

The Kite Academy Trust



Early Career Teacher
Recruitment Pack

Welcome from the CEO

Dear candidate,

We are an ambitious Trust who work as one team, with our shared vision at the heart of everything we do. Our colleagues are our greatest strength — remarkable people who form the foundation of our success and enable us to achieve our vision. Together, we strive towards our collectively defined four strategic aims:

- Remarkable People
- Exemplary Education
- Exceptional Trust Services
- Stronger Communities

As part of our Remarkable People aim, we place a significant emphasis on colleague wellness by providing a range of evidence-informed wellbeing strategies, all of which are being woven through our professional development programme and complement our comprehensive colleague benefits package. This is a truly unique pledge to our people and reflects our commitment to ensuring that every member of our team feels supported, valued and able to thrive.

If you would like any further information about this exciting opportunity, please contact Gemma Golland in our HR Team on 01252 984930 or hr@kite.academy.

We look forward to hearing from you.

Jeremy Meek
Chief Executive Officer
The Kite Academy Trust

About The Kite Academy Trust

The Kite Academy Trust is a family of nine primary schools across Surrey and Hampshire. At the heart of our Trust is our commitment to working as one team, sharing our expertise to ensure every pupil receives an excellent education and an equal opportunity to thrive and succeed in life.

The Trust formed in October 2015 with five schools coming together and has recently been on a rapid journey of improvement. In little over two years, the Trust has been transformed. We have an academy that was recently graded as good for the first time in its 25-year history, data outcomes that have improved from significantly below national averages to above and we offer a range of education services externally.

Our talented colleague team is fully aligned to our Trust vision – *for every pupil to be happy and healthy, to contribute positively to their communities and to achieve academic excellence* – which guides every decision that we make. All schools are equal partners and committed to the principles of collaboration, sharing expertise and resources to deliver the best possible education for all children in our care.

We celebrate our schools unique and individual characteristics, recognising the communities they serve. We value the contribution our staff bring to our schools and the Trust as a whole, and look to foster leadership and succession planning as well as offering greater opportunities within the Trust.

Our academies:



Early Career Teachers

Required for September 2026

Full time / Permanent

Salary: MPS 1-2 (£34,398 - £36,373FTE)

We are looking to appoint talented early career teachers to join our exceptional team in September 2026!

Collaboration is at the heart of everything we do; we believe, by working as one Kite team, we are stronger together. As an ECT, you will be part of a supportive, forward-thinking Trust where schools work closely together. We place a significant emphasis on colleague wellbeing and offer a unique wellness pledge that ensures that every member of staff feels supported, valued, and able to thrive - particularly those at the very start of their teaching career. You will benefit from a structured ECT programme, high-quality mentoring and opportunities to learn from experienced colleagues across the Trust.

The Kite Academy Trust is proud to be an equal opportunities employer. We value diversity and inclusion and are guided by our core values of positivity, integrity, resilience, respect, and aspiration. We are committed to creating a fair, inclusive, and supportive environment where early career teachers can develop confidence, expertise, and a lifelong love of teaching.

We are looking for:

- People who have the potential to be an excellent Teacher;
- People who are polite, positive and friendly.

In return we will offer you:

- The possibility of a paid induction in July 2026;
- an excellent and unrivalled ECT programme and CPD package;
- a commitment to wellbeing, including professional development in science-backed strategies (such as mindfulness and meditation), opportunities to learn new practical skills and join a range of Trust social groups, plus access to free counselling.
- a Trust where Teachers benefit from excellent professional development... *'Staff get high-quality training that enables them to teach the curriculum exceptionally well. Leaders prioritise staff workload and well-being. As a result, staff feel extremely well supported.'* (Ofsted, November 2024);
- an incredible range of employee benefits (including access to Perkbox);
- employee assistance programme;
- workplace pension through TPS;
- professional learning beyond your ECT training (including funded masters and nationally accredited leadership qualifications);
- genuine opportunities for career progression;
- a curriculum which colleagues shape for the future;
- approaches which are evidence and research informed;
- an extremely friendly and supportive colleague team.

Visits to any of our academies are warmly encouraged. If you would like to arrange a tour of a school, please contact Gemma Golland on 01252 984930 Option 2 or email

recruitment@kite.academy

Early Career Teachers

Job Description

Reporting to: Academy Head Teacher/ Executive Head Teacher

Main purpose of the role:

To take responsibility for a class of children to promote effective teaching and learning and instil in each child a love of learning for life that enables them to achieve beyond what they thought possible.

