



## Enquire Learning Trust Application Pack

### Teacher

ELTAPR2617

Flowery Field Primary School



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## The Enquire Learning Trust

We are a multi-academy trust currently responsible for 32 academies in four clusters across the North of England; North East Lincolnshire, Hull, Manchester, Teesside and North Yorkshire.

We work in complete collaboration with each of our academies and place a strong emphasis on school-to-school support and learning. Our academies work in collaboration with one another, sharing both their talent and ideas with others, giving employees the opportunity to learn from individuals within our other academies.

We recognise that the most important assets we have are our employees, and for our academies to succeed we need to ensure we employ the very best people in every single role. Our core values and beliefs are consistent throughout all of our academies, and our keys to success are at the heart of everything we do.

Every role across the Trust is valued, appreciated and purposeful. We believe that the outcome of every role across the Trust should improve the education each of our learners receive. Whether teaching, support or leadership, every single role is vital to the success of our academies.

We also recognise that all of our academies are different, and we encourage individuality. Whilst we believe our academies should work together to support best practice and to share ideas, we don't believe that implementing blanket priorities and objectives is pertinent to a successful academy, and we encourage autonomy for academy leaders wherever possible.

### Values

- We believe that all learners can be powerful learners given access to extraordinary learning experiences. We want children and the academies they attend to be confident, successful and ambitious.
- We envisage a Trust where well led, highly skilled and committed professionals collaborate, learn and innovate together to ensure that all academies are successful and where all learners have access to effective and innovative provision that meets their needs and aspirations.
- We want to add value to achievement and raise standards. We also want to change lives. We know this requires our provision and our practice to be world-class – because of the distance we have to travel, we understand that good will not be good enough and that we need to develop a shared appreciation of excellence and then strive to enact this every day.
- We take learning seriously and work together to create a vibrant culture in which this can happen. We know that it's what we do that counts and that our thinking must be visible in classrooms if it is to have leverage. Children are at the forefront of all that we do and aspire to do. We take serious steps to engage them, to hear their voice in authentic ways and then to use their insight and expertise to develop radical pedagogies that tap into their passions and interests and use the potential of emergent technologies.

The Enquire Learning Trust is committed to promoting sustainability and environmental responsibility across all academies, in line with the DfE (Department for Education) Sustainability and Climate Change Strategy. We care deeply about creating school environments that positively contribute to the communities we serve. Our approach includes driving progress towards net zero carbon emissions, protecting biodiversity, and equipping our children with the knowledge and skills to build a sustainable future.

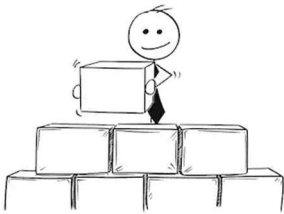
## Flowery Field Primary School

Flowery Field Primary School is a large, three form entry primary school, located in Newton, Hyde. We are a school with a strong, rich community of students, parents and teachers brought together by a shared determination to work together to enable our pupils to all fulfil their individual potential.

At Flowery Field we value everybody, ensuring respect is at the heart of all we do.



Through our school motto **OMBIGE (Only My Best Is Good Enough)**, we are relentless in our drive for high expectations and quality outcomes across the curriculum. We instil pride, celebrate achievements and nurture aspirations.



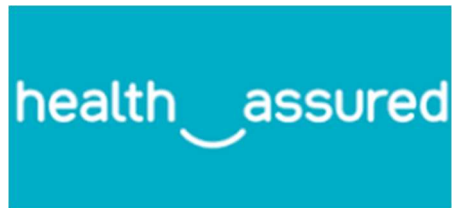
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We promote key learning behaviours through 'STARS': children are rewarded for effort - **STRIVE**, working effectively with others - **TEAMWORK**, aiming high in their learning - **AMBITION** and persevering in the face of setbacks - **RESILIENCE**.



Effective relationships are one of the foundations that our school is built on. We offer a caring, nurturing environment, which recognises and celebrates differences, supporting children to establish their place in the world.

# EAP Programme



The Trust offers a plan through Health Assured which provides access to valuable health and wellbeing services.

