



Candidate Information Pack

Teacher of History & Religious Studies



L.E.A.D. Academy Trust



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Welcome from the CEO

L.E.A.D. Academy Trust comprises primary and secondary academies across the East Midlands. Our mission is to be a pioneering, confident, high-performing Trust with national and international influence.

We are determined to bring about change and improvement to education standards in the East Midlands by appointing visionary leaders who believe in the Trust's vision and values and are committed to making a tangible difference to the lives of children and young people.

As a Trust, we pride ourselves on the support and advice we give to all our leadership staff, enabling them to be exceptional leaders and teachers who can inspire both pupils and staff.

This role represents an exciting opportunity to be part of something special; developing and supporting our Trust in improving educational outcomes while retaining the school's individual identity and specific needs of their children, young people and community.

If you are ambitious, determined, energetic and passionate about education and want to join us on our mission, then we look forward to receiving your application.

Diana Owen CBE

Chief Executive Officer





L.E.A.D. Academy Trust
comprises of:

24
primary

..... and

3
secondary
academies

..... across

5
geographical
regions

..... with

11,000
pupils

..... and

1,500
members
of staff





Our Academies

Within our Trust, all academies strive to achieve:

- The highest standards of behaviour and conduct.
- Outstanding teaching and learning.
- A fully inclusive approach in which all children are equally important.
- A climate of mutual respect between the children, staff and community.
- Positive relationships.
- High aspirations for all involved with the school – a ‘can-do’ attitude.
- A wide range of enrichment opportunities for all to get involved in.
- A celebration of all the cultures and faiths represented in the school.
- An organisation in which there are no excuses for underachievement.

"The headteacher is a visionary leader. Leaders, including subject leaders, are a united team."

Witham St Hughs Academy
Ofsted Report, 2012

L.E.A.D. Teaching School Hub

'Working together to lead the highest outcomes for all.'

L.E.A.D. Teaching School Hub Lincolnshire was launched in 2021 as one of the 87 organisations to be awarded Teaching School Hub status by the DfE. The Teaching School Hub is designated to work with schools across Lincolnshire and throughout our Trust. It supports every school type and phase, including nursery, primary, secondary, special and alternative provisions.

The role of the Hub and the Trust is to promote the importance of high-quality continuing professional development, from Initial Teacher Training through to executive leadership, supporting teachers throughout their career in a sequential and cohesive way. During 2021/2022 the TSH delivered 167 days of CPD to 2,163 participants, supporting 233 schools in total. The ability to access this high-quality professional support is therefore a significant opportunity associated with joining our Trust.



A message from the Headteacher

I am incredibly proud to be the Headteacher of Noel-Baker Academy. We recognise that there is always opportunity for continual improvement; we want Noel-Baker Academy to not only be the Academy of choice in the local community, but to continually be improving in every aspect. It's an amazing place to work and I strongly encourage anyone considering applying for one of the roles below to get in touch with us via vacancies@noelbakeracademy.co.uk to arrange a visit to the school.

Mrs K Richardson, Headteacher



The Opportunity

Would you like to work in a school where “pupils thrive,” where there is an “excitement about learning,” where “conduct is exemplary” and where “high expectations are set by staff and pupils live up to them”? (Ofsted February 2022). If so, we are seeking to appoint a teacher of History and RS who is passionate and has the drive to inspire and empower the young minds of our students at Noel-Baker Academy. The successful candidate will be required to teach across the full age and ability range of the school. If you believe that all children, no matter their background, needs or aptitudes are entitled to learn the best that has been thought and said, we would encourage you to apply for this role to join our extraordinary staff team.

About Noel-Baker Academy

At Noel-Baker Academy everything we do is underpinned by our passionate belief that outstanding schooling is the right of every child, and a determination that such a vision is achievable. We believe that our students are entitled to the same breadth and depth of provision as any student attending any of the best schools in the country. This is a vision shared with the LEAD Academy Trust, of which we are a part. We are on a journey towards excellence and that with persistent effort, hard work and patience amazing things can and will be achieved for and by our young people.

