

Applicant information

Teacher



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Working
together,
achieving
success



Welcome

From the Head Teacher



Dear Applicant,

Thank you for your interest in the vacancy at Catcote Academy. We are delighted that you are considering joining our dedicated and passionate team.

Catcote Academy is proud to be part of Hartlepool Aspire Multi-Academy Trust, which currently comprises Catcote Academy (supporting secondary and Post-16 students) and Catcote Futures (a specialist FE college). As a Trust, we operate across eight sites, each offering unique learning and development opportunities for our students, including our employability and community-based training provisions.

At Catcote Academy, we are committed to delivering a high-quality, inclusive and enriching education that empowers our students to achieve their full potential. Our staff and trustees have high aspirations for all learners, and we work tirelessly to provide a supportive, engaging and inspiring environment where personal and academic achievements are celebrated.

If you share our passion for education and making a difference in the lives of young people, we encourage you to explore this opportunity further. We look forward to receiving your application and the possibility of welcoming you to our team.

If you require any further information or would like to visit the school please contact us via jobs@catcote.co.uk

Kind Regards,

Lisa Greig
Head Teacher

Vision & Mission

Hartlepool Aspire Trust Vision

To be an innovative centre of excellence, providing outstanding, personalised education for all students

Mission Statement

We are committed to providing an environment where students are offered every opportunity to maximise their potential, grow in confidence and above all be happy and safe

To achieve this, we will:

- Provide a wide range of personalised learning experiences which are exciting, challenging and accessible to all
- Prepare students for a meaningful future by promoting independence, resilience and lifelong learning
- Promote tolerance and respect for individual differences, abilities, needs and beliefs
- Create a safe, caring environment in which everyone is healthy, happy and ready to learn
- Foster positive working relationships with parents, multi agency professionals and the local community
- Maintain a culture of vigilance and a commitment to keeping all students, staff and visitors safe

Focus on
what we
can do



Our Values



We embrace the following core values within Hartlepool Aspire Trust:

- **Aspirational:** We have high aspirations for all
- **Safe and Happy:** We have a culture of vigilance and practice being safe at all times
- **Proud:** Focus on what we can do and are proud of achievements and each other
- **Inclusive:** Everyone matters and we celebrate everyone's uniqueness
- **Resilient:** We have strong positive relationships and embed emotional education into daily life
- **Enriching Lives:** We strive to make a difference and enable everyone to live their best adult life



Context

The academy caters for students with learning difficulties and associated needs between the ages of 11 and 19, at the main academy and sixth form sites in Hartlepool. All students have moderate, severe or profound learning difficulties.

The Trust currently operates over eight sites which includes Catcote Academy on Catcote Road, a sixth form centre on Brierton Lane, a sixth form and employability centre at Throston, an employability hub in Middleton Grange shopping centre, Catcote Futures on Warren Road, Catcote Metro (retail outlet) in Hartlepool Middleton Grange shopping centre, The Vestry (community coffee shop) in Christ Church Art Gallery and a Caravan situated in Crimdon Dene Holiday Park. We are an inclusive community that respects others, champions individuality, and celebrates all achievements.

We aim to provide an engaging and ambitious curriculum, delivered within a safe and supportive environment. We are committed to and passionate about the learning and progress of our students. Catcote prides itself in raising aspirations and maximising potential which will enable all students to thrive and go on to live their best adult life.

Context

Employee Benefits

In return you will receive:

- A supportive working environment that puts people at the heart of the organisation
- A strong wellbeing offer that fosters a supportive and positive work environment
- Continuous professional development
- National Terms and Conditions of Employment
- Teachers' Pension Scheme/ Local Government Pension Scheme

Employee Assistance Programme including:

- 24/7 GP service
- Nurse support service
- Stress Management
- Maternity and Paternity support
- Physiotherapy
- Bereavement support
- Menopause counselling
- Men's mental wellness support
- Face to face counselling services
- Financial wellbeing coaching
- Access to useful wellbeing resources

Teacher: Main Scale / Upper Scale plus special needs allowance (SEN1)
Job Type: Fixed Term – Maternity and Absence Cover, Full Time (2 Posts: 12 and 17 months)
Reference: 2026003

Catcote Academy provides learning for a wide range of students with Learning Difficulties or Disabilities.

