

The Hollybrook Schools



Class Teacher – 0.6 (Wednesday-Friday) **Key Stage 1 or Key Stage 2** **Permanent**

Required from September 2026

Hollybrook Infant School

Seagarth Close
Southampton
SO16 6RN

Tel: 02380 772781

Hollybrook Junior School

Seagarth Lane
Southampton
SO16 6RL

Tel: 02380 772781

I would like to thank you for considering the position of class teacher at The Hollybrook Schools. Please find the enclosed welcome pack detailing the application process, information about the schools and this position. The Hollybrook Schools are a federation of two schools: a two-form entry Infant School and a two-form entry Junior School. The schools are part of the Jeffery Education Partnership (JEP) and Hamwic Education Trust. Both Schools are currently judged good by Ofsted.

Hollybrook Infant and Hollybrook Junior School work together as one, where we enjoy joint staff meetings and share subject leaders across the two schools. We have delightful, well behaved children across the federation who are fantastic advocates for the schools. We are looking for the right person to fit with our staff and children who has a passion for teaching and a desire to enable children to be the best they can be.

The schools are very fortunate in having dedicated teams of staff and governors who work tirelessly and enthusiastically as we strive to constantly improve the provision and outcomes for all our children guided by the latest research. The schools have a very strong team ethos and being two fairly small schools, everyone works very closely together. We have a great community between the schools with our families, and the pupils are incredible; we are so proud of them. We hope that you feel that you would like to become a part of that team.

The governors and staff are looking for a professional who believes in inclusion, sees education as a basic right for all children and who is flexible and creative in their approach to a wide range of situations. You will need to be somebody who is enthusiastic and committed to working as part of a team while also being reflective and evaluative and forward thinking. Most of all we want you to care for and enjoy working with our children and families and be passionate about the future of this community.

Visits to the school are warmly welcomed as are informal chats over the phone to any interested candidates.

We look forward to hearing from you soon.

Yours sincerely

Marcella Dobson, Executive headteacher

Job Advert

- **Closing Date:** Monday 1st June 2026 – 12.00pm
- **Interview Date:** Thursday 11th June 2026
- **Job Start Date:** Tuesday 1st September 2026
- **Contract/Hours:** Permanent Part time
- **Key Stage:** EYFS, Key Stage 1 or 2
- **Salary Type:** MPR
- **Hours of Work:** 0.6
- **Location of Role:** Hollybrook Infant School and Hollybrook Junior School
- **Contact e-mail for visits:** laura.jackson@hollybrookschoools.co.uk
- **Contact email for applications:** hr@hollybrookschoools.co.uk

Job/Person Summary

This post offers somebody an opportunity to work across a friendly, Infant / Junior school which caters for 4 – 11 year olds. The position is for a permanent part-time position in either Key Stage 1 or Key Stage 2, dependent on school needs.

We are fully inclusive and work hard to ensure that every child is respected as a unique individual. We deliver a thematically linked curriculum and encourage our teachers to find creative and innovative ways of engaging the children in their learning while ensuring that basic skills are taught to a high standard.

This post is suitable for an experienced member of staff or an ECT.

We are looking for an exemplary professional who:

- has energy, enthusiasm and enjoys a challenge
- can build strong relationships with children, parents and colleagues
- is values driven with a philosophy of inclusion
- understands how children learn
- wants to develop as a professional

We can offer you:

- an opportunity to join a committed, hard-working staff team with high expectations of the pupils and great relationships with families
- a school with a well-formed package of professional development, tailored to your experience and ambitions, relevant to the stage of your career
- an opportunity to work in a federation of two schools who work well together
- friendly, happy children with a zest for learning and life and beautiful manners
- Further opportunities for CPD and networking across the JEP and HAMWIC Trust

Application Procedure

We warmly welcome visits to our school by appointment

Please email laura.jackson@hollybrookschoools.co.uk

If you would like an informal chat about any aspect of this post please do not hesitate to contact Laura Jackson, Head of School. Contact can be made through the school office on the phone number 023 80772781.

