Hope Learning Trust, York is a growing multi-academy trust for both primary and secondary schools.

This exciting merger between Hope Learning Trust and the Sentamu Academy Trust gives us the chance to continue to develop as one Trust so that everyone in our communities is given the opportunity to thrive. Schools across both of our Trusts have already been working together since September and so we already have a family of schools who share best practice. Each one of our schools has its own distinctive character, identity and strengths which it brings to the Trust so that we all benefit from each other. We have a very bright future ahead!

Our Vision
Our vision is really very simple. We aspire to provide a place where children and young people can thrive. The aspirations for our existing academies and those joining us are to establish environments where young people thrive. We want our schools to be places where children and young people thrive as active learners; compassionate, kind and creative individuals; caring and engaged citizens; and spiritual beings. We aim to grow together, to serve one another and nurture our children and young people.

In a world of turmoil we offer schools the opportunity to concentrate on teaching and learning, providing you with peace of mind as we look after everything else. Hope Learning Trust, York presents opportunities and expectations that promote success.

As a Trust, we want every young person to experience great teaching, so we place the highest value on developing colleagues at all levels.

By working together we can ensure:
- all children and young people have a school in which to thrive as learners, as individuals, as citizens and as spiritual beings
- all staff and all governors are nurtured
- all children develop spiritually as well as academically
- no school is left behind regardless of its context and challenges, whether these are around size, rurality or levels of deprivation
- that all governance is highly effective in supporting and challenging the local schools
- a better use of resources by collectively sharing central services
- a provision of effective teachers and support staff, sometimes working across schools in new and imaginative ways
- access to training, support and external validation from a team of highly experienced educational consultants who will also support, question and challenge
- a link to a Teaching School to train the next generation of teachers and to support and develop others
- access to national resources such as capital grants through the EFA and other funding only being made available to MATs

Good luck with your application and I look forward to hearing from you

Helen Winn
Chief Executive Officer

As the Principal of Manor CE Academy, I am delighted to introduce our school to you, and thank you for your interest you have shown in applying for a vacancy here.

Manor has a proud history, having served the young people of York for over 207 years. We are a Church of England academy in the beautiful historic City of York and our Christian values guide influence and underpin all that we do. We proudly strive to provide a 21st century education for our young people, founded on Christian belief, and carry on the work that the National Society began in the early 19th century.

We are an outstanding academy with a reputation for academic excellence. In 2020, 80% of our students achieved grades 9-4 in English language or literature and maths, 60% achieved grades 9-5 in English language or literature and maths, these results are very high and well above national averages. 53% achieved the English Baccalaureate at grade 4 and above.

In recent years, we have taken on the role of a National Support School and our Teaching School is at the heart of the EborHope Teaching Schools Alliance, training the next generation of teachers. We are also a founder member of the Hope Learning Trust, York, a growing family of schools working together to transform education within Yorkshire and the Humber.

We are blessed to have state-of-the-art facilities and very supportive families. However, our greatest assets are the 1,000 plus amazing young students and the 140 highly gifted teaching and support staff. Our aim is that all students and staff 'serve others, grow together and live life to the full'. We want to develop compassionate, serving young leaders that work to make their communities and our society a better place, and we try hard to ensure that we keep that in mind in school planning and organisation.

Job Details
All posts at Manor Church of England Academy involve at all times seeking to further the mission, values and strategic aims of the school; accepting responsibility for the implementation of school policy, procedures and other guidance as set out in the Staff Handbook and elsewhere; working positively, flexibly and co-operatively both with colleagues and as appropriate with those outside school; and the setting of high standards.

All roles involve responsibilities and expectations as set out in the appropriate national standards and in the school's role specifications and documentation.

All members of staff are expected to promote and safeguard the welfare of students in accordance with the Safeguarding Children in Education Act, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach; in line with school policy. Additional duties may be asked of members of staff by the Principal as occasion requires.

The generic role specifications below are offered in good faith as a guide to professional practice in the expectation that staff will seek to approach them in a professional manner. All role specifications are subject to revision in the light of changing circumstances.

Good luck with your application and I look forward to hearing from you!

Simon Barber
Principal

Job Title	Teacher of Computer Studies/ICT	Job Category	Teaching
Grade & Salary Range	Main Pay Scale (with TLR2a for the right candidate)	Hours of Work	Full Time - 1 FTE
Location	Manor CE Academy	Travel Required	No
Position Type	Permanent	Line Manager	Director of Learning - Art and DT
Date Posted	14th June 2021	Posting Expires	23rd June 2021
Interviews to be held	To Be Confirmed	Start Date	September 2021 (or later by negotiation)

Application Process

Please complete an application form and submit a covering letter of no more than two sides of A4.