We believe in and aspire to provide an inclusive education for all. That is, high expectations of and for all pupils, an insistence on excellent behaviour, equal access to an academically rigorous curriculum taught by highly skilled subject specialists and a sharp focus on high value enrichment opportunities that will enable all students to excel. We will never accept that family background, socio-economic circumstances or prior attainment will inevitably limit young people's potential and so the profile of our intake will always be a reason for our provision, and never an excuse for our outcomes.

Our students are entitled to the very best of what has thought, said and written and we are unapologetically ambitious for every student, no matter what their background, prior attainment or needs.

This vision is underpinned by a wider set of core principles.

Lead (to show the way; to be first or foremost):

- We are compassionate, considerate and kind.
- We welcome and value all members of our community and expect all members of our community to work with us to play an active part in our children's education.
- We encourage each other, and we celebrate our successes.

Empower (to give power to; to enable):

"I am the master of my fate, I am the captain of my soul" William Ernest Henley (1849-1902)

- We teach our students to take responsibility for themselves.
- We insist on excellent behaviour and learning habits.
- We know that factual knowledge is a prerequisite for deep understanding: that the more you know, the more you are able to learn and understand.
- We have an unrelenting focus on hard work, commitment and perseverance.

Achieve (to accomplish; to get or attain by effort):

- We believe that all children are entitled to learn "the best that has been thought and said," and that our students are the inheritors of the greatest ideas, written texts and discoveries of the past.
- Our purpose is to provide a rich education that will allow our students to achieve excellent qualifications and become thoughtful, educated and well-rounded young adults.

Drive (to cause and guide progress; to impel forward):

- We know that success takes hard work.
- We know that effort, practice and revision develop expertise and intelligence.

Our Academy is a warm and friendly place to work. We value our staff and believe that we are starting out on a journey that will transform our school and the lives of our pupils for the better. If you want to be part of a team of people who are working together to achieve a shared vision, where you are free to teach "the best that has been thought and said," where classroom practice is underpinned by research informed pedagogical approaches and where you will be part of building a unashamedly academic and disciplined culture then we want to hear from you.

We are now at the next stage of our adventure to becoming extraordinary. We are looking for people who want to **LEAD**, **EMPOWER**, **ACHIEVE** and **DRIVE** our transformation



Benefits of being part of L.E.A.D. Academy Trust for Teaching staff

We recognise that successful people place value on a range of benefits associated with their careers, including receiving professional recognition, commensurate financial reward, job satisfaction, opportunity to innovate and a balanced approach to work and personal time. We place value on these aspects too.

Employee benefits from day 1

1. National teacher pay and conditions, including generous TPS scheme with minimum 23% employer contribution rate.
2. Superb CPD opportunities via various established routes including dedicated Teaching School Hub.
3. Access to Trust EAP service: 24/7 free advice on range of issues and wellbeing counselling.
4. Free eyecare vouchers and flu jabs.
5. Access to free Occupational Health Service, including physiotherapy service.
6. Access to free staff discounts and cashback for a huge range of products.

Ofsted feedback

"Leaders and staff are highly ambitious for all pupils. They take their responsibility to the pupils and the community very seriously. This is seen in their careful work to develop a knowledge-rich curriculum that promotes character development and raises aspiration."