Applications can be downloaded from the school website or can be obtained by telephoning the school office or by emailing: hr@hollybrookschoools.co.uk

The Hollybrook Schools and Hamwic Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

Information for applicants for Class Teacher Position

Background

The Hollybrook Schools are two form entry Infant and Junior schools with one Headteacher across both schools. We are currently virtually full in every year group and waiting lists are regularly in operation. There are 14 classes across the schools, 6 in the Infant School and 8 in the Juniors. The successful candidate will join the dedicated and supportive teaching staff.

Vision and Aims

Within The Hollybrook Schools we believe every child is unique and has a right to an education that equips them to fulfil their ambitions. We will support this within our inclusive and diverse community through a broad, creative and knowledge based curriculum.

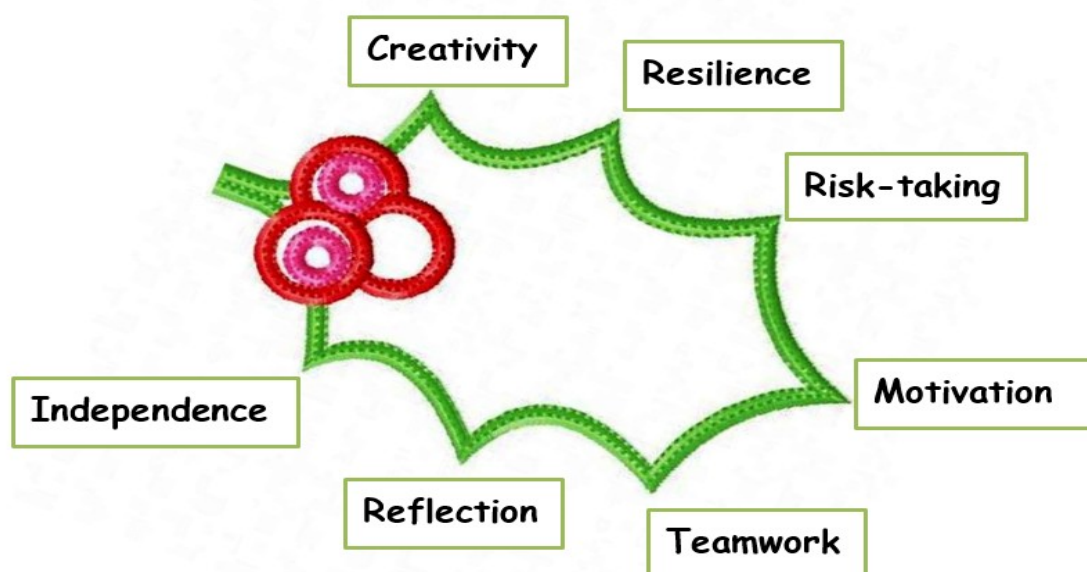
Our school motto is: **Dream, Believe, Achieve, Care**

The vision for the schools is

"We, at The Hollybrook Schools, believe that every adult and child has the right to thrive in a happy, safe and supported environment built on mutual respect and shared values. It is our equal responsibility to ensure that adults are able to teach and children are able to learn through the promotion of positive respectful behaviours where adults support and role-model our learning values to develop responsible citizens both in and outside of school."

Our school rules are: Be respectful, be responsible and be caring: and these rules permeate all we do and offer at Hollybrook.

Our values underpin our vision and apply to both children and adults in our community and we use the following behaviours for learning to support the children to be successful:



School Aims

Our children are encouraged to develop the following skills and values:

- an enjoyment in all aspects of learning
- lively enquiring minds enabling them to make decisions and meet challenges
- an appreciation of the value of their role as part of the school community
- an awareness of their own self-worth, to show respect for others and value the multi-cultural society in which we live
- a positive enthusiastic attitude towards learning
- the confidence to make and learn from mistakes, helping them to improve their future learning
- a growing independence and responsibility for their own learning and conduct
- an understanding of acceptable standards of behaviour at all times, enabling them to work and communicate as a member of a group or team
- the ability to apply their own knowledge and skills in all situations and to accept challenges
- the ability to evaluate and celebrate their own achievements with an understanding of how to improve and meet their next target
- an appreciation of the importance of a healthy lifestyle and the impact this can have on their future well-being
- the ability to prepare themselves for their continuing life of education beyond the Hollybrook Schools.

