



Victoria  
ACADEMIES TRUST

**Poppyfield Academy**

**Bishop Street, Cannock, WS12 4RY**

# **Recruitment Pack**

Permanent Key Stage 2 Teacher from 1<sup>st</sup> September  
2026

Pay scale: Teacher Mainscale 1-6

#BeTheBestYouCanBe

# Welcome From the CEO

## Thank you for your interest in joining the team at Victoria Academies Trust.

I am delighted that you are interested in working with us. Victoria Academies Trust is a primary-only trust, based in the West Midlands consisting of a mix of sponsor, converter and free schools. We currently have ten schools open; nine mainstream and one special school.

Victoria Academies Trust was set up in 2014 with the sole aim **'to make our people the best they can be'**. We are passionate about making a difference to the lives of our pupils, families and colleagues. We want to inspire our young people to achieve more than they imagine possible, and having the right people in every role across our schools is an important part of making our vision become reality.

We have a strong board of trustees who work closely with the trust executive team to focus on our goals of investing in our school communities, growing and valuing our colleagues and preparing our children for the future. This ensures that our schools are on a continual journey to the best they can be. We currently educate over 3200 pupils across the primary age range, and employ over 500 colleagues across our schools and in our trust central team.

We may be ten schools, but our vision and values run through our Trust and we truly are a family, united in our ambition for our people 'To Be The Best They Can Be'.

## The opportunity:

We are looking to recruit a permanent, part time class teacher at Poppyfield Academy, Cannock from 1<sup>st</sup> September 2025.

Full downloadable recruitment forms can be found on our website at [Job Vacancies \(victoriaacademiestrust.org\)](https://victoriaacademiestrust.org)

We are committed to flexible working and are happy to have discussions with prospective candidates.



**Sharron Philpot**

**CEO**

**Victoria Academies Trust**



# About Us

Our

## Mission

*Our mission is our reason for being - it is simply: to make our people the best they can be.*

Our people are our colleagues, our pupils, our governors and our school communities - we work with and empower our people to be the best they can be.

Our

## Vision

Our vision is the picture we paint, the future we want to create, based on our mission.

**We are a family of schools, united in our passion for inspiring pupils to achieve more than they imagine possible.**

**We have a positive influence on children's lives in areas where we can make the most difference.**

**We are ambitious for our children. Our high expectations of them, the memorable experiences and opportunities they have in our schools, along with the kindness and compassion which is at the centre of our Trust means that they will be successful in whatever they choose for their future.**

**We are at the heart of our communities; a place where local people can turn to for help, support and guidance, working with us for the greater good of our shared community.**

**We are aspirational for our people, who are given opportunities to grow, develop and become experts in their chosen fields.**

**Our people feel valued and supported; they show ambition, courage and resilience, but most of all are kind and respectful.**

# Our Values

Our Values are important to us and guide our behaviours, our relationships and the way we work together. They define how we want to be.

These values of **Unity, Integrity, Courage, Curiosity and Excellence**, along with our commitment to strong ethical leadership ensure that we build a positive and powerful legacy to be proud of.



## Unity

We know that by working together, we are stronger than working alone. We work together as a family, united in our shared responsibility to achieve our mission.



## Integrity

We show integrity by being honest, truthful, and transparent; always doing what we believe is right and true. We show kindness and respect by treating others with dignity, empathy, and understanding.



## Courage

We show courage by being ambitious, challenging ourselves and others to achieve more. We take on challenges with enthusiasm, determination, and resilience, learning from failures.



## Integrity

We show curiosity by having a passion to learn, explore, and discover new things and new ways of working. We are innovative and ambitious, always seeking to be even better.



## Excellence

We have a strong commitment to continuous improvement, a willingness to learn and a dedication to becoming the best we can be.

# What we can offer you

Joining Victoria Academies Trust means becoming part of a vibrant and dedicated community that is committed to ensuring colleagues are supported 'To Be They Best They Can Be'

**This is what we can offer you:**



## Competitive Pay Scales

- **Transparent Salary Framework:** We offer clear and transparent pay scales, aligned to government recommended pay, that reflect your experience and expertise.
- **Annual Pay Review:** Commitment to regular reviews to ensure our salaries remain aligned to government recommended scales for teaching and non-teaching staff.



