



LIFE MULTI-ACADEMY TRUST TEACHER OF ENGLISH RECRUITMENT PACK

Permanent

Part time 0.6FTE – ECT/MPS/UPS



i nspiration i nnovation i ntegrity

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TEACHER OF ENGLISH

(Countesthorpe Academy)

Permanent

Part time (0.6FTE) – ECT/MPS/UPS

Applications from early career teachers would be welcome, a full induction programme is offered. Applications from existing practitioners seeking new challenges and development are also welcomed.

Required August 2025

Countesthorpe Academy is a popular and expanding 11-19 school, within the LiFE Multi-Academy Trust, which is increasingly the school of choice for parents in the area. We are seeking to appoint a committed and enthusiastic teacher of English. The successful candidate will have a real passion for their subject and the ability to translate this for the students in their care. You will have the desire to ensure that our core value of 'being the best you can be' is fulfilled.

We have high expectations of all our staff, which makes the Communications faculty an exciting and progressive environment in which to work. The team is forward thinking and extremely supportive of each other, working collaboratively to secure high standards of teaching and learning. We are passionate in our goal of ensuring that our students get every opportunity to be the best they can possibly be.

As a Trust we believe that the staff we employ to work across our schools share the core value of 'Bringing Learning to LiFE'. Every member of staff, employed by the Trust, plays a pivotal part in its future success. The values and ethos of our Trust shines through each school's unique and individual culture.

Our Trust believes in working together to achieve better outcomes for our students and serving our local communities.

Applications need to be completed via ETeach. Further details may be obtained from Mrs Morris (Head of Faculty)

The closing date for completed applications is midday, Tuesday 1st July 2025.

We reserve the right to interview suitable candidates prior to the deadline

"LiFE Multi Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment will be subject to a DBS check and an online search."

Dear Applicant

Teacher of English

Thank you for your interest in the above post.

We are seeking a graduate teacher to work at our LiFE Multi-Academy Trust who has energy and enthusiasm and enjoys working supportively with young people as both a subject teacher and a tutor to start August 2025. Teaching is a challenging job and the person appointed will need to be committed, creative, dynamic and willing to work hard to raise aspirations. We will need you to have stamina and a sense of humour. We wish to appoint a teacher who can successfully employ a range of teaching strategies to maximise the potential of our students at Key stage 3, 4 and Post 16 across the LiFE Multi-Academy Trust.

The successful applicant will join the Communication faculty at Countesthorpe Academy which has strong and committed teachers. There will be a range of developmental opportunities to enhance professional skills. The Academy is a welcoming and friendly place to work. The post would suit an experienced teacher or an ECT who would receive a full induction and support programme or an existing practitioner seeking new challenges and development opportunities.

The following information is included in this pack:

- Job Profile and Personnel Specification

If you are interested in applying for our post, please complete the following:-

- Application form in ETeach
- Letter (of no more than two sides of A4), outlining what makes an outstanding lesson, how you would ensure all students fulfil their potential, as well as indicating how you might contribute to our team.

The Personnel Specification indicates the specific skills and qualities we are interested in and where we expect to make judgements of these in the selection process.

We encourage potential candidates to arrange a site visit and to find out more about the role, prior to applying.

Yours sincerely



Mrs Aitcheson
Headteacher

Job Profile

Title:	Outstanding Teacher of English
Job Purpose:	To be a member of the Teaching staff of the Academy with specific responsibility for the delivery of English in KS3,4&5 and to be a CREW leader.
Responsible to:	Head of faculty
Responsible for:	• The planning and delivery of effective classroom teaching and learning in English • Supporting students to achieve their best whatever their ability • Monitoring the progress of students within classes taught • Using effective assessment techniques and providing students with achievable targets and appropriate feedback • Tutoring a group of students, providing guidance, delivering a PDP programme, and monitoring their progress across the curriculum. Liaison with their parents/carers • Working collaboratively with colleagues in both Curriculum and Pastoral teams. Ensuring that the Academy's policies are implemented. Promoting the Academy ethos and values
Functional Relationships:	• Membership of the Communications Faculty subject specialist teams and a Year team • Liaison with other subject teachers • Liaison with Learning Associate staff • Liaison with Clerical and Technical Associate staff
Grade and Salary:	MPS/UPS/ECT/UQ Applications from early career teachers would be welcomed, a full induction programme is offered
Conditions of Service:	Post subject to Teachers' Pay and Conditions
Day-to-Day Management:	Classroom management and general oversight of the welfare of students in classes and around the Academy. Implementation of all Academy policies and routines. Contribute to the continued improvement of the Academy.
Teaching Role:	As in Teachers' Pay and Conditions of Service and as directed by the CEO/Executive Head Teacher of the Trust

Job Profile continued

Teacher MPS/UPS

Applications from early career teachers would be welcomed, a full induction programme is offered

Examples of the types of responsibilities and activities associated with the specific duties of this post. This is not exhaustive and will be subject to changing emphasis.

