

HEART | AMBITION | RESPECT | TENACITY

Dear Applicant

We thank you for your interest in the role. If you are looking for an exciting, challenging and highly rewarding role that offers a strong commitment to professional development and well-being (as evidenced by our benefits below), we encourage you to apply.

This is a teaching role in which you would report directly to the **Head of Department**; it is a fantastic opportunity for you to shape and support the successful futures of the pupils of Hartshill Academy.

Hartshill Academy

Hartshill Academy is a secondary school in Nuneaton, Warwickshire, for pupils aged 11-16. We moved into our new building on November 2023 which is set in extensive grounds. The catchment area covers very diverse urban and rural areas.

At Hartshill Academy we have high expectations of ourselves. We practice kindness and gratitude every day. Our School HART values of Heart, Ambition, Respect and Tenacity underpin everything we do. We take time to reflect on our HART values and how we can develop each day. We want to ensure we are always challenging ourselves to be even better today than yesterday. We strive to practice perfect in everything we do. We know that our daily practices become our habits, our habits become our character and our character is who we are.

We have an aspirational knowledge rich curriculum for all pupils. Our staff work collaboratively to innovate and plan inspiring learning, enabling our pupils to leave Hartshill School with a lifelong love of learning. We ensure there is high challenge and high support for all pupils to ensure they can access and make excellent progress in all lessons. We work hard to ensure all pupils reach their full potential and leave Hartshill School with the skills and knowledge to make informed decisions about their next steps. We have an excellent pastoral team who work closely with our families to ensure all pupils are supported so they can arrive to lessons ready to learn and make the most of the opportunities available to them each day.

United Learning

United Learning is an exciting organisation to work for; there is a real focus on developing people and empowering innovation where staff are appreciated and celebrated. A key benefit of being part of United Learning is to have the support of colleagues across the wider group and ample opportunities to network; we recognize the powerful impact that collaboration and partnership have on colleagues. The Group's aim is to ensure that the technology, finance, HR, and data support is provided more effectively and efficiently than would otherwise be possible, so that leaders can focus on educational leadership.

United Learning is an inclusive employer and is committed to creating and sustaining a more ethnically diverse workforce. Therefore, we would very much welcome applications from professionals of all backgrounds who share our commitment but especially those of minority ethnic origin. We do hope you will get in touch with any questions you may have ahead of submitting your application.

We look forward to receiving your application.

Lorraine Taylor
Principal
Hartshill Academy

About United Learning

United Learning is a group of Academies which aims to provide excellent education to children and young people across the country. We uniquely comprise Academies in both the state and the independent sectors and currently educate over 60,000 students and employ over 9,000 members of staff.

The growing range of outstanding group-wide activities that we can provide will mean that more young people will have truly exceptional and inspiring experiences. We believe that our Group contains the most developed relationships and practical interactions between independent and state Academies in the country; creating benefits for all the Academies involved whilst respecting both traditions and learning from each other.

United Learning comprises both United Church Academies Trust, which operates our fee-paying independent Academies, and United Learning Trust, which operates our state-funded academies. To find out more about United Learning, please visit the website: www.unitedlearning.org.uk

Our Ethos

Our approach to education is underpinned by a sense of moral purpose and commitment to doing what is right for children and young people. We believe in supporting our colleagues to achieve excellence and in acting with integrity in all our dealings within and beyond the Group. We believe the safety and welfare of all children and young people is paramount. We summarise this ethos as ‘the best in everyone’ underpinned by our core values:

AMBITION – to achieve the best for ourselves and others.

CONFIDENCE – to have the courage of our convictions and to take risks in the right cause.

CREATIVITY – to imagine possibilities and make them real.

RESPECT – for ourselves and others in all that we do.

ENTHUSIASM – to seek opportunity, find what is good and pursue talents and interests.

DETERMINATION – to overcome obstacles and achieve success.

Our Framework for Excellence

To achieve our mission, our Academies prioritise five key principles:

‘THE BEST FROM EVERYONE’

We expect the best from everyone, all the time, we are all capable of extraordinary things. So, we expect unreasonably – we constantly challenge children to do what they think they can’t, to persist, to work hard and to be at their best. We also expect this from our staff; they must be determined and resilient, they must pass those expectations on to the children in all they do. We act with the utmost love, care, and good faith – the highest standards come with the greatest attention to the wellbeing of all.

‘POWERFUL KNOWLEDGE’

Our most important purpose is to teach young people things they would not learn outside Academy, which frees them to think and act more powerfully in their lives. Words and numbers are our most powerful ways of representing the world. Mastery of language and fluent mathematical skills are therefore our top priority. We aim to prepare young people to make a success of their lives: a core entitlement to subject- based learning; the development of talents; an understanding of work and society.