## Generous Pension Scheme

- **Teachers' Pension Scheme:** Benefit from one of the most generous pension schemes in the UK.
- **Local Government Pension Scheme:** Our support staff are enrolled in the LGPS, which is a secure and flexible pension plan that provides a valuable package of retirement and death in service benefits.
- **Employer Contributions:** We make significant employer contributions to your pension, helping you plan for the future with confidence.



## Professional Development

- **Tailored Growth:** Benefit from our bespoke professional development programmes, designed to help you reach your career goals.
- **Access to over 100 tailored CPD courses** through a mix of flexible webinars and online or face to face opportunities.
- **Opportunities to network** with likeminded individuals- through networks, meetings and our annual Whole Trust Conference.
- **Leadership Opportunities:** With a clear pathway for progression, you have the chance to advance into leadership roles within our trust -both as teaching and non-teaching colleagues.



## Well-being and Support

- **Work-Life Balance:** We support a healthy work-life balance with flexible working options and a commitment to you through our Flexible Working Policy and People Strategy.
- **Health and Wellness:** Access to our comprehensive wellbeing and benefits scheme which includes counselling services, discounts on gym membership, childcare voucher scheme, cycle to work scheme and lifestyle voucher scheme.
- **Paid expenses** in line with HMRC guidance – and access to **free parking** on site at our schools.
- **Dedicated technology** – To enable to to fulfil your role effectively.
- **Dedicated shared working spaces** allowing colleagues to collaborate and work in way that suits them.
- **Generous holiday allowance** – many of our roles are term time only contracts.



## Community and Culture

- **Collaborative Environment:** Thrive in our culture of teamwork and support, where ideas are shared and successes celebrated.
- **Community Impact:** Make a real difference in our local communities through various outreach and engagement activities and events.

**We are proud to offer a fantastic and supportive working environment where our passion for inspiring our children to achieve more than they imagine possible is at the heart of everything we do.**

**If you're ready to make a significant impact and grow with us, we would love to welcome you to our team**

# Our Schools, Our Journey



2012

Victoria Park  
Primary becomes  
Victoria Park  
Academy



2014

Victoria  
Academies Trust  
founded



2014

Rowley Park  
Academy,  
Staffordshire join  
as first sponsor  
school



2014

Devonshire  
Infant and Junior  
Academies,  
Sandwell join as  
converter schools



2017

Birchen Coppice  
Academy,  
Worcestershire  
join as a sponsor  
academy



2016

Fibbersley Park  
Academy, Walsall  
join as a sponsor  
academy



2015

Northfield  
Manor Academy,  
Birmingham join  
as a converter  
academy



2018

Foley Park  
Academy,  
Worcestershire  
join as a converter  
academy



2019

Poppyfield  
Academy,  
Staffordshire  
opens as our first  
Free School



2022

Elm Tree  
Academy,  
Sandwell opens  
as our first SEND  
Free School



# Role Overview

Key Stage 2 Class Teacher- Poppyfield Academy

Main scale 1-6

Poppyfield Academy is a one form school in Cannock which opened with Victoria Academies Trust in 2019. We are a close-knit family of schools who share a passion for powerful, immersive and creative learning. Poppyfield Academy is a well-resourced school in an attractive environment.

We are looking to appoint a Key Stage 2 teacher to work within the school.

We are looking to appoint enthusiastic and highly motivated teachers who are:

- Creative thinker, passionate, committed and have the determination to secure the best possible outcomes for every child
- Energetic, positive and have the ability to work effectively as part of our team
- Willing to go the extra mile to make great things happen for our children

As a school, we can offer the successful candidate:

- A commitment to continuing professional development
- A supportive and hardworking staff team who are united in their drive to ensure children achieve the very best outcomes academically and socially
- Friendly and happy children who are keen and eager to learn

Poppyfield Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

For further information please contact Mrs Doyle (Business Support Officer/PA to Headteacher) on 01543 758030 or via email

[headteacher@poppyfieldacademy.org.uk](mailto:headteacher@poppyfieldacademy.org.uk)

Please return completed applications marked for the attention of Headteacher, Mrs Rebecca Scordis, Poppyfield Academy, Bishop Steet, Cannock, WS12 4RY or to the email address.