Ofsted

Both schools were judged to be **good** by Ofsted.

The Juniors in June 2024 and the Infants in June 2025.

Strengths across both schools:

- Provision in EYFS (Infants only)
- Children's behaviour
- Personal development
- Reading
- Leadership
- Challenge for all children in the core subjects
- High expectations from staff which children achieve

Development areas for both schools

- Develop suitable ambitious end points for non-core subjects

Hamwic Education Trust

The Hollybrook Schools are part of the Hamwic Education trust. The Trust is responsible for 37 Infant, Junior and Secondary schools in the Poole, Dorset, Southampton and Portsmouth areas.

The Trust offer support to the school in the form of CPD and training opportunities for individuals. Along with an experienced advisory team that work within the schools to raise standards and support the staff.

Working within the Hamwic Trust and the Jefferies Education Partnership also allows The Hollybrook Schools to work with other colleagues and schools to share good practice.

Strategic Planning

The school has summarised the priorities for the academic year 2025-2026 as:

Priority 1 – Improve the Leadership and governance by:

Embedding British Values across the schools, ensuring the staff and children have a strong knowledge of this.

Further developing partnerships with parents and local community, and support them to improve attendance, wellbeing and learning.

Improving knowledge of key staff to monitor effectively and improve whole school attendance and the attendance of different groups.

Refining the role of phase leader to take accountability for progress of certain groups of pupils and are having a strong impact on outcomes.

Priority 2 – Develop Teaching by:

Refining the use of marking and feedback to ensure that children respond and make progress.

Strengthening the use of adaptive and responsive teaching across the curriculum to further strengthen progress.

Modifying prior knowledge activities in a range of subjects to ensure that they are used effectively to elicit knowledge effectively.

Widening opportunities for oracy to strengthen confidence, speaking and listening skills in our school.

Priority 3 – Raise the Quality of the curriculum across the schools by:

Further developing subject leaders and supporting new subject leaders to deliver a robust curriculum for their subject area which is bespoke for our pupils

Strengthening non-core subject development through a clear understanding of the sticky knowledge for each subject area

Embedding the new knowledge organisers so that the curriculum sequence is clear for staff and pupils with clear end points to prove that children have remembered more over time

Priority 4 – Improve the Personal Development of pupils by:

Embedding the Leadership award, promoting this further for all groups of pupils and Embedding SMSC and the wider curriculum offer

Strengthening the use of Wellbeing Champions across the federation to enhance the wellbeing of stakeholders

Targeting groups of pupils for extra-curricular activities to further enhance their cultural capital

Priority 5 – Develop the Quality of Early Years Education by:

Inducting the New ECT to ensure consistency across the base

Utilising EYFS space more effectively to further embed key areas of the EYFS curriculum

Proactively supporting the progression of listening and attention over time

Staffing

Executive Headteacher and Deputy DSL: Ms Marcella Dobson

Head of School and DSL: Mrs Laura Jackson

Assistant Headteacher, SENCO and Deputy DSL: Miss Stephanie Crispin

Assistant Headteacher: Mr Dan Saunders

Teachers: 18 teachers

Teaching Assistants: 21 assistants

Business Manager: 1

Attendance Officer: 1

Office assistants: 2

Site Team: 7, including cleaners

Sunshine Club: 4

Lunchtime Supervisory Assistants: 12

Standards and Achievement at Key Stage 2

Area	School 2024 - 2025	National 2024 - 2025	School 2023 - 2024	National 2023 - 2024
Reading ARE+/GDS	75%/37%	75%	76%/33%	74%
Writing ARE+/GDS	80%/5%	72%	71%/5%	72%
Maths ARE+/GDS	82%/37%	74%	82%/12%	73%
Combined ARE+/GDS	68%/7%	62%	57%/2%	61%