- To promote the highest standards of education in a caring and supportive environment where children feel safe, secure and ready to learn;
- to take responsibility for an area of the curriculum and co-ordinate the work of colleagues and policy in order to promote effective teaching and learning for pupils;
- to be responsible for the education and welfare of a class of pupils in accordance with the requirements of Conditions of Employment of School Teachers, having regard to the requirements of the Primary Curriculum and Foundation Stage Curriculum, the Academy's aims, objectives, development plan, programmes of work, and policies of the Academy Trust;
- to share in the corporate responsibility for the well-being and discipline of all pupils;
- to be responsible for own safety and the safety of those affected by your work, in accordance with the Health and Safety at Work Act, Management of Health and Safety Regulations.

Through strong modelling of our Trust values, our teachers:

Set high expectations which inspire, motivate and challenge pupils

- Create a safe and stimulating learning environment;
- ensure stretch and challenge for pupils of all backgrounds and abilities;
- consistently demonstrate the positive attitudes, values and behaviour which are expected of pupils;
- have confidence to creatively solve the variety of challenges teachers face.

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, addressing misunderstandings;
- enable pupils to reflect on their learning and progress towards targets, encouraging them to take a responsible and conscientious attitude to their own learning;
- through classroom practise, demonstrate an understanding of how pupils learn;
- use a variety of teaching methods, planned adult intervention, first-hand experience and play and talk as vehicles for learning;
- use effective questioning and listen carefully to pupils, addressing misconceptions.

Demonstrate good subject and curriculum knowledge

- Show a secure knowledge of the Primary National Curriculum and ensure a working knowledge of any developments;
- ensure that teaching is interesting and engaging;
- promote high standards of literacy and demonstrate a clear understanding of systematic synthetic phonics;
- demonstrate a clear understanding of appropriate teaching strategies in maths.

Plan and teach well-structured lessons

- Ensure lessons are well-structured and promote a love of learning;
- ensure that time is used effectively and resources are organised and readily available to promote a purposeful environment for teaching and learning to take place;
- set and give effective feedback on homework and support parents in its implementation;
- plan and participate in other out-of-class activities (off-site trips, residential visits) to enrich children's knowledge and understanding;
- reflect upon own teaching critically to improve effectiveness;
- contribute to the design of an engaging whole academy curriculum through leading (either individually or as a team member) a subject area/ areas (not NQTs), developing plans which identify clear targets and success criteria;
- contribute to whole academy priorities for development

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

- Ensure effective differentiation;
- adapt teaching to address the range of learning needs and styles of children;
- ensure teaching is adapted to engage and support children at different stages of development and with varying needs including those of high ability;
- those with English as an additional language and those with disabilities; take appropriate account of ethnic and cultural diversity to enrich the curriculum and raise achievement;
- plan effectively to meet the needs of pupils with Special Educational Needs and Disabilities and, in collaboration with the SENCO, make an appropriate contribution to the preparation, implementation, monitoring and review of SEND support arrangements.

Make accurate and productive use of assessment

- Know and understand how to assess pupils including statutory assessment requirements;
- make use of formative and summative assessment to ensure progress; use data to monitor this, setting targets, and planning lessons to help meet these;
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines and high expectations for behaviour in classrooms; promote good and considerate behaviour both in classrooms and around the academy, in line with the behaviour policy;
- maintain an expectation of positive learning behaviour through development of independence, concentration, perseverance and attentive listening;
- involve and motivate children by using a range of approaches to effectively manage classes appropriate to children's needs;
- maintain excellent relationships with children.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the academy through supporting initiatives, extra- curricular and charitable events that enrich pupils' life experiences and build relationships with parents and the community;
- draw on advice and specialist support when needed;
- work effectively with support staff;
- work as a member of a team, planning co-operatively, sharing information, ideas and expertise, developing effective professional relationships with colleagues;
- be proactive in improving teaching through appropriate CPD;
- respond to advice and feedback from colleagues;
- liaise effectively with pupils' parents/carers through informative oral and written reports on progress and achievements, discussing appropriate targets and encouraging them to support their children's learning, behaviour and progress;
- demonstrate professional duties and responsibilities in line with Part II of Teachers' Standards.
- Undertake reasonable roles and responsibilities as requested by the Academy Head Teacher to meet the needs of the children in the academy.