Closing Date: 11.05.2026 12noon

Interviews: 15.05.2026

There is an expectation that candidates will be observed teaching





# Job Description

## Responsibilities of the role

### Class Teacher – Poppyfield Academy

#### Position profile

School: Poppyfield Academy

Post title: Class teacher

Responsible to: Head Teacher

Commencement date: September 2026

#### PLANNING

When planning, a class teacher will be required to:

- Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum, incorporating the National Curriculum requirements in line with the curriculum policies of the school;
- Produce long, medium and short term planning in accordance with school policy and procedures, and within required deadlines;
- Identify clear, relevant, challenging teaching and learning objectives, and specify how they will be taught and assessed;
- Set tasks which engage, involve and challenge pupils, whilst ensuring a high level of interest and enjoyment;
- Set appropriate and high expectations;
- Set clear, aspirational targets, building on prior attainment;
- Identify SEN, underperforming, under attaining, able, gifted and talented pupils and plan appropriate interventions to accelerate progress;
- Provide clear structures for lessons in order to maintain pace, motivation and challenge;
- Make effective use of assessment to inform planning of teaching and learning, whilst ensuring coverage of identified programmes of study.

#### TEACHING

When teaching a class teacher will be required to:

- Teach the required or expected knowledge, understanding and skills, and ensure the pupils acquire and consolidate them. Be able to use and apply them across all curriculum areas, in a range of learning contexts;
- Teach clearly structured lessons and sequences of work which interest and motivate the pupils, make learning objectives and outcomes clear, promote active and independent learning that enables all pupils to think for themselves, to plan and manage their own learning;

- Actively engage and involve all pupils in high quality, challenging learning experiences;• Make learning interesting, fun and exciting;
- Use a variety of interactive teaching strategies to facilitate, scaffold and support learning;
- Differentiate teaching to meet the needs of pupils of all ability ranges, taking into account varying interests, experiences and achievement of boys and girls, different social, religious, cultural and ethnic groups, to enable them to make good progress;
- Develop key skills as an integral part of all curriculum areas;
- Personalise learning, and cater for a wide range of learning styles, interests and abilities;
- Use ICT effectively in teaching and learning, and as an embedded part of the curriculum;
- Establish a purposeful learning environment, where diversity is valued and pupils feel safe, secure and confident;
- Organise and manage teaching and learning time effectively;
- Build successful relationships centred on teaching and learning;
- Provide homework which consolidates and extends work carried out in the class and encourages independent learning;
- Recognise and respond effectively to equality issues as they arise in the classroom, challenge stereotyped views, bullying and harassment in accordance with school policy and procedures;
- Evaluate their own teaching critically to improve effectiveness;
- Organise and manage Teaching Assistants and other helpers in the classroom to maximise the outcomes for pupils' learning.

#### CLASS MANAGEMENT

All class teachers will be expected to:

- Establish a clear framework for classroom behaviour and conduct, in line with the school's policy, in order to anticipate and manage pupils' behaviour constructively, promote self control and independence;
- Set high expectations for pupils' behaviour, and maintain a good standard of discipline through well focused teaching, challenging learning, fostering positive relationships;
- Use effective behaviour management strategies in order to establish and maintain an appropriate learning environment, pre-empt and address any potential behavioural issues, monitor and intervene to ensure sound learning and discipline.

#### MONITORING, ASSESSMENT, RECORDING, REPORTING

As part of Monitoring, Assessment, Recording and Reporting all class teachers will be required to:

- Assess pupils' level of learning and understanding in relation to identified learning objectives, and use monitoring and assessment information to inform planning, teaching and learning;
- Use Assessment for Learning strategies to monitor and assess the effectiveness of learning activities, provide immediate and constructive feedback to support pupils as they learn;• Involve pupils in reflecting on, evaluating and improving their own performance and progress;

- Assess pupils' progress accurately against appropriate standards;
- Record and track pupils' progress and attainment systematically, in order to provide evidence of development, identify strengths and areas requiring improvement, inform teaching and learning targets;
- Identify and support pupils with differing levels of ability, those experiencing behavioural, emotional and social difficulties;
- Use assessment data to inform target setting;
- Report on pupils' attainment to parents, carers, other professionals and pupils as appropriate;
- Analyse assessment and tracking data, identify strengths and areas or pupils requiring targeted improvement.