Day-to-Day Management

Day to day classroom management activities	
Recording Student attendance	Planning and preparing lessons
Assessing students' work and progress	Producing appropriate learning materials and ensuring students develop key learning skills
Recording student assessment data	Participating in Department, Faculty and whole Academy planning
Using assessment data to inform lesson planning	Setting achievable targets for students
Maintaining effective contact with parents	Working to achieve Department, Faculty and whole Academy targets
Taking responsibility for the classroom learning environment: • Display • Reporting routine maintenance needs • Monitoring the condition of furniture etc	Implementation of Academy policies in relation to: • Equal Opportunities • Child Protection • Student Welfare and Behaviour • Health and Safety, etc • Classroom Observation
Participating in Staff Development	Teaching the Tutor Programme

Personnel Specification

	Essential	Desirable
Qualifications	Appropriate Degree Qualified Teacher Status	Evidence of a range of supportive professional development Evidence of post-qualification development
Experience	Experience of working with young people in the 11 to 19-age range	Experience of teaching in a comprehensive school
Curriculum	Evidence of clear ideas about the delivery of the English curriculum to all abilities Experience of teaching English Enthusiasm for the subject areas Clear understanding of programming fundamentals Understanding of the importance of the inter-relationship between all areas of the curriculum in a secondary school Willingness to deliver the Academy's PSHE programme Evidence of the production of learning resources	Knowledge of KS3 and KS4 English curriculum Ability to teach A level Knowledge of using data for student progress Ability to contribute to extra-curricular activities Understanding of current curriculum issues with particular reference to the teaching of English
Management	Understanding of good classroom management techniques Ability to be part of a Faculty team and a Pastoral team	Evidence of effective classroom management strategies Evidence of being an effective member of a team
Parents and the community	Understanding the importance of the partnership between parents and Countesthorpe Academy	Evidence of involvement with Community groups and/or Parents

Personal qualities	Willingness to participate in CPD to enhance subject knowledge and pedagogy Ability to develop good relationships Good communication skills High level of commitment to the Academy Ability to work in a team, follow instructions and be self-organising Record of good attendance	Evidence of good working relations with a range of people Evidence of a willingness to work hard Be able to demonstrate that she/he can work as part of a team and be able to meet deadlines and achieve targets
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The Application Process

Complete application should be returned via ETeach by **midday, Tuesday 1st July 2025.**

We reserve the right to interview suitable candidates prior to the deadline

Queries

If you have any queries on any aspect of the application or need additional information please contact Mrs T Tassell, PA 0116 2771555 who will be happy to help you.

For questions regarding the role or a visit to our school please contact Mrs K Morris, Head of Faculty via email hr@clcc.college

Thank you, and we are really looking forward to hearing from you.

Please note that we will only consider applications from candidates if they have completed the Trust application form via ETeach, CV's will not be considered.

Vision, Values and Ethos

LiFE Multi Academy Trust

Bringing Learning to LiFE

Vision:

We have a compelling desire to provide high quality, personalised and rounded education for everyone, right in the heart of our local community. We believe that no school can be deemed successful unless all those around it are also successful, popular and flourishing. Hence, we believe that dynamic, mutually accountable collaboration and challenge between local schools as members of the LiFE MAT is the cornerstone of our future success.

Each of our schools needs to be seen as a leader of, and vital to, its local community; each school is regarded as fundamental to the identity of its surrounding community. In this capacity we will relentlessly promote the values of inclusion and the celebration of diversity, alongside personal responsibility and respect.

Values:

- Ensuring that every student achieves positive, life changing outcomes
- Providing a whole education: academic excellence co-existing with an exceptional commitment to activity beyond the school gate
- **The relentless pursuit of excellence by;** expecting this of every person, every day; recognising and celebrating behaviours that lead to great progress and promoting and celebrating elite performance inside school and in the wider world
- Valuing and promoting the celebration and understanding of diversity and qualities of our staff and students
- Ensuring that all students and staff feel known, appreciated and supported
- Committing whole-heartedly to collaboration within, between and beyond our academies
- Ensuring our curricula are agents for the promotion of our values

Our Trust consists of

The LiFE Multi Academy Trust currently consists of 10 Schools. Our lead school is Bosworth Academy with the other schools in the Trust being Ashby School, Braunstone Frith Academy, Countesthorpe Academy, Desford Community Primary School, Dovebank Primary School, Kingsway Primary School, Ibstock Community College, Ivanhoe School and the The Winstanley School.