We are looking to appoint two suitably qualified and skilled Classroom Teachers to join our highly committed special Academy team and teach across a range of abilities, ages and subjects.

You must be strongly motivated and possess the character needed to work in a demanding and often challenging environment.

Closing date: Wednesday 11th March 2026 (noon)
Interviews: Wednesday 18th March 2026
Start Date: Monday 20th April 2026

Completed application forms to be sent to: Recruitment, Catcote Academy, Catcote Road, Hartlepool, TS25 4EZ or email: jobs@catcote.co.uk

You will need to meet the requirements of the person specification in order to be offered an interview. Only applications submitted on the Trust's application form will be accepted. Application forms can also be found at www.catcoteacademy.co.uk

Shortlisted candidates will be welcomed to contact the Academy to arrange a convenient appointment for a guided visit of the facility.

We welcome applications regardless of age, gender, disability, ethnicity or religion.

Please see our website for our Privacy Notice (Job Applicants) regarding how we will use your personal information.

Please note that online searches will be carried out on shortlisted candidates to help identify issues that may need to be explored at interview.

The Trust is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment.

REHABILITATION OF OFFENDERS ACT 1974 - The position for which you are applying is exempt from this Act and requires an enhanced check to be made through the Disclosure and Barring Service (DBS), known as the disclosure process. You are therefore required to disclose any unspent convictions/cautions/bind-overs that you have received and any prosecutions that are pending against you. Enhanced Disclosure and check of the Children's and Adult's Barred list via the Disclosure and Barring Service is required for any successful candidate.

Please see the Privacy Notice (Job Applicants) on our websites for details of how we will use your personal data.

Job Description

Each class teacher is responsible for carrying out the duties of a teacher as set out in the School Teachers' Pay and Conditions Document. This job description may be modified by the CEO, with agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

MAIN RESPONSIBILITY

To carry out such appropriate duties as may be reasonably directed by the CEO, from those described in part 7 and Annex 1 of the School Teachers' Pay and Conditions Document.

OTHER DUTIES/RESPONSIBILITIES:

1. To have a commitment to the agreed whole school vision, values and goals as detailed in the school development plan. To positively promote and contribute to the team ethos of the Academy
2. To plan, prepare and deliver an appropriate, broad, balanced, relevant, personalised and challenging curriculum to all students appropriate to their needs. The programme of work must:
 - take account of each student's prior knowledge, individual needs, strengths and aspirations
 - consider the needs of the student in all aspects of development
 - consider various national strategies regarding curriculum and other relevant research
 - be in line with whole school policies
 - motivate students and promote learning autonomy
 - have an awareness of decisions made by the Government, LA, Trustees and Support Agencies
3. To assess, monitor, record and report on the learning needs, progress and achievements of students making accurate and productive use of assessment
4. Contribute to raising standards of student attainment
5. Supervise, co-ordinate and direct the work of support staff who are assigned to them and where appropriate other Teachers
6. Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff
7. Prepare necessary resources and materials, maintain a safe and stimulating classroom environment and maintain classroom resources
8. Ensure that all the students within the class have equal access to the experiences and opportunities provided
9. To take an active part in meetings/working groups
10. Communicate effectively with students, parents and carers and collaborate with colleagues and other relevant professions within and beyond the Trust.
11. Contribute to the development, implementation and evaluation of the school's policies and procedures and actively promote these to support the school's values and vision.