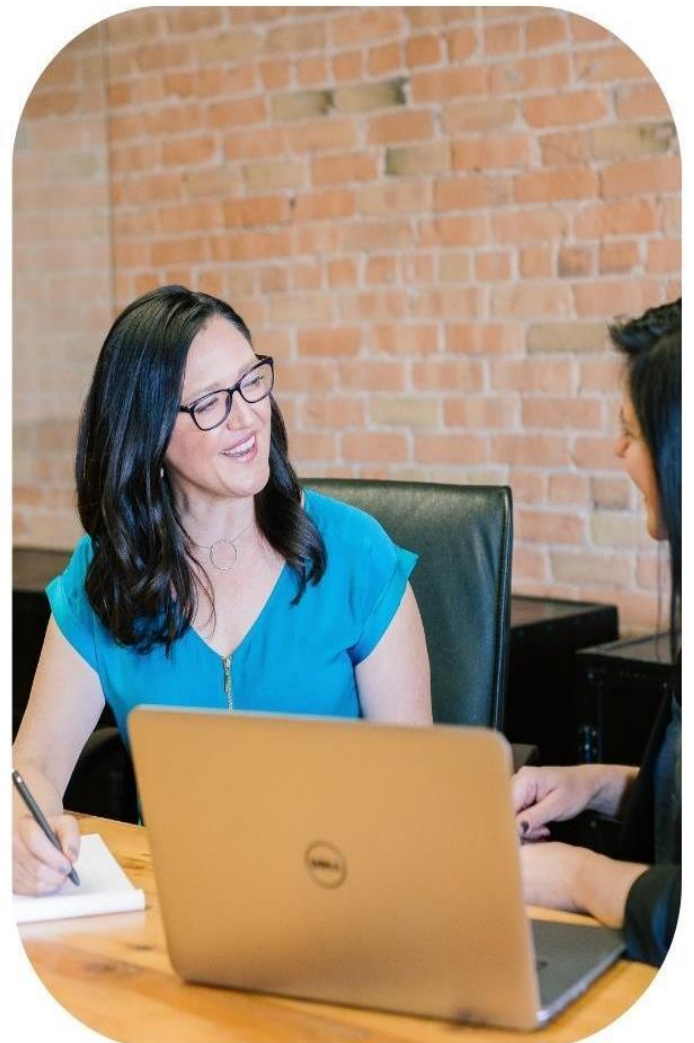
Radford Academy Ofsted Report, Jan 2023

"Staff feel that leaders are considerate of their well-being. They talk about leaders being approachable."

Bishop Alexander Academy, March 2023

"Staff value the training that they have had and the time to develop subject leadership roles. Teachers at the early stage of their career feel well supported and valued as members of staff."

Forest Lodge Academy, June 2022





What OFSTED say about our extraordinary staff and pupils:

“Their conduct is exemplary. High expectations are set by staff and pupils live up to them. Pupils’ learning is not disrupted. Pupils thrive. They look forward to their lessons.”

“Teachers motivate pupils to achieve. Pupils are praised and valued. They love the rewards that they now receive. They are proud of the positive recognition that they so richly deserve.”



How to apply

We encourage interested parties to visit the academy website www.noelbakeracademy.co.uk and to arrange an informal visit to the academy prior to applying.

Visits to the school are recommended and warmly welcomed. To arrange a visit please contact us at vacancies@noelbakeracademy.co.uk.

Please send a completed application form and covering letter explaining your interest in the role and how you meet the person specification to:

Debbie Broadhurst, PA to the Headteacher at debbiebroadhurst@noelbakeracademy.co.uk

CLOSING DATE: Friday 8th November

SHORTLISTING: Monday 11th November

INTERVIEWS: We expect interviews to take place during week commencing Monday 11th Nov.

Applications will be reviewed upon receipt, therefore shortlisted candidates may be contacted in advance of the closing date.

L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.



"I wanted to be part of an organisation that works in partnership, believes in collaboration and invests and understands the importance of high-quality leadership and management."

