



Hounsome Fields Primary School

Recruitment Pack





Welcome from Headteacher



Dear Candidate

Thank you for showing interest in working at Hounsome Fields Primary School. We are a brand-new school which opened in September 2025 and are proud to be part of the Engage Enrich Excel Academies (EEEA) Trust.

At Hounsome Fields Primary School, we're looking for passionate, proactive teachers to join our team. This is your chance to play an integral role in shaping our school culture, curriculum, and community from the very start.

At the core of everything we do are our 'HEART' values: Honesty, Empathy, Ambition, Respect and Teamwork. These values guide our approach to teaching, learning and relationships across the school.

We are passionate about creating a curriculum that engages children and makes learning enjoyable. When children are happy and motivated, they can thrive academically and personally.

If you are interested in applying to our school, tours of the school are welcomed.

We are enthusiastic and motivated for the future growth of our school in the community.

Thank you again for your interest in joining us.

Kind regards,

Bradley Carter

Headteacher



About Hounsome Fields Primary School.

The school is part of an exciting new urban development in Basingstoke, Hampshire. The school was designed by Hampshire County Council and in partnership with the Engage Enrich Excel Academies (EEEA), Hounsome Fields Primary School promises to be one of the best school buildings in the country. The school is designed to be energy efficient and sustainable with features that include a ground source heat pump and solar panels making Hounsome Fields ecofriendly.



The building itself revolves around a courtyard area with extensive school grounds which includes a pond and orchard. We welcomed our first cohort of reception pupils in September 2025. Each year we will welcome a new cohort of reception pupils until we reach full capacity. We will grow to be a two-form entry school with a capacity of 420 pupils. We also a

dedicated resource provision for special educational needs for up to 8 pupils.

HEART represents the five core school values. **Honesty, Empathy, Achievement, Respect, Teamwork.**

Honesty: Promoting truthfulness and integrity in all interactions.

Empathy: Fostering understanding and compassion for others.

Achievement: Encouraging and celebrating academic and personal successes.

Respect: Cultivating a culture of mutual respect and appreciation for everyone.

Teamwork: Valuing collaboration and cooperation to achieve common goals.

These values collectively create a nurturing and positive school environment where everyone can thrive with **HEART**.



Engage Enrich Excel Academies Trust

Hounsome Fields Primary School is proud to be part of the Engage Enrich Excel Academies (EEEA) Trust, a Multi Academy Trust founded on effective school improvement and collaboration. Established in December 2014, the Trust currently comprises eight schools within the areas of Surrey and Hampshire.

At EEEA, our schools are dedicated to fostering a happy, welcoming, stimulating and secure environment for all children under our care, empowering them to strive for excellence and reach their full potential. Anchored in the belief that 'Every Child Matters', our community of pupils, staff, parents and governors collectively work to ensure this ethos permeates daily life for every child.



Year 1 Class Teacher

September 2026 start — Permanent and Full-time Position

Main Scale

Have you ever had the opportunity to work in a brand-new school? Do you want to be part of an exciting journey, shaping a school from the ground up in a growing community?

At Hounsome Fields Primary School, we're looking for a passionate, proactive Year 1 class teacher to join our vibrant and expanding team. Having opened our doors in September 2025, this is a unique and exciting opportunity to be part of a brand new school from its very early stages. If you're an ambitious teacher who thrives on collaboration, innovation and making a real difference we would love to hear from you.

What we offer:

- **A unique opportunity** to be part of a new school, shaping its future.
- An opportunity to **create and develop a curriculum** that prepares children for the future.
- **A brand-new, purpose-built learning environment** designed to inspire.
- **A values-led, aspirational school** with a strong belief in the development of the whole child.
- A **dynamic** and **exciting** working environment where you can grow professionally.
- A **supportive network** of colleagues from the academy trust.
- A considered approach to support staff **wellbeing**.

We're looking for someone who:

- Is **passionate**, positive, and has a can-do attitude.
- Is a **great teacher** with the initiative and collaborative spirit to thrive in a growing two-form entry school.
- Will promote a **love of learning** and an **excitement about coming to school each day**.
- Wants to work **collaboratively** and be a part of the team
- Has a desire to learn and grow as a teacher
- Works well with others, has excellent interpersonal skills, and approaches challenges with a sense of humour.
- Is committed to contributing to the **wider life** of the school and school community.

We reserve the right to invite candidates for interviews prior to the closing date, so we encourage you to submit your application as soon as possible.

Engage Enrich Excel Academy Schools are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults, and expects all staff and volunteers to share this commitment. Any offer of employment will be subject to receipt of a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS) to safeguard our pupils.

Job Description

Year 1 Class Teacher

Job Title: Year 1 Class Teacher

Reports to: Headteacher

Overall Responsibility: Delivering the highest quality learning experiences to all pupils

Start date: September 2026

Salary: Main Teacher Scale

Disclosure level: Enhanced

Qualified Teacher Status (QTS) by September 2026 is essential. ECT's are invited to apply for this role. EYFS/KS1 experience is desirable.

The post holder will take responsibility for teaching and learning in accordance with the duties listed below.

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

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
- 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
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- 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

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systemic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- create a rich, stimulating learning environment that will capture attention, create excitement and lead to independent exploration.
- be aware of individual children's needs and interests and utilising these in planning learning within and outside the classroom
- set exciting and intriguing tasks for whole class learning, small group learning and child initiated learning
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- 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
- have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with English as an additional language; those with disabilities; and be able to use them and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- Be familiar with the statutory assessment and reporting requirements and report information to parents in a meaningful way.
- 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 for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school'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.

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- Work with the EYFS team, valuing each member and providing opportunities for them to contribute to planning and ideas.
- Ensure that colleagues working with you have a voice and are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well being.

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.

Person Specification

Year 1 Class Teacher

	Essential	Essential /Desirable
Knowledge & Experience	<ul style="list-style-type: none"> Qualified to teach in the UK. Successful primary teaching experience Secure knowledge of the National Curriculum Experience teaching in Year 1 Knowledge of strategies to support children with special educational needs and disabilities. Experience working with diverse learners, including EAL (English as an Additional Language) students. Experience of working in a small school environment 	E E E E E E D
Skills & Abilities	<ul style="list-style-type: none"> Strong understanding of the Early Years Foundation Stage (EYFS) and Key Stage 1 curriculum. Understanding and ability to teach effective Phonics lessons Ability to plan and deliver engaging and effective lessons that cater to diverse learning needs. Proficient in using a variety of teaching methods and resources to enhance learning. Effective behaviour management strategies to create a positive and inclusive classroom environment. Ability to foster a supportive and nurturing atmosphere that encourages student participation and confidence. Ability to adapt, perform under pressure and interact effectively with colleagues and stakeholders 	E E E E E E E
General	<ul style="list-style-type: none"> Commitment to ongoing professional development and staying updated with educational practices. Willingness to engage in training and workshops to enhance teaching skills. Willingness to work collaboratively with colleagues, support staff, and parents to enhance student learning. A passion to contribute to the wider school community and participate in school events. Willingness to work collaboratively with colleagues, support staff, and parents to enhance student learning. Ability to contribute to the wider school community and participate in school events. Bring a positive attitude and energy to the school every day A good sense of humour 	E E E E E E E



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