Teacher – Essential Criteria			
	Criteria No.	Essential	Stage Identified
Qualifications	E1	Qualified Teacher Status (QTS)	AF,C
	E2	Degree or equivalent	AF,C
	E3	Relevant professional development	AF,C
Experience & Knowledge	E4	Model high quality teaching and learning across a wide range of abilities, ages and subjects	AF,I,R
	E5	Clear understanding of current curriculum developments and issues. Ability to demonstrate an understanding of curriculum planning, delivery and assessment.	AF,I,
	E6	Knowledge of effective teaching and learning strategies	AF,I,R
	E7	Evidence of commitment to raising achievement	AF,I,R
	E8	Knowledge of SEND Code of Practice and commitment to keeping abreast of developments and innovations in SEN	AF,I
	E9	Knowledge of ICT and appropriate new technologies to help achieve excellence in teaching and learning and carry out administrative tasks.	AF,I,R
	E10	Inspire, challenge and motivate students	AF,I,R
	E11	An understanding of and capacity to use, effective, differentiated strategies for managing student's behaviour	AF,I,R
	E12	Develop an inclusive, creative curriculum that meets the need of students at all levels regardless of specific individual needs	AF,I,R
Skills	E13	Self-motivated; with a sense of balance and perspective, set and achieve ambitious, challenging goals and targets, work under pressure and meet deadlines whilst thinking creatively to anticipate and solve problems	AF,I,R
	E14	The ability to deploy support staff effectively.	AF,I,R
	E15	Understand the importance of Equal Opportunities, Safeguarding, Confidentiality and Data Protection	AF,I
	E16	Excellent inter-personal and communication skills (written and oral) to a wide range of audiences	AF,I,
	E17	Collaborate and network with others within and beyond the Trust including parents, external professionals and the wider community.	AF,I,
	E18	Able to monitor and evaluate the quality of teaching and also standard of students' achievement and to improve own practice through observations, evaluation and discussion with colleagues	AF,I,R
	E19	Desire to work with children /young people with learning difficulties to promote their development and educational needs	AF,I
	E20	Ability to form and maintain appropriate relationships and personal boundaries with children/young people	AF,I
	E21	Emotional resilience when faced with challenging behaviour	AF,I
	E22	A commitment to working as part of the whole school team and supporting the vision and aims of the school	AF,I
Special Requirements	E23	Respect for social, cultural, linguistic, religious and ethnic backgrounds	AF,I
	E24	Enhanced Disclosure and check of the Children's & Adult's Barred List	D

Teacher – Desirable Criteria		
Criteria No.	Desirable	Stage Identified
D1	Training in Special Needs Education	AF,C
D2	Team Teach or equivalent positive behaviour training	AF,C
D3	MIDAS	AF,C
D4	Knowledge/experience of using TEACCH, SCERTS and PECS	AF,I
D5	A clear understanding of SEN and relevant current and forthcoming educational issues	AF,I
D6	Understanding of key characteristics of different types of learners (ASC, PMLD, SLD, MLD)	AF,I,R

AF	Application Form
C	Certificates
I	Interview
R	References
D	DBS disclosure

References:

References will be requested prior to interview, unless there are exceptional circumstances, and the applicant does not give consent to do so. If this is the case, please contact us to discuss further if you do not consent.

DBS:

An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis. Applicants will be required to complete a self-declaration form prior to interview.

Any offer of employment will be subject to receipt of a satisfactory Enhanced DBS Disclosure. For those who have lived or worked outside of the UK, the offer will also be conditional on satisfactory overseas checks.

Safeguarding:

Hartlepool Aspire Trust is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment. Everyone who comes into contact with children and vulnerable adults has a role to play in safeguarding them. Safer recruitment checks will be carried out including online searches, in order to identify any issues that may need to be explored further at interview.

Referees will be asked for information regarding disciplinary offences and child protection allegations.

Pre-employment occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required. In some circumstances, an appointment with Occupational Health may be required to assess fitness for the role.

Equality:

We understand that some disabled applicants may, due to the nature of their disability, find some parts of the recruitment process challenging. We aim to ensure all applicants are provided with the same opportunities during this process and make reasonable adjustments where necessary. Should you require a particular adjustment, please ensure this is raised when confirming your availability to attend an interview.

Hartlepool Aspire Trust is an equal opportunity employer. We want to develop a diverse workforce and we positively welcome applicants from all sections of the community.

How to apply



Visits to the school prior to applying are welcomed. Please contact our HR team via jobs@catcote.co.uk

Application forms and further details are available at:
www.catcoteacademy.co.uk/vacancies/

Personal information provided on application forms will be retained and used in accordance with the General Data Protection Regulations (GDPR) 2018 and other legislative provisions. Please review our Privacy Policy at
www.catcoteacademy.co.uk/privacy-notice-job-applicants/

Please email complete application forms to:
jobs@catcote.co.uk or post to: **Catcote Academy, Catcote Road, Hartlepool, TS25 4EZ** by the closing date specified.

Closing date for applications: Wednesday 11th March 2026 (noon)

Interviews will be held: Wednesday 18th March 2026