All candidates are advised to refer to the job description and person specification before making an application. Interviews will be held as soon as possible after the closing date.

Completed Applications are to be returned to

Name	Mrs Sue Metcalfe - PA to Principal
Email Address	s.metcalfe@mce.hlt.academy
Postal Address	Manor CE Academy Millfield Lane Nether Poppleton York YO26 6PA

Hope Learning Trust York is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful candidate will be subject to an enhanced DBS check, medical clearance, satisfactory references and eligibility to work in the UK checks.

For any queries regarding the role, please contact the school directly or alternatively you can contact the Recruitment Team via recruitment@hlt.academy

Teacher of Computer Science and ICT,
(Potential TLR2a to lead the development of school-wide 1:1 technology)

Manor CE Academy is a church school that strives to hold the Christian faith at the heart of all it does. Its aims of **serving others, growing together and living life to the full** reflect the teachings of Jesus. The values at the heart of the school are for every staff and student to be **gracious, compassionate, loyal, patient, kind, forgiving and just.**

Outline of the Role:
This role is responsible for high quality teaching of Computer Science and ICT at Key Stages 3 and 4. You will have a passion for working with young people, ensuring that all students enjoy, make outstanding progress and develop a love of learning in Computer Science and ICT. For an experienced candidate, there is also the potential to lead on the development of 1:1 technology. You will also be:
- able to work collaboratively with the department and wider school staff
- committed to raising standards of learning for all
- focused on improving teaching and learning
- a creative and innovative thinker
- a team player with excellent interpersonal and communication skills
- keen to engage in their own continuous professional development

Leadership Responsibilities for the right candidate
The Teacher of Computer Science and ICT and development of 1:1 technology (TLR 2a) as part of their role will:
- Lead on teaching and learning in Computer Science and ICT. Support vocational ICT.
- Lead on the development of school wide 1:1 technology in relation to teaching and learning
- In collaboration with the Director of Learning: DT, Art & Computing, lead on the curriculum design, planning and schemes of work in relation to Computer Science and ICT (this will include working with the academy leadership team in choosing the most appropriate examinations)
- Lead on the use of educational resources including capitation in Computer Science and ICT and the development of 1:1 technology
- Assist in the training of current staff and any colleagues undertaking teacher training in relation to Computer Science and ICT and the development of 1:1 technology
- Other reasonable duties as required by the Principal

The Computer Science and ICT Department
We are a dedicated, creative and highly successful team across the faculty and looking to appoint a sole Computer Science and ICT specialist; our summer 2020 results saw 76.2% of our cohort entry achieve Grade 4 (basic pass) or higher. Across the school, students have 12-16 hours per year of Computer Science at KS3 and 3hrs per week at KS4. In non COVID times, the Computer Science department occupies 1 full sized computer suite. It is equipped with a class set of student PCs, lead PC with dual-screens, Apple TV and a projector. There are also 2 members support staff for ICT and the 1:1 Technology project, an ICT prep room, an ICT office and you will share a workroom with the Art and DT staff. The workroom becomes a place for the team to congregate during breaks, fostering an extremely supportive and friendly atmosphere.

At Key Stage 3, all students follow a varied rotational curriculum, balancing different skills and subject disciplines across DT, Art and Computing. The majority of our Computer Science teaching at KS3 covers Digital Literacy & online e-safety, coding, history of computing, software & components, website creation and programming.

Year 10 and 11 are our GCSE years, in which skills for the Key Stage 4 curriculum are covered and consolidated. All students currently study the AQA Computer Science GCSE course (8525).

Main Teaching Duties

1. Set high expectations which inspire, motivate and challenge learners and students
• 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 behavior, which are expected of pupils.
2. Promote good progress and outcomes by learners and students
• 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
3. 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
4. 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).
5. Adapt teaching to respond to the strengths and needs of all learners and students
• 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.
6. 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