## Key Features:

- Unlimited access to 24/7 confidential telephone helpline
- Up to 10 sessions of face to face, telephone and online counselling
- Access to the portal and wisdom app
- Coverage for spouse/partner and dependants
- Medical information line including articles, webinars and podcasts
- Menopause Support access to other resources such as 'Menopause Matters'
- Access to Perks and Discounts
- Online and mobile access, anywhere and anytime
- Self-help guides, mood and wellness trackers

**Job Title - Teacher  
FFT - 01**

**Working Hours:** 32.5 Hours  
**Working Weeks:** 52 Week per year  
**Salary Scale Range:** M1 – M6 (UPS applicants considered)  
**Contract Type:** Permanent  
**Start Date:** 01/09/2026  
**Location :** Flowery Field Primary School

Are you looking for a school that provides a caring environment where children can flourish academically, emotionally and socially?

Are you passionate about inspiring students to reach their full potential?

Do you love learning and value the opportunity to learn collaboratively to improve your practice?

If yes, this is an exciting opportunity for you to be part of our team.

We are looking for a new or experienced teacher to join our team. We are a school with a strong, rich community of students, parents and teachers brought together by a shared determination to work together to enable our pupils to all fulfil their individual potential.

Can you demonstrate that you:

- Have a proven track record of delivering high quality teaching and learning with classes of children, securing positive outcomes and managing behaviour well?
- Are a reflective practitioner who is prepared to invest time in your own professional development so that they can become and remain an outstanding teacher?
- Are a practitioner who keeps children's well-being at the heart of all you do?

We can offer:

- A happy, friendly school with an aspirational ethos and a culture of authentic care.
- Enthusiastic and supportive colleagues who are committed to collaborative learning to improve teaching and learning.
- Opportunities for development and progression
- Membership of – Teacher's Pensions
- Employee Assistance Programme provided by Health Assured
- Cycle to Work Scheme
- Lifestyle savings

For more information, please contact Amy Jones (Business Manager)

Tours of the School Welcome.

Please contact the school office on 0161 368 1466 to arrange.

How to apply

You can apply for this position by visiting [The Enquire Learning Trust](#)

Closing date and time: 14/05/2026 at 12pm

Interview Date: 20/05/2026

**DBS/Safeguarding Statement**

The Enquire Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. As this post involves access to children or vulnerable adults, the successful applicant will be required to obtain an Enhanced Disclosure from the DBS

## Job Description

**Post:** Primary School Teacher  
**Grade:** MPS (1-6)  
**Responsible to:** Principal and Senior Leadership Team

### Purpose of the role

- To ensure all pupils achieve high standards of learning and well-being.
- To carry out professional duties and to have responsibility for an assigned class.
- To be responsible for the day-to-day work and management of the class and the safety and welfare of the pupils, during on-site and off-site activities.
- To promote the aims and objectives of the school and maintain its philosophy of education.

### Main duties

- Set high expectations which inspire, motivate and challenge pupils
- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Lead by example and demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

### Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes.
- Plan teaching to build on pupils' capabilities and prior knowledge.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

### Demonstrate good subject and curriculum knowledge

- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, oracy and the correct use of Standard English.
- Demonstrate a clear understanding of the teaching of systematic synthetic phonics, reading and the teaching and application of basic skills.
- Demonstrate a clear understanding of the teaching of mathematics and the application of basic skills.
- Have a secure knowledge of all curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.

### Plan and teach well-structured lessons

- Impart knowledge and develop skills and understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set and assess homework and plan other out-of-class and enrichment activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the review, design and provision of an engaging curriculum.

### Adapt teaching to respond to the strengths and needs of all pupils

- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Make effective use of resources (including other adults) to impact on pupil learning and progress.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those identified as disadvantaged; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### Make accurate and productive use of assessment

- Undertake formative, summative and statutory assessments in line with the Academy's policy and assessment calendar.
- Make use of formative and summative assessment to plan for and secure pupils' progress.
- Use data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular and timely feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

- Prepare and present written and verbal reports for parents and carers.

#### **Manage behaviour and resources effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and
- courteous behaviour both in classrooms, around the academy and when learning off-site, in accordance
- with the Academy's behaviour policy.
- Have high expectations of behaviour, 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 involve
- and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when
- necessary.
- Ensure the learning environment is kept well ordered, tidy and free from hazards.

#### **Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the Academy and the Trust.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff and other adults in a support role effectively.
- Liaise with external agencies with regard to pupil progress, safety and welfare.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and external advisers.
- Work with other staff across the Trust and in other maintained schools.
- Communicate effectively with parents with regard to pupils' achievements and well-being.
- Lead an area of the curriculum (excl ECT).

