



# LIFE MULTI-ACADEMY TRUST TEACHER OF HISTORY RECRUITMENT PACK

**Permanent**

Full time – MPS/UPS

Potential of TLR for the right candidate



i nspiration i nnovation i ntegrity

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# TEACHER OF HISTORY (Countesthorpe Academy)

**Permanent**

Full time – MPS/UPS

Applications from existing practitioners seeking new challenges and development are welcome

**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 History. 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 Cultural 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.***

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

**The closing date for completed applications is midday, Monday 28<sup>th</sup> April 2025**

**With interviews taking place soon after**

*"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 History

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 Cultural 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 existing practitioner seeking new challenges and development opportunities. There is potential for a TLR for the right candidate who has the drive and skills to lead the further development of this area of the faculty.

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

<b>Title:</b>	<b>Outstanding Teacher of History</b>
<b>Job Purpose:</b>	To be a member of the Teaching staff of the Academy with specific responsibility for teaching History across all key stages. There is potential for a TLR for the right candidate who has the drive and skills to lead the further development of this area of the faculty
<b>Responsible to:</b>	Head of faculty
<b>Responsible for:</b>	<ul style="list-style-type: none"> <li>• The planning and delivery of effective classroom teaching and learning in History</li> <li>• Supporting students to achieve their best whatever their ability</li> <li>• Monitoring the progress of students within classes taught</li> <li>• Using effective assessment techniques and providing students with achievable targets and appropriate feedback</li> <li>• Tutoring a group of students, providing guidance, delivering a PDP programme, and monitoring their progress across the curriculum. Liaison with their parents/carers</li> <li>• Working collaboratively with colleagues in both Curriculum and Pastoral teams. Ensuring that the Academy's policies are implemented. Promoting the Academy ethos and values</li> </ul>
<b>Functional Relationships :</b>	<ul style="list-style-type: none"> <li>• Membership of the Cultural Faculty subject specialist teams and a Year team</li> <li>• Liaison with other subject teachers</li> <li>• Liaison with Learning Associate staff</li> <li>• Liaison with Clerical and Technical Associate staff</li> </ul>
<b>Grade and Salary:</b>	MPS/UPS A full induction programme is offered
<b>Conditions of Service:</b>	Post subject to Teachers' Pay and Conditions
<b>Day-to-Day Management:</b>	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.
<b>Teaching Role:</b>	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: <ul style="list-style-type: none"> <li>• Display</li> <li>• Reporting routine maintenance needs</li> <li>• Monitoring the condition of furniture etc</li> </ul>	Implementation of Academy policies in relation to: <ul style="list-style-type: none"> <li>• Equal Opportunities</li> <li>• Child Protection</li> <li>• Student Welfare and Behaviour</li> <li>• Health and Safety, etc</li> <li>• Classroom Observation</li> </ul>
Participating in Staff Development	Teaching the Tutor Programme

# Personnel Specification

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



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<b>Personal qualities</b>	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 on Monday 28<sup>th</sup> April 2025**

## 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 A Howe, Head of Faculty via email [hr@clcc.college](mailto: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**

#### **Cultural Faculty Profile**

The Cultural Faculty consists of History, Geography, RE, Sociology, Psychology, Health and Social Care and EPQ (Extended Project Qualification). This means there are many experienced staff to support each other, share ideas and collaborate. It is based in the new building and has state of the art classrooms and resources to support teaching and learning. Staff also have daily support from faculty assistants who are on hand to manage some of the administrative workload of teachers in the faculty. The faculty leadership team work hard to support all staff in delivering lessons that are of the highest quality and support the academy's T and L priorities. The faculty's vision is to build a curriculum that broadens the minds and experiences of our young people, where progress is research led. Staff work closely with each other to share good practice and successes. We are excited by the appointment of an experienced History teacher and look forward to working together to oversee the next steps in the History curriculum's design, development and implementation.

#### **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**

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	<p>Having happy and healthy staff is key to a successful organisation. The Trust is committed to:</p> <ul style="list-style-type: none"> <li>providing employees with a safe, healthy and supportive environment in which to work</li> <li>recognising that the health and wellbeing of our employees is important</li> <li>providing a supportive workplace culture where individuals healthy lifestyle choices are valued and encouraged</li> </ul> <p>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'.</p> <p>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.</p>
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.



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<p>Development of Professional Capital and Excellence</p>	<p>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.</p> <p>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.</p> <p>Examples of the many opportunities we encourage staff to take up externally include:</p> <p>The National Professional Qualification for Senior Leadership (NPQSL)</p> <p>The National Professional Qualification for Headship (NPQH)</p> <p>The National Professional Qualification for Middle Leadership (NPQML)</p> <p>The Outstanding Teacher Programme (OTP)</p> <p>Initial Teacher Training (ITT)</p> <p>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.</p> <p>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.</p> <p>Across the Trust we pride ourselves on equal opportunities for all staff, irrespective of background, gender, disability, religion, sexual orientation or age.</p>
<p>Great Access to Progression and Leadership Responsibility</p>	<p>Further evidence of our investment in 'home grown talent' is that 86% of our TLR holders have been internal appointments. We have clear professional progression pathways within the CPD offered throughout the year at all levels within the Trust.</p>
<p>Collaboration Across all Schools</p>	<p>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.</p>



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<p>Sabbatical and Flexible Working Policies</p>	<p>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.</p> <p>Flexible working arrangements are also promoted across the Trust where possible, to enable our staff to manage their work life and family commitments.</p>
<p>Strong Induction Process</p>	<p>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.</p>
<p>ECT Support</p>	<p>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.</p>
<p>3D Networks</p>	<p>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.</p>
<p>Attendance of Staff</p>	<p>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.</p>

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