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils' education at different stages of development.
- Having a clear understanding of the needs of all pupils, including pupils with SEND, pupils of high ability and pupils with EAL, and be able to adapt and evaluate distinctive teaching approaches to engage and support them.



Job Description

Make accurate and productive use of assessment by:

- Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Making use of formative and summative assessment to monitor pupils' progress.
- Using relevant data to monitor progress, set targets, and plan subsequent lessons.
- Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment by:

- Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Relationships Policy. Having high expectations of behaviour, and establishing a framework with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.

Fulfil wider professional responsibilities by:

- Making a positive contribution to the wider life and ethos of the school.
- Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploying support staff effectively.
- Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicating effectively with parents with regard to pupils' achievements and wellbeing.

Personal and professional conduct

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' wellbeing, 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.
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in attendance and punctuality
- Have an understanding of, and always act within, the statutory frameworks which set out teachers' professional duties and responsibilities.



Job Description

Organisation

- Assist in the development of the subject curriculum, schemes of work, teaching resources, feedback policies and teaching strategies alongside other subject teachers and the subject leader.
- Identify clear teaching objectives, content, and lesson structures, and plan sequence of lessons appropriate to the subject content and the pupils being taught.
- Incorporate the use of resources into lesson plans, ensuring that equipment is in good working order and suitable for teaching use, and that resources are used effectively.

Additional duties

- Assist with the organisation of extracurricular activities
- Assist with the promotion of their subject in the school, e.g. through a creating displays of pupils' work. Carry out additional tasks as reasonably expected under the direction of the Headteacher.



Personal Specification

Criteria	Essential Requirements	Desirable Attributes
Qualifications	<ul style="list-style-type: none"> • QTS • A 2:2 or above degree in their subject area or a related subject 	<ul style="list-style-type: none"> • A first aid certificate • NPQ
Skills, Experience & Knowledge	<ul style="list-style-type: none"> • Positive relationships with staff, pupils and parents • Experience of teaching within a school environment • Organising and participating in extracurricular activities • Conducting assessments, keeping records and producing reports on pupils • Implementing safeguarding procedures in schools • Strong, positive relationships with staff, children and parents • Clear evidence of excellent teaching and learning through inspiring high standards of behaviour and supporting pupils to make strong progress and achieve well • Successful experience of working with pupils with SEND and the ability to adapt teaching effectively to meet the needs of all learners • Confidence and skill in responding to pupils' behavioural needs in a positive and supportive way • Ability or ambition to lead a subject across the whole school • Dedication to fostering a culture of inclusion and belonging for every learner 	<ul style="list-style-type: none"> • Led a subject across the whole school • Experience teaching both Key Stage 1 and key Stage 2 pupils • An understanding of relevant legislation and educational developments • An understanding of how assessments and attainment information can be used to improve practice

Criteria	The successful candidate will be
<p>Personal Traits</p>	<ul style="list-style-type: none"> • Positive in their outlook • Punctual, with a good attendance record • Confident and enthusiastic and motivate pupils and colleagues • Resilient and calm with a solution-focused approach when faced with challenges • A champion of pupils who drives positive change across the school • Creative with a flair for using fresh ideas to engage pupils and enrich the curriculum • An excellent communicator, verbally and in writing • Organised and an excellent time manager • Hardworking, with high expectations of themselves and their professional standards • Committed to CPD • Able to work both independently and as part of a team • Able to plan and resource effective interventions to meet curricular objectives • Driven, energetic and a sense of humour • Committed to the value and promotion of their subject • Dedicated to promoting their professional development, and that of others • Able to promote good behaviour consistently • Able to plan and take control of situations • Committed to contributing to the wider school and its community • Able to effectively promote the School's ethos and vision • Capable of handling a demanding workload and successfully prioritising work • Professionally assertive and clear thinking • Able to work flexibly, attending meetings where necessary



Additional Information

Referees

Applicants should provide details of two referees, one of whom must be your current or previous employer.

Evidence of Eligibility to Work in the UK

In accordance with the requirements of the Immigration Act 2016, if you are invited to interview you will be required to produce evidence of your eligibility to work in the UK and you must bring original documents with you to the interview in the form of:

- A passport/national identity card confirming either British Citizenship or European Economic Area Nationality /or a valid work-permit to cover the role applied for
- A birth certificate or;
- A document from the Home Office confirming that you are allowed to work in the UK.

If you do not have any of the documents listed above you will need to discuss with the HR Manager who will facilitate an alternative approach.

Verification of Educational/Professional Qualifications

You will be required to provide evidence of any educational or professional qualifications necessary or relevant to the post you have applied for.

Originals or certified copies must be produced. When these are not available, written confirmation of the relevant qualifications should be obtained from the awarding body.

Pre-Employment Health Declaration

All successful applicants upon offer of employment will be required to complete a preemployment Health Declaration to ensure that they are both physically and mentally fit to carry out the role applied for. Health conditions should be declared to enable the consideration of reasonable adjustments.

Short-Listed Candidates

An online search will also be carried out as part of due diligence on all short-listed candidates.

HOW TO APPLY

Further details can be found on the school website under the **School Information** tab, **Staff Vacancies section** where applications can be made through **MyNewTerm**:

<https://www.belgrave.cheshire.sch.uk/page/staff-vacancies/14204>

We welcome feedback on the quality and scope of our recruitment process.

Our preferred method of receipt is by email to:

tltreruitment@tltrust.co.uk

Alternatively, feedback can be posted:

**FAO: Trust HR Manager
The Learning Trust,
Queen's Park Road,
Handbridge,
Chester CH4 7AE**



Safeguarding

The Rehabilitation of Offenders Act

The Rehabilitation of Offenders Act allows for a person who has been convicted of a criminal offence involving a sentence of not more than 2.5 years imprisonment and who has since lived trouble free for a specified period of time (related to the severity of the offence) to be treated as if the offence, conviction or sentence had never occurred. This is known as a spent conviction.

This job is one of those to which the provisions of the above Act in relation to spent convictions, do not apply. Applicants must therefore disclose whether they have any previous convictions, whether or not they are spent. Should an applicant have a criminal conviction, this will be discussed in confidence at interview. However only convictions that are relevant to the job in question will be taken into account. Failure to disclose any conviction could lead to an application being rejected, or, if appointed, may lead later to dismissal.

People who have convictions will be treated fairly and given every opportunity to establish their suitability for the job, all applicants will be considered on merit and ability.

Any information that you give will be kept in strict confidence and will be used only in respect of your application for the job.

Disclosure and Barring Service (DBS)

Successful applicants will be asked to apply for a Criminal Record Check (Disclosure) from the Disclosure and Barring Service.

This job is subject to an Enhanced disclosure which provides details of all convictions held on the Police National Computer, including current and spent convictions as well as details of any cautions, reprimands or final warnings. If a job involves working with children, the disclosure will indicate whether information is held on government department lists. There is an additional level of check which also includes a check on local police records.

A copy of the Disclosure and Barring Service Code of Practice is available on request. Further information about the Disclosure scheme can be found at <https://www.gov.uk/disclosurebarring-service>

An online search will also be carried out as part of due diligence on all short-listed candidates. We encourage applications from a diverse range of applicants.

Our Governors:

Franck Schmidlin
Juliette Benton
Deborah Forrest
Tim Clifton
Rev Neil Stacey
Lynne Taylor
Josiah Mainwaring
Lucy Liang
Johnny Ernest
Adeel Mushtaq

CLOSING DATE for applications: 12.00pm on 20th April 2026

Lesson observations and interviews week commencing

20th and 27th April 2026