Worthwhile learning is often hard. Inspiring teaching is what gives access to difficult concepts and the thrill of intellectual discovery. Powerful knowledge is not static or backward-looking. It includes the ability to critique, challenge the status quo, think, and learn.



‘EDUCATION WITH CHARACTER’

Academic success is very important, Exam passes are an important aspect of that. But we believe there is more to a good education; we aim to develop character, compassion, and service. Young people are expected to contribute to their School and to society; to try things which they think they cannot do; to persist in the face of difficulty; to become resilient in overcoming obstacles; to manage themselves; to work independently on things which challenge them; to work with others and in teams; to be courageous and caring; to lead.

We want young people to look back on a joyful School which has inspired and challenged them, given them wide opportunity and prepared them for the ups and downs of life.

‘LEADERSHIP IN EVERY ROLE’

Our children are leaders of the future. We expect them to start today – taking advantage of structured opportunities to lead and taking responsibility for themselves and others. Every adult in the School is a leader. In every word, tone, and gesture, they set direction and expectation. We expect every adult to take responsibility and the initiative to do what is right for the children. All those in formal leadership positions create the climate in which others work. They demand the highest standards, build a performance culture, develop their teams, and create the space for others to lead. All leaders listen, develop relationships, act with integrity and care and expect the best from themselves and others in building a happy, confident School.

‘CONTINUOUS IMPROVEMENT’

However good we are, we can be better. We constantly look for improvements and implement them with pace. We look for ideas for improvement inside the organisation and out; we observe one another; we steal good ideas with pride and look to make them better; we work together to improve.

We always look at the evidence and are rigorous in evaluating impact. We stop or change things which aren’t working; we improve things which are. We aim for high leverage: high impact for low effort and low cost. We constantly look to have more impact for less cost and effort and to spend every pound wisely.

Continuing Professional Development

Our staff are one of our most important assets, we are passionate about supporting our staff, bringing out ‘the best from everyone’. We work on the basis that each of us, however effective, can always learn and develop. This role is given a particular priority, given the wide-reaching impact that leaders have on the life of staff and students alike.

You will work closely with your Executive Business Manager to set personal and meaningful development objectives and you will receive all support possible to achieve and surpass these objectives. You will also have the benefit of accessing a range of internal and external staff networks and fantastic CPD opportunities. We are passionate about transparent professional development which is achieved through a supportive and robust PDR process and through processes such as 360-degree feedback.

BENEFITS

- Access to a dedicated employee assistance counselling and advice line
- Westfield Health cash plan – claim the cost back on health services such as physio, dental treatments and optical services (eligible after 6 months service)
- Cycle to work scheme
- Car lease scheme
- LGPS Pension



Job Description – Second in PE

Directly reporting to: Head of Department

Responsible for: Pupil Progress and Outcomes

Job Purpose

- Assist the Head of Department in ensuring high quality teaching and learning, achievement and progress of pupils in the Faculty.
- Be a lead practitioner; working strategically to improve the quality of teaching and learning across the faculty.
- Assist the Head of Department in delivering a clear shared vision for the development of outstanding teaching and learning and a culture of high expectations within the Faculty.
- Raising standards across the Faculty and Academy. Monitoring and evaluating the performance of the Faculty and ensuring consistency.
- To lead on aspects of the faculty as delegated by the Head of Department, to deliver high quality academic provision and support to pupils. This may include:
 - Ensuring high quality curriculum
 - Planning, monitoring and evaluation.
 - Behaviour for learning
 - Resources
 - The learning environment
 - Performance management
 - Data and intervention

Safeguarding

- To uphold the school's policies in respect of Safeguarding and Child Protection and ensure the safety and well-being of all learners.

Responsibilities and Tasks

This list is not meant to provide a narrow definition of specific responsibilities but to serve as guidance and should be seen as enabling rather than restrictive.

Main Core Duties

- Deputise of the Head of Department, as required.
- To work as an active member of the Middle Leadership Team, the engine room of the school, driving school improvement.
- To assist the Head of Department in ensuring that all staff within the Faculty are effective operationally in order that the Academy meets performance targets, and that individual pupils meet their personal targets.
- To ensure that all staff within the Faculty deliver according to the Academy's vision.
- To ensure that the Faculty and Academy is a safe and secure environment.
- To coordinate an aspect of curriculum delivery within the Faculty, this may be a subject/key stage as agreed with the Head of Department.
- Assist the Head of Department in identifying relevant Faculty development issues, and support the implementation of an appropriate action plan to ensure improvement. Evaluate the impact of all improvement activities on the quality of teaching and learning.
- To strategically work with Faculty staff to improve the quality of teaching and learning through



effective mentoring and coaching. Support staff in planning and implementing strategies to achieve pupil progress target levels and objectives. Review impact of strategies and prepare reports on the effectiveness of intervention strategies.