Learning and Teaching

At The Hollybrook Schools we aim for all teachers to be working at the expected standard and better level for at least 95% of the time. We are continuing to develop ways of working which places children at the heart of the learning process. We believe that children learn best when they are actively involved in their learning and they are an integral part of the planning and assessment process. Our children are amazing! They are keen to learn, work together harmoniously and have beautiful manners – they are an absolute delight! Our results demonstrate the commitment we have to them.

Curriculum

The school follows the National curriculum. We have been working to develop a bespoke Hollybrook curriculum across the schools and subject leaders are given a generous amount of release time to support them in the leading of their subject. This has supported us to create an engaging curriculum and promote deep thinking from our children. Our curriculum is language rich and increasingly based on first hand experiences wherever possible to serve our very mixed school community.

Behaviour and Inclusion

The school prides itself on having an inclusive ethos and all children are valued as individuals. Respect is a key value across the school.

Behaviour across the ages is exemplary and we use a positive approach to behaviour management. We expect our children to take responsibility for their own behaviour and to behave in a way that allows them and all others to learn.

There is an emotional literacy support assistant across the schools who can work with groups and individuals on specific personal and social skills to ensure that all children can access the learning in the classrooms.

As part of the JEP, we also purchase an additional Speech and Language Therapist and Educational psychologist time so ensure our children receive specialist support, in a shorter time frame, when required.

Further Information

For more information about the school please refer to the school website
www.hollybrookschools.co.uk

The Hollybrook Schools - Person Specification

The following are the main attributes the schools would wish to see offered by candidates. It is not as an exhaustive 'tick list' but is provided as guidance.
How candidates will be assessed: A – Application Form; I – Interview; R –Reference

	Essential	Desirable
Qualifications	Qualified teacher status (A)	Experiences outside an educational setting (A/I)
Experience	Successful teaching within the primary age range/EYFS (A/R)	Experience of more than one key stage (A) Experience of teaching more than one year group (A)
Knowledge and Understanding	A thorough knowledge of how children learn, including through the use of prior knowledge, explicit instruction and strategies to aid memory (A/I) A thorough understanding of primary children's needs, and a good understanding of the primary curriculum (A/I/R) A secure knowledge of safeguarding and confidentiality (A/I/R)	Understanding of how to develop thinking and learning skills (A/I) Experience of using data analysis to identify target groups within own class (A/I)
Skills	To be an outstanding, innovative and creative teacher (I/R) To be able to develop learning with all individuals and groups of learners such as special educational needs and more able (I/R) To be able to identify and solve problems independently and creatively (I/R) To be an effective communicator with children and staff and to disseminate information accurately (I/R) To be an active listener (I/R) Ability to exhibit and foster a positive attitude (I/R) Ability to encourage positive partnerships with parents (A/I/R) To be flexible with a positive attitude to change (A/I/R) To be able to manage time effectively (A/R) To plan effectively and to differentiate to meet the needs of all learning (A/R)	To have experience of working with EAL children (A/I) To have experience of working in line with a school development plan (I) To be able to plan well sequenced and progressive lessons (A/I/R)
Personal Qualities	Well-organised, professional, innovative and tactful (A/I/R) A reflective practitioner (A/R) Commitment to team approach (A/I/R) Able to work under pressure and meet deadlines (A/R) Able to manage an appropriate work-life balance and your own wellbeing (A/I/R) Passionate about wanting to make a difference to our children (A/I) Have a desire to further their learning and be ambitious for their career (A/I) Have an approachable and friendly manner and an awareness of the needs of others (I/R)	Have varied interests outside school and education (A/I)

Candidates are asked to ensure that the evidence for all statements marked with an 'A' is included on their application form. Short-listing for interview will depend upon this evidence.