### Person Specification - Teacher

<b>Knowledge, experience and skills</b>	<b>Ess</b>	<b>Des</b>	<b>MOA</b>
<b>Qualifications and training</b>			
Graduate with Qualified Teacher Status	X		A/I/C
Evidence of further professional development.		X	A/I/C
<b>Experience</b>			
Ability of raising attainment of all pupils	X		A/I/R
Ability to reflect on practice and improve teaching methods to increase pupils achievements	X		A/I/R
Ability to continually improve teaching and learning through formative and summative assessment	X		A/I/R
<b>Knowledge</b>			
Up to date knowledge of the primary curriculum.	X		A/I
Ability to use strategies needed to establish consistently high aspirations and standards of results and behaviour	X		A/I
Knowledge of current educational practice and issues	X		A/I
An excellent classroom practitioner	X		A/I/R
Knowledge of all phases of primary education		X	A/I
Effective use of ICT to support learning	X		A/I
The implications of the Code of Practice for Special Educational Needs for teaching and learning	X		A/I
<b>Skills</b>			
Able to play a full and active role in a team	X		A/I/R
Clear understanding of expectations, accountabilities and consistency	X		A/I
Motivated to continually improve standards and achieve excellence	X		A/I/R
Commitment to the safeguarding and welfare of all pupils	X		A/I
Excellent classroom practitioner	X		A/I
Effective and systematic behaviour management, with clear boundaries, sanctions, praise and reward	X		A/I
Excellent communication, planning and organisational skills	X		A/I
Work effectively as part of a team, relating well to colleagues, pupils and parents	X		A/I/R
Ability to demonstrate a commitment to equality of opportunity for all pupils	X		A/I
Commitment to an involvement in extra-curricular activities		x	A/I
<b>Fulfil wider professional responsibilities</b>			
Understand when and how to seek advice and support.	X		A/I
Able to develop and maintain good relationships with staff, parents, pupils, governors and the community	X		A/I
Committed to own development as a professional.	X		A/I
Able to reflect on own practice and identify areas for improvement	X		A/I

**Key: MOD=Method of Assessment, Ess=Essential, Des=Desirable, A=Application, I=Interview R=Reference, C=Certificate**

Contact Details:

**Flowery Field Primary  
Old Road  
Hyde  
SK144SQ**

**Principal: Claire Silk**

**Telephone: 0161 368 1466**

**Email: [c.silk@floweryfieldschool.org.uk](mailto:c.silk@floweryfieldschool.org.uk)**

*The Enquire Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All ID and qualification checks will be made prior to appointment, as will online searches of candidates (Keeping Children Safe in Education 2023). Any offer of employment will be subject to receipt of a satisfactory Disclosure & Barring Service check and Disqualification by Association Disclosure.*

#### **DISCLOSURE AND BARRING AND RECRUITMENT CHECKS**

The Trust is legally obligated to process an enhanced Disclosure and Barring Service (DBS) check before making appointments to relevant posts.

The DBS check will reveal both spent and unspent convictions, cautions, reprimands and final warnings, and any other information held by local police that's considered relevant to the role. Any information that is "protected" under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 will not appear on a DBS certificate.

For posts in regulated activity, the DBS check will include a barred list check.

It is an offence to seek employment in regulated activity if you are on a barred list.

We'll use the DBS check to ensure we comply with the Childcare Disqualification Regulations. It is an offence to provide or manage childcare covered by these regulations if you are disqualified.

Any data processed as part of the DBS check will be processed in accordance with data protection regulations and the trusts information governance policy which can be found on the website.

*Please note this post is in regulated activity and exempt from the rehabilitation of Offenders Act 1974 and subject to satisfactory references and an enhanced DBS criminal records and barred list check for work with children. An online search may be undertaken as part of the recruitment process on information available in the public domain. Candidates should disclose anything that may be relevant in line with [Keeping Children Safe in Education](#).*

Any job offer will be conditional on the satisfactory completion of the necessary pre-employment checks. Only applicants who have been shortlisted will be asked for a self-declaration of their

criminal record or information that would make them unsuitable for the position. Any convictions that are self-disclosed or listed on a DBS check will be considered on a case-by-case basis.

*All* documentation will be treated confidentially and processed in accordance with Data Protection regulations