#### OTHER PROFESSIONAL REQUIREMENTS

In addition all class teachers will be expected to:

- Have a working knowledge of teachers' professional duties and legal liabilities;
- Operate at all times within the stated policies and practices of the school;
- Establish effective working relationships, set a good example through presentation, personal and professional conduct;
- Endeavour to give every child the opportunity to reach their potential and meet high expectations;
- Take on the responsibility for leading and managing one or more curriculum areas or aspects of the school's provision, as delegated;
- Contribute to the corporate life of the school through effective participation;
- Contribute to the delivery of extra-curricular provision;
- Liaise effectively with parents and governors;
- Take on any additional responsibilities which might from time to time be determined;
- Actively engage in Performance Management, training, continuous professional development and other learning activities as required;
- To be aware of and comply with policies and procedures relating to child protection and safeguarding, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person;
- Work collaboratively with other professionals. The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably requested, allocated or delegated to them by the Head Teacher

#### **Note**

This job description is not necessarily a comprehensive definition of the post. The particular duties and responsibilities listed above may be subject to reasonable change from time to time following consultation between the Headteacher with the postholder.

# Person Specification

## Class Teacher - Poppyfield Academy

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status (QTS)</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of continuous professional learning and development.</li> </ul>
<b>Knowledge, understanding and experience</b>	<ul style="list-style-type: none"> <li>The Class Teacher should have knowledge and understanding of:</li> <li>the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies);</li> <li>statutory National Curriculum requirements at the appropriate key stage;</li> <li>the monitoring, assessment, recording and reporting of pupils' progress;</li> <li>the statutory requirements of legislation concerning Equal Opportunities, Health &amp; Safety, SEND and Child Protection;</li> <li>the positive links necessary within school and with all its stakeholders;</li> <li>effective teaching and learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>In addition, the Class Teacher might also have knowledge and understanding of:</li> <li>the preparation and administration of statutory National Curriculum tests;</li> <li>the links between schools, especially in a multi-academy trust;</li> <li>Experience of End of Key Stage 2 assessments and supporting pupils</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>The Class Teacher will be able to:</li> <li>promote the trust's vision and values positively;</li> <li>develop good personal relationships within a team;</li> <li>establish and develop close relationships with parents, governors and the community;</li> </ul>	<ul style="list-style-type: none"> <li>In addition, the Class Teacher might also be able to:</li> <li>develop strategies for creating community links;</li> <li>undertake action research;</li> <li>use digital technology to enrich learning</li> </ul>

	<b>Essential</b>	<b>Desirable</b>
	<ul style="list-style-type: none"> <li>• communicate effectively (both orally and in writing) to a variety of audiences;</li> <li>• create a happy, challenging and effective learning environment.</li> </ul>	
<b>Personal and professional qualities</b>	<ul style="list-style-type: none"> <li>• Values-led</li> <li>• Approachable</li> <li>• Committed</li> <li>• Courageous</li> <li>• Enthusiastic</li> <li>• Organised</li> <li>• Patient</li> <li>• Resourceful</li> <li>• Kind</li> </ul>	

\*Note: Due to the nature of how a multi-academy trust operates there is an expectation that all staff are willing and able to travel across the MAT (via their own car) to provide school-to-school support from time to time, as required. This means that a clean driving licence and acceptance of these terms is essential. Travel expenses will be reimbursed at the agreed rate.



## Safeguarding

Victoria Academies Trust is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects our staff and volunteers to share this commitment. Successful applicants will be required to provide references, undertake an enhanced check through the Disclosure and Barring Service, and comply with the Safeguarding Policy and child protection practices of the Trust.

## Equalities:

Victoria Academies Trust has a strong commitment to achieving equality of opportunity in its academies and in the employment of people. The post will ensure that the Trust meets its statutory obligations in relation to all aspects of equalities legislation.

## Flexible Working:

Victoria Academies Trust is committed to ensuring that all colleagues have working conditions that meet their own needs, as well as the needs of their schools and children. Details of our Flexible working policy can be found on our website: [VAT-Flexible-Working-Policy-v1.0-.pdf \(victoriaacademiestrust.org\)](#)



**Victoria Academies Trust**

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