- To deliver on the Faculty action plan by guiding Faculty staff on:
 - Planning and delivering high quality lessons
 - Behaviours for learning
 - Effective marking and feedback
 - Homework
- Promote high expectations of pupils, identify appropriate attainment targets and ensure that agreed attainment targets are met.
- Monitor pupil standards and achievement against annual targets, acting as a champion for most able pupils and those in receipt of Pupil Premium funding.

Service provision

- Assist the Head of Department in ensuring that Faculty staff (and especially those line managed) are in touch with the families as necessary and supporting pupils as required, in order to ensure the success of all pupils.
- Assist the Head of Department in ensuring that Faculty staff (and especially those line managed) have the necessary resources and direction to deliver according to the Academy's vision.
- To appreciate and support the role of other professionals.
- To be responsible for promoting and safeguarding the welfare of children and young people within the Academy.
- Provide up to date and relevant data on performance
- Ensure that all staff line managed in the Faculty are able to use the performance information necessary for them to deliver service improvement in their own roles.
- Work with the other Directors and Assistant Directors of Learning within the Cluster to maximise opportunities for collaboration.

Service Development

- Ensuring value for money and performance improvement in Academy's provision. Use financial and resource management innovatively and effectively, ensuring an optimum quality of learning environment in the subject.
- To develop the Faculty and curriculum provision being mindful of national developments.
- To keep the work of the Faculty constantly under review against key performance indicators:
 - Academic performance
 - Parental complaints
 - Pupil behaviour indicators
- To be responsible for personal CPD and participate fully in training and development opportunities identified by United Learning or as an outcome of performance management.

Staff Development

- Act as a role model of good classroom practice for other staff, modelling effective strategies for them. Monitor and evaluate the quality of planning and provide constructive feedback. Hold colleagues to account, and effectively manage conflict and relationships.
- Support the Director in Identifying CPD needs for the Faculty. Lead and contribute to internal CPD which delivers a continuously improving service as measured by performance targets.
- Act as performance manager for a number of Faculty staff, ensuring challenging and appropriate targets are set and reviewed. Plan and implement strategies to improve teaching where needed.



- Support the induction of new staff.

Planning, Teaching and Class Management

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Setting tasks which challenge students and ensure high levels of interest
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Be aware of and make provision for students who are AEN/SEN, very able, LAC or who have other particular individual needs
- Providing clear structures for lessons maintaining pace, motivation and challenge
- Making effective use of assessment and ensure coverage of programmes of study
- Ensuring effective teaching and best use of available time
- Maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy
- Using a variety of teaching methods to:
 - Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - Use effective questioning, listen carefully to students, give attention to errors and misconceptions
 - Select appropriate learning resources and develop study skills through library, I.C.T. and other sources
- Ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Evaluating own teaching critically to improve effectiveness
- Ensuring the effective and efficient deployment of classroom support
- Liaise with the Programme Leader to ensure the implementation of department policy and best practice.

Monitoring, Assessment, Recording, Reporting

- Assessing how well learning objectives have been achieved and using them to improve specific aspects of teaching
- Marking and monitoring pupils' work and setting targets for progress
- Assessing and recording pupils' progress systematically and keeping records to check work is understood and completed, monitoring strengths and weaknesses, to inform planning and assess the level at which the pupils' are achieving
- Undertaking assessment of pupils as requested by examination bodies, departmental and academy procedures
- Preparing and presenting informative reports to parents
- Undertaking assessment of pupils and participating in the academy's system reporting to parents

Pastoral Duties

- If required, be a HART Coach to an assigned group of pupils or a link HART Coach
- Promote the general progress and well-being of individual pupils and of the HART Group as a whole.
- Liaise with the Pastoral team to ensure the implementation of the academy's pastoral system.
- Register pupils, accompany them to assemblies, encourage their full attendance at all lessons and



their participation in other aspects of academy life.

- Contribute to the preparation of Action Plans and progress files and other reports.
- Alert appropriate staff to problems experienced by pupils.

Other Professional Requirements

- Have a working knowledge of teachers' professional duties and legal liabilities.
- Operate at all times within the stated policies and practices of the academy.
- Know subject(s) or specialism(s) to enable effective teaching.
- Take account of wider curriculum developments.
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Contribute positively and effectively to the Every Child Matters agenda.
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy, department and pupils.
- Contribute to the corporate life of the academy through effective participation in meetings and management systems necessary to coordinate the management of the academy.
- Take part in marketing and liaison activities such as Open Evenings and Parents Evenings.
- Take responsibility for own professional development and duties in relation to academy policies and practices.
- Liaise effectively with parents.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Lead or help to lead an after Academy activity once per week; either curriculum based or an extra curricula club.