Our offer for all staff joining the LiFE Multi-Academy Trust and our schools

Professional Capital: ***‘we believe in getting the right people, getting them to work together and getting them to stay’***

STRATEGY	DESCRIPTION
Putting Your Trust in Our Trust	We believe in your development. Everything we do is about creating a team of committed professionals who share our ambition for young people. If you believe in this too, we are committed to providing an exciting, enjoyable and rewarding working environment.
Coaching	Coaching is integral to our success. We support colleagues through coaching; enabling deep reflection, which has allowed us to build a bold, creative and aspirational culture, where collaboration with peers and new approaches to practice are encouraged.
Personal Improvement Plan versus Performance Management	Instead of the usual performance management, we encourage our staff to identify aspirational targets through our ‘Personal Improvement Plan’ (PIP) process. With your coach, you will look to make significant progress in a critical area of your practice; we believe in valuing the process of improvement not pass or fail numerical targets.
Health and Wellbeing Strategies	Having happy and healthy staff is key to a successful organisation. The Trust is committed to: - providing employees with a safe, healthy and supportive environment in which to work - recognising that the health and wellbeing of our employees is important - providing a supportive workplace culture where individuals healthy lifestyle choices are valued and encouraged We are committed to supporting colleagues to overcome the stigma and discrimination of mental health issues within the work place. To show our commitment to this we have publicly signed up to ‘Mindful Employer’ and the ‘Charter for Employers who are Positive about Mental Health’. We believe it is important that we are role models to our students of how to be a healthy adult. We actively promote the importance of a work life balance, offering support to staff on managing stress and workload, as well as a physical activity programme. Access to coaching, counselling and supervision is also available to all staff.
Equality and Equal Opportunities	Our Trust and its schools are committed to ensuring equality of opportunity in line with the Equality Act 2010. The Trust seeks to reduce disadvantages, discrimination and inequalities of opportunity, and

	promote diversity in terms of its students, workforce and our wider communities we serve.
Presumed Professionalism	We have a 'Presumed Professionalism' ethos across the Trust. Our staff are professional educators and we recognise the need to support staff to enable a healthy work life balance to allow maximum impact whilst working with our young people and each other. We achieve this by allowing staff to sign out during their free periods, as long as professional duties are not affected. See our policy for further details.
Development of Professional Capital and Excellence	As a Trust we always look to invest in our staff and pride ourselves on our 'home grown talent'. We pride ourselves on this and believe this has the biggest impact on how our staff understand their communities and make a difference to the lives of our young people. Quite simply, our aim is to employ people who match our ethos and values and enable them to truly collaborate with colleagues across the Trust so that they are satisfied professionally. We provide outstanding training pathways which draw on excellence both within and outside of our Trust to enable you to build your professional capital. Examples of the many opportunities we encourage staff to take up externally include: The National Professional Qualification for Senior Leadership (NPQSL) The National Professional Qualification for Headship (NPQH) The National Professional Qualification for Middle Leadership (NPQML) The Outstanding Teacher Programme (OTP) Initial Teacher Training (ITT) Pathways are available at apprenticeship level, NQT, aspiring middle leader, Lead Practitioner and aspiring senior leader level. Some of these courses are lead by staff within the Trust and others are externally accredited. In addition, the Trust provides the opportunity of becoming an associate SLT member, enabling middle leaders to gain insight and experience of leadership at the highest level within a school. Support staff have their own Personal Improvement Plan that they use as a tool to create a bespoke professional development plan. All support staff also receive Coaching and training opportunities, in order to help them feel empowered and in charge of their own development. Across the Trust we pride ourselves on equal opportunities for all staff, irrespective of background, gender, disability, religion, sexual orientation or age.
Great Access to Progression and	Further evidence of our investment in 'home grown talent' is that 86% of our TLR holders have been internal appointments. We have clear

Leadership Responsibility	professional progression pathways within the CPD offered throughout the year at all levels within the Trust.
Collaboration Across all Schools	We are developing relationships across our Trust to enable collaboration to support learning and teaching outcomes. In addition, we are able to offer a joint CPD programme to draw upon expertise across the Trust. Staff work and meet regularly in teams across schools in the Trust and we hold an annual Strategic Planning Day, where each member of the Trust work together.
Sabbatical and Flexible Working Policies	We have developed a unique sabbatical policy to support staff to develop their interests. For some, this has been to develop professionally, whilst others have taken this time to experience travel with their family. See our policy for further details. Flexible working arrangements are also promoted across the Trust where possible, to enable our staff to manage their work life and family commitments.
Strong Induction Process	It is important to us that every member of staff has the right start to working in our Trust. The importance of a good induction is invaluable for new starters irrespective of previous experience. To support this, we have a New Staff Induction Day before the start of term, which enables colleagues to get a real understanding of what the school is about and what it means to be part of the Trust. This day also prepares new staff for our training (conference) days at the beginning of the Autumn term. In addition to this ALL staff are invited to visit a series of lessons across the school year.
ECT Support	Where possible we try to ensure that ECTs have reduced teaching loads to allow them more opportunities for CPD throughout the school week. This also allows for peer to peer observations and additional coaching to take place to develop their practice.
3D Networks	3D Networks are an opportunity for faculties to share good practice and new ideas with colleagues across the school, based on our unique 3D Learning and Teaching model.
Attendance of Staff	Our staff are committed to their roles and ensure that students are supported to maximise their outcomes. Levels of attendance are exceptionally high across all staff and well above national averages in the education sector and beyond.

We are always looking for highly quality teachers and support staff who buy into our values across the LiFE Multi Academy Trust and our school