Rebecca Riley, Deputy Headteacher,
Huntingdon Academy



Role: Teacher of History and RS

Salary: MPS/UPS

Contract Type: Full-time

Contract Term: Permanent

Start Date: 01/01/2025

Key responsibilities and accountabilities

We are looking for someone who:

- Loves their subject and area of expertise, has excellent subject knowledge and who wants to contribute to the development of an expertly sequenced knowledge rich curriculum built to rival the best in the country.
- Is an ambitious practitioner and who wants to make a real impact on further driving up standards.
- Is keen to play a key role in developing our whole ethos and who is fully aligned to our vision.
- Is personable, pragmatic and can energise and motivate students and colleagues alike.
- Has the highest expectations of what all students can and will achieve.
- Has a clear understanding of the needs of all students, 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.
- Is committed to working as a part of a whole school team.
- Promotes and safeguards the welfare of children and young people within the academy, raising any concerns by following the academy safeguarding policies and procedures.
- Is a reflective practitioner who refines their approaches where necessary and responds to advice and feedback from colleagues, ensuring a positive impact on students' progress, attainment and wellbeing.

In return, the successful candidate will work in a school where:

- There are clear classroom routines, so time is not wasted.
- There is a focus on feedback, not time-consuming marking.
- There is a focus on student learning, not data input.
- There is a centralised support team who, along with senior leaders, manage student conduct.
- Curriculum area staff plan and work together.
- Teachers are free to teach knowledge – “the best that has been thought and said”.
- Staff are valued as professionals and experts in their field.
- Weekly CPD time is built in to the directed time calendar to allow all staff to partake in educational research, subject knowledge development and deliberate practice of pedagogical approaches.

Person specification

The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The two right hand columns provide guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria).

| | | | |
|---|---|---|---|
| Qualifications and Experience | Qualified teacher with QTS or recognised equivalent | E | |
| | Teaching experience within the age range and/or subjects applying for (ECT's welcome) | E | |
| Skills and Knowledge | Creates a stimulating and safe learning environment | E | |
| | Establishes and maintains a purposeful working atmosphere | E | |
| | Plans, prepares and delivers the curriculum as relevant to the age and ability group/subjects taught | | D |
| | Assesses and records the progress of students' learning to inform next steps and monitor progress | | D |
| | Demonstrates optimistic personal behaviour, positive relationships and attitudes towards all members of their school community | E | |
| | Demonstrates a commitment to equal opportunities and uses a variety of strategies and practices to promote inclusion in the classroom | E | |
| | Teaches using a wide variety of strategies to maximise achievement for all students including those with special educational needs and high achievers and to meet differing learning styles | D | |
| | Encourages children in developing self-esteem and respect for others | E | |
| | Deploys a wide range of effective behaviour management strategies | E | |
| | Deploys a wide range of effective behaviour management strategies | E | |
| | Communicates to a range of audiences (verbal, written, using ICT as appropriate) | E | |
| | Demonstrates current knowledge and understanding of national and local education issues | E | |
| | Contributes to a culture of collaborative working to develop professional practice | E | |
| | Pupils and Staff | Develops in students a love of learning and a sense of inner confidence and self-belief that enables them to achieve high standards, overcoming disadvantage and advancing equality | E |
| Promotes a classroom environment that values the success and sense of wellbeing of each student, focused on safeguarding and developing their spiritual, moral, social and cultural development and exemplary behaviour | | E | |
| Demonstrates continuous self-directed development | | E | |
| Systems and Processes | Would be able to build upon current academy improvement plans | | |
| The Self-Improving School System | Seeks opportunities to invite parents, carers, community figures and other organisations into classrooms to enhance learning | | D |
| | Demonstrates entrepreneurial and innovative approaches to classroom improvement | | D |
| Personal Qualities | Passionate about education | E | |
| | Approachable, enthusiastic and creative | E | |

| | | | |
|-------|--|---|---|
| | Leads by example, demonstrating integrity, resilience and clarity | E | |
| Other | This role is subject to an enhanced DBS | E | |
| | May be required to travel to other Trust locations or third-party services as part of the role | E | |
| | Committed to the L.E.A.D. Principles | E | |
| | Hold a driving license and have access to own vehicle | | D |