Hollybrook Schools

Classroom Teacher Job Description

Date: September 2026

This job description may be amended at any time following discussion between the School Leader and the member of staff, and will be reviewed annually as part of the performance management process.

Name of Post Holder	[name of postholder]
Post Title:	Classroom Teacher
Grade of Post:	Main scale or Upper Pay scale
Accountable to:	School Leader
Responsible to:	Head of School/Executive Headteacher
Working time: (STPDC)	FTE as specified within the Schools Teachers' Pay and Conditions Document
General description of the post	
<p>The holder of this post is expected to carry out the professional duties of a teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the School Leader. The post-holder is required to fully support the vision, ethos and policies of the school.</p>	
Relationships	
<p>The post-holder is accountable to their line manager in all matters.</p> <p>Within the Performance Management process, all staff in the school are accountable to the School Leader through their respective teams and leaders.</p> <p>Within the learning management process, all staff in the school are accountable to the School Leader for the profiles and performance of all students they teach.</p> <p>Within continuing professional development (CPD) all staff in the school are accountable to the School Leader for the impact their development has on pedagogy.</p> <p>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,</p>	

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.

Teachers' Standards

Contribute to the School Development Plan priorities of:

- Setting high expectations and continuously monitoring and evaluating the effectiveness of learning outcomes
- Securing a collaborative school vision of excellence and equity that sets high standards for every student

Achievement

Duties and responsibilities:

- Making a contribution to raising standards across the school
- Setting clear and challenging targets that build on prior attainment for each pupil
- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data
- Setting, tracking, evaluating and reporting on progress towards individual pupil targets
- Giving every child the opportunity to reach their potential
- Consistently demonstrating high expectations for every child

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

Quality of teaching

Contribute to the School Development Plan priorities of:

- Raising the quality of the teaching and learning of writing, in particular spelling and handwriting
- Setting high expectations and monitoring and evaluating the effectiveness of learning outcomes
- Enabling students to become effective, enthusiastic, independent learners, committed to life-long learning

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 systematic 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
- 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 special educational needs; those of high ability; those with English as an additional language; 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:

- 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
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Behaviour and Safety of pupils at school

Contribute to the School Development Plan priorities of:

- Ensuring that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment

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
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

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

Leadership and Management

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
- 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

Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

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.

Signed:

Date:

(Member of staff)

Signed:

Date:

(School Leader)

Application Procedure

Candidates should complete the application form and return it so that it is received no later than **Noon Monday 1st June 2026**

The Hollybrook Schools
Telephone 023 80771528
E-mail address: hr@hollybrookschools.co.uk

You should provide a full statement in support of your application, which should not exceed two sides of A4 paper. Please do not restate the factual details already included elsewhere on the application form.

Selection Procedure

The shortlist will be drawn up on Tuesday 2nd June 2026 and the interview process will take place **Thursday 11th June 2026**. Further details will be sent to those candidates called for interview.

Applicants will be advised within 3 working days after the shortlisting date whether they have been successful or not.

Failure to send your application form to the above address may invalidate your application.

Equality Monitoring

All applications will be required to complete an Equality Monitoring form.

Receipt of Application

Applications are acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the school immediately on the number above.

Postage

Insufficient postage occasionally leads to application forms being received after the closing date for application has passed. To avoid this, please ensure that you attach the correct postage to your application.

*Please be aware we are unable to receive hand-delivered mail outside normal office hours 9:00am - 3:10pm. Emailed applications are acceptable, but **please do not send both paper and electronic applications**.*

Safer Recruitment

The Hollybrook Schools and HAMWIC are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Criminal Records Bureau checks along with other relevant employment checks.

Data Protection Act 1998 – You should be aware that the information you have provided will be stored on Hampshire County Council's secure database and will only be used to process your application. It will not be passed to any other organisation.