Additional Information: *This job description only contains the main duties relating to this post and does not describe in detail the tasks required to carry them out. It may be amended from time to time in consultation with the post holder concerned and duties may vary from time to time without changing the character or general level of responsibility.*

Early Career Teachers

Person Specification

All candidates should demonstrate how well their qualifications and experience, personal qualities, skills, professional knowledge and understanding of safeguarding meet the requirements of the person specification.

Qualifications and Experience

Candidates should have:

- Qualified Teacher Status (QTS);
- qualifications equivalent to a degree level;
- experience across the appropriate age range(s);
- evidence of collaborative working with colleagues, parents, Governors and local stakeholders.

Personal Qualities

Candidates should:

- Demonstrate a passion for teaching and learning;
- be caring and empathetic towards pupils, able to be firm, fair and consistent;
- be a teacher who has a flexible approach to work who enjoys being a good team member (enthusiastic, dynamic and resilient);
- be calm under pressure and willing to be flexible if necessary;
- have good communication skills both orally and in writing, with a wide variety of stakeholders;
- have good organisational skills and be able to manage own work load and time effectively;
- have good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships;
- have a good sense of humour;
- show willingness to share expertise, skills and knowledge and ability to encourage others to follow suit;
- be proactive and positive about challenge, change and opportunities;
- be committed to equal opportunities in all aspects of the role and around the work place in line with policy;
- show willingness to be involved in all activities that support the academy;
- maintain personal commitment to professional development linked to competencies necessary for this post.

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Skills

Candidates should be able to:

- Support and embed the Kite mission, vision and values across the Trust, securing commitment to them from others;
- have the ability to motivate, manage and inspire pupils, striving for excellence;
- demonstrate Sound ICT knowledge and skills, able to demonstrate the effective use of ICT to enhance learning and teaching;
- plan lessons for all the pupils in a class, setting clear learning intentions and differentiated tasks;
- keep records of pupil progress in line with policy;
- use assessments of pupils learning to inform future planning;
- plan and work collaboratively with colleagues;
- commit to high standards and continuous improvement, promoting the academy within the community.

Professional Knowledge & Understanding

Candidates should:

- Have an understanding of national policy, curriculum and assessment developments and the statutory and legal framework within which a school operates, including the Ofsted Inspection Framework;
- have an understanding of curriculum and pedagogical issues relating to learning and teaching;
- Have secure knowledge of what constitutes highly effective teaching and its impact on the outcomes of all pupils;
- have an understanding of and commitment to the Trust's policies;
- maintain high standards of pupil behaviour and attitudes to learning;
- be committed to own professional development; reflective and prepared to act positively to feedback;
- have knowledge of legislation regarding safeguarding and the SEN code of practice;
- have Knowledge of effective strategies to include, and meet the needs of, all pupils in particular underachieving groups of pupils, pupils with EAL and SEN;
- have an understanding of effective financial management, including managing a balanced budget whilst achieving excellent outcomes;
- demonstrate a commitment to the continuing professional development of all staff;
- be familiar with writing and delivering effective Individual Education Plans for pupils with SEN.

Safeguarding

Candidates should have:

- Knowledge of national and local safeguarding guidance;
- experience of safeguarding and promoting the welfare of children and young people;
- a commitment to work with relevant agencies to protect children and young people;
- knowledge of best practice and procedures in school for safeguarding children and young people.

How to Apply

To apply, please complete the application form provided alongside this recruitment pack. The application form includes a supporting statement where you will be required to outline your experience in relation to the job description and person specification. Please note that CVs are not considered as part of the application process.

Completed application forms should be submitted to recruitment@kite.academy

Application process:

Closing date for applications: Friday 13th March 2026
Interviews: Week commencing 23rd March 2026
Start: 1st September 2026

We look forward to hearing from you.

The Kite Academy Trust is an equal opportunities employer, committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Successful applicants are subject to an enhanced Disclosure & Barring Service check and satisfactory employment references.

We have a number of policies and procedures in place that contribute to our safeguarding commitment, including our Safeguarding & Child Protection Policy which can be viewed in the Policies section of our website. We actively support the Government's Prevent Agenda to counter radicalism and extremism. In line with Keeping Children Safe in Education (KCSIE) guidance, we may also conduct an online search about any shortlisted candidates as part of our due diligence to identify any matters that might relate directly to our legal responsibility to meet safeguarding duties

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