7.	Manage behavior 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.

8.	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

Subject Teacher Person Specification

I: Interview,   R: Reference,   A: Application Form

Characteristics	Essential	Desirable	Evidence
Qualifications	Qualified Teacher or NQT Graduate	Evidence of continuous professional development	A
		Willingness to undertake further professional development	I
Experience and Knowledge	High level of specialist subject knowledge	Ability to teach more than one subject	A, I
		Knowledge of core standards for teachers and how they apply in practice	R, I
	Successful teaching experience		I, R
		Willingness to contribute to the wider life of the school	A, I
Vision and Values	Commitment to comprehensive, inclusive, community education in a Church of England Academy.		A, I
	Commitment to safeguarding and protecting children and young people		I
	Passion for own subject specialism/excellence		R, I
Skills	Ability to motivate learners of all abilities to learn and to make good progress	Ability to use e-technologies effectively	R, I
			A, I
	Good oral & written communication skills		A, I
	Ability to listen & respond to young people establishing excellent relationships with them		I, R
			R

	Ability to analyse data effectively and use data to set clear, challenging targets		R, A
			I
	Ability to use ICT for planning, teaching, organisation and assessment purposes		I, R
	Ability to plan consistently, creatively and effectively to support excellent progress		R, A
	Very good classroom management		
	Ability to reflect upon own practice & respect the contribution of others		
	Ability to work effectively as part of a team		

Teaching Responsibilities
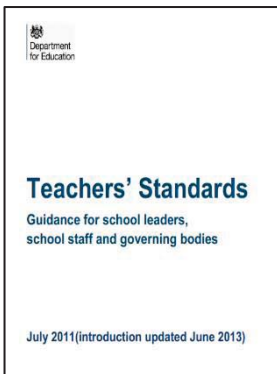
The Teachers' Standards apply to:
1. Trainees working towards QTS;
2. All teachers completing their statutory induction period (newly qualified teachers [NQTs]); and
3. Teachers in maintained schools, including maintained special schools, who are covered by the 2012 appraisal regulations.

Teachers' Standards
Guidance for school leaders, school staff and governing bodies

July 2011(introduction updated June 2013)

https://www.gov.uk/government/publications/teachers-standards

The generic teachers' job description applies to all teachers regardless of the stage of their career. As a teacher's career progresses, they are expected to extend the depth and breadth of knowledge, skill and understanding as is judged to be appropriate to the role they are fulfilling and the context within which they work.

PART ONE: TEACHING
- Set high expectations which inspire, motivate and challenge learners and students
- Promote good progress and outcomes by learners and students
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all learners and students
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities

PART TWO: 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 behavior within and outside school, by:
- Treating learners and students 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 learners and students' 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 learners and students' 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.

Benefits of working at HOPE

Continuing Professional Development (CPD)

Hope Learning Trust, York is committed to the professional development of all staff and is supported by the Education Team at the Diocese of York. This provides the opportunity for further CPD, networks and training to share best practice, as a member of a wider partnership of 125 diocesan schools and multi-academy trusts, across eight local authorities. We also have a bespoke Career Pathways Programme to ensure that we recruit, develop and retain the very best colleagues.

From NQT through to CEO, the Trust links with the Ebor Hope Teaching Schools Alliance, to provide high-quality, relevant training for all staff at all levels, pushing challenging, supporting and nurturing, enabling all members of the Hope team to succeed, develop and aspire to the next challenge.
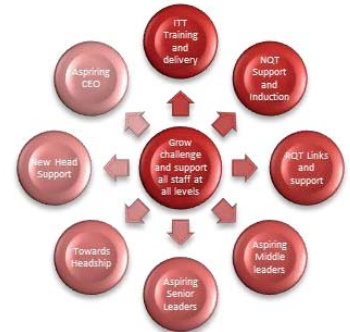
Pension Scheme

As an employee of HOPE MAT you are offered membership of either the Teachers' Pension Scheme; or for support staff, the Local Government Pension Scheme. As well as employee's paying contributions into the scheme (banded, based on earnings level) HOPE MAT also pays into the scheme on your behalf.
For more information please visit: www.teacherspensions.co.uk www.nypf.org.uk

Cycle to Work Scheme

For staff who wish to purchase a bike for the purpose of travelling to work this can be done via Cyclescheme. You purchase the bike you want via the scheme and HOPE MAT pays the initial cost upfront and then you pay for it directly from your salary on a monthly basis (12 months is the usual duration). The deductions for the cyclescheme are taken from your gross pay each month so your taxable pay is lower than it otherwise would be.
For more information visit www.cyclescheme.co.uk

The Hope Family

Our schools are places where young people can grow and excel and where colleagues strive to generate a culture of excellence and are innovative and collaborative.

As a Trust, we believe that by growing together as a family, belonging to a community with common goals and ambitions for its young people and having a central understanding that we should all put others needs before our own, we will succeed.