General

All school staff are expected to:

- To fully subscribe to the School Values of Heart, Ambition, Respect and Tenacity in regard to themselves, the school and our young people
- Work towards and support the school's vision and the objectives.
- Support and contribute to the school's responsibility for safeguarding students.
- Work within the school's Health and Safety policy to ensure a safe working environment for staff, students and visitors.
- Work within the school's Community Cohesion and Equal Opportunities policies to promote equality of opportunity for all students and staff, both current and prospective.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
- Engage actively in the performance review process.
- Adhere to school policies, procedures and core values as set out in the documentation available to all staff.

This job description will be reviewed annually as part of the performance management process and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties, including the provision of high-quality teaching and learning across the school and the pastoral care of the pupils in their charge.

Elements of this job description and changes to it may be negotiated at the request of either the Principal or the incumbent of the post.



This job description is intended as a general guide to the duties attached to the post and is not an inflexible specification. It may therefore be altered from time to time to reflect the changing need of the service, always in consultation with the post holder.

Every member of staff Hartshill School has a responsibility to promote and safeguard the welfare of children and young people with whom they come into contact.

We are an inclusive school and strive to be a learning, caring and thriving institution.

We take the safeguarding of students and staff seriously at Hartshill Academy. All staff are expected to support this ethos.

Person Specification

Description	Rating	Evidence
Knowledge and understanding		
A degree or equivalent in at least one of the subjects to be taught.	Essential	Application
To be of Qualified Teacher Status.	Essential	Application
Excellent understanding of high-quality approaches to the planning and delivery of engaging and challenging English lessons	Desirable	Interview
A track record of effectively leading/motivating pupils and staff and developing team approaches	Desirable	Interview
Experience of teaching a range of specifications at GCSE.	Desirable	Interview
Experience of teaching a diverse Pupil body.	Desirable	Interview
Knowledge of current pedagogical thinking regarding cognitive science.	Desirable	Application / Interview
Experience of supporting teachers to improve their teaching practice	Desirable	Application / Interview
An understanding of relevant legislation concerning Safeguarding.	Essential	Application/Interview
Teaching and Assessment		
An understanding of Assessment for Learning.	Desirable	Application / Interview
Ability to assess Pupil work accurately and precisely using criteria.	Essential	Application / Interview
Ability to motivate, engage and enthuse learners.	Essential	Application / Interview
Ability to plan and assess work which results in learners making sound and steady progress across schemes of learning.	Essential	Application / Interview
Pupil Learning and Progress		
An understanding of the importance of data in relation to Pupil progress.	Essential	Application / Interview
To monitor Pupil progress and plan necessary interventions to address underachievement.	Essential	Application / Interview
Wider Professional Effectiveness		
To comply with Academy routines and protocols as written and intended.	Essential	Application / Interview
To communicate effectively and willingly with all Academy stakeholders.	Essential	Application / Interview
To demonstrate awareness of the need to promote and protect the Academy's profile and reputation.	Essential	Application / Interview
Professional Characteristics		
To demonstrate commitment to the professional development of self and that of the Academy.	Essential	Interview
A commitment to undertake all relevant in-service training and continual professional development	Essential	Application/Interview

How to Apply

Please complete an online covering letter (you will be prompted to do so after completing your profile) explaining the motivation for your application for this specific role and why you would be a good match for the role and stakeholders. This supporting statement should be no longer than 8,000 characters. In line with our compliance with safer recruitment, we will take references for all those candidates who proceed to interview, as well as asking candidates to complete a standard application form. Please provide us with 2 referees when prompted to do so.

The deadline for receipt of applications will be stated on the advert. We reserve the right to bring forward the closing date if we consider that we have received an appropriate number of candidates for the post.

Further information

To arrange an informal discussion regarding the role please email Zeenat.sparg@hartshillacademy.org.uk

Terms and Conditions of employment

Please note the final detailed terms and conditions are subject to agreement between UL and the successful candidate:

- **Location:** Hartshill Academy
- **Start date:** September 2025
- **Starting salary:** United Learning Pay scale (£35,000- £51,000.00) +TLR

Our pledge, to all our academy teachers, is that by working for us you will benefit from **more pay, more time, and more support.**

More pay...	more time...	and more support
<ul style="list-style-type: none"> • We pay an average of 5% above national scales – the best rates of pay in the sector • Cash towards medical treatment • Generous staff discount scheme 	<ul style="list-style-type: none"> • Three extra INSET days for planning • At least one personal day a year 	<ul style="list-style-type: none"> • Great training for your career • Exceptional curriculum resources • Expert subject advice • Support for your wellbeing