

Our Teaching Team

Teacher of Humanities

1 year temporary contract to support with age range change; a permanent MAT contract will be available for an appropriate candidate.

Suitable for ECT, MPS, UPS. Flexible working options will be considered

Closing date 6th June 2025 at 9am

Do you want a job that is fulfilling? Do you love and value supporting young people? Do you believe in the opportunity for every child to have the best possible opportunity to learn? Are you patient, tenacious, optimistic and a great communicator? Then Ashby School could be the place for you!

We believe that Ashby is a great place for students to take their next educational steps, be it as they join our Year 7 or our excellent Sixth Form providing next steps for students across North West Leicestershire. We also believe it is an equally great place to start or take your next steps in employment.

Part of LiFE Multi Academy, Ashby school is an exciting fulfilling place to work.

We are committed to support our employees and so applications for flexible working within this post will be considered. We are also willing to consider combining this post with others we are currently advertising if you are interested in a more varied approach.

Safeguarding Statement

LiFE Multi Academy Trust and Ashby school are 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.

At LiFE Multi Academy Trust and Ashby school we embed the principles of equality, diversity and inclusion into everything we do. As a Trust we actively encourage applications from those in minority groups and with diverse backgrounds.

So, if you think this could be just what you have been looking for, we look forward to welcoming your application!

Further details available on the school website: www.ashbyschool.org.uk

Teacher of Humanities

Ashby School is part of the Life MAT and we benefit from collaborative working across all of the MAT schools with an extensive programme of professional and subject specific CPD.

Humanities is the key to understanding the world in which we live. At Ashby School, we want students to be confident to examine the past and use this information to interrogate the future. We want them to appreciate the world around them and be engaged in learning about places near and far. We strive to encourage students to have empathy with others and be curious about their beliefs and thoughts. Alongside this, we believe that learning in Humanities strengthens students' skills for future learning and for life.

All students study Humanities in Year 7 before beginning specialist study in the 3 disciplines of Geography, History and Philosophy, Religion & Ethics (PRE) in Year 8 & 9. Students can choose to continue these subjects as GCSE options in Key Stage 4 alongside an option to also study Business or Psychology if they wish. All 5 of these subjects are available as options in our vibrant and successful Sixth Form.

The successful candidate would join a large, supportive faculty who enjoy talking about pedagogy and working from and developing shared resources. This approach has been instrumental in developing our Key Stage 3 pedagogy as we embrace age-range change. Humanities is taught in a suite of subject specific rooms all equipped with interactive projectors and with access to laptops to support lessons.

Alongside this, we are also interested in candidates who have a range of other specialisms around the Humanities area of study and will happily consider applications for trainees who have expertise in delivering Personal Development, Citizenship and Health & Social Care.

The post offers an exceptional opportunity for a teacher making their first steps into the profession. We offer excellent support to our Early Career Framework teachers in addition to our Continued Professional Learning programme for all our staff. We are committed to continuous improvement in both teaching and learning within a supportive environment.

We are proud of the work we do at Ashby School: if you are passionate about your subject, share our enthusiasm for teaching and learning and are seeking to develop your practice in a supportive and dynamic school, we would be delighted to hear from you.

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Job Description

Set high expectations which inspire, motivate and challenge students

- A 'can do' attitude to challenges and an openness to problem solving
- A desire to support students to their best possible outcomes regardless of starting points or barriers.
- Knowledge and understanding of different pedagogies and a willingness to reflect, expand and develop own practice
- Able to consistently demonstrate, evaluate and share successful and creative teaching
- An ability to consistently deliver lessons that are of a high standard.
- Have strong written and oral communication skills, and relate well and sensitively to students, staff and parents.
- Good attendance.
- Professional appearance in line with the code of conduct.

Promote good progress and outcomes by students

- Able to use data effectively to access prior attainment, track progress and monitor student targets.
- An aspirational mindset regarding student outcomes
- An understanding of formative and summative assessment and their place within a cohesive assessment system
- An understanding and application of how feedback drives progress
- Monitor progress of students and report as required in line with school procedures.
- Demonstrate successful strategies for raising standards of achievement.
- Organisational skills that facilitate timely intervention, assessment and feedback

Demonstrate good subject and curriculum knowledge

- Degree level educated.
- Accredited teaching qualification/Qualified Teacher Status.
- Work in accordance with the school's curriculum policy statement and the aims and objectives of the Faculty.
- Responsible to the subject leader for teaching duties within the designated curriculum area (& beyond where directed).
- Be an inspirational teacher, confident to work at all key stages (in due course).
- Knowledge and awareness of current issues within the curriculum area.
- Working knowledge of the National Curriculum as relevant for the faculty within which your area of specialism resides
- Experience of KS4 syllabi
- Ideally have experience of KS5 syllabi
- Confidence to seize creative opportunities within the curriculum area to more effectively meet students' needs.

Plan and teach well structured lessons

- Plan, resource and deliver lessons and sequences of lessons to the highest standard that ensure genuine learning takes place and students make excellent progress through an innate desire to know more.
- Share plans and teaching resources with colleagues and engage in dialogue around this.

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- Collaborate with other members of the department in the delivery of the subject, undertaking a fair and equitable share of the work by helping to develop and prepare teaching materials for use within the department and cross-curricular themes as required.
- Set and mark homework as indicated by the department and school homework timetable in accordance with the departmental homework policy.

Adapt teaching to respond to the strengths and needs of all students

- To adapt pedagogy according to the educational needs of all students assigned to you, responding to departmental policy, national curriculum guidelines and examination syllabi.
- To engage with SEND information for students with an SEND diagnosis as indicated on and shared via our MIS
- To proactively engage and collaborate with Continuing Professional Learning focussed at supporting our most vulnerable students
- To proactively work with additional adults assigned to your classrooms
- To respond to requests for information promptly for SEND students so that we can effectively meet need
- To ensure stretch and challenge for all students but particularly those identified as High Prior Attainers
- To work effectively with students for whom English is an additional language

Make accurate and productive use of assessment

- Mark and assess students work in line with faculty expectations for frequency and style
- Utilise feedback opportunity to reflect on learning and inform next steps
- Maintain records, according to school and departmental policies, external examination and national requirements.
- Report on students' progress as required by the school policy and national requirements.

Manage behaviour effectively to ensure a good and safe learning environment

- Consistently model the highest standards of behaviour
- Actively manage behaviour in your classroom so all students are able to learn
- Support colleagues with behaviour management as appropriate for your level of experience.
- Utilise effective and systematic behaviour management that reflects our school approach, with clear boundaries, sanctions, praise and rewards.
- Contribute to promoting good behaviour across the school.
- Complete duties promptly and in line with the guidance for the specific role taking opportunity to interact positively with students.
- Be a tutor where directed adhering to the expectations of and schedule for tutor time, delivering PSHE/PD activities in a proactive and positive way, enforcing our expectations around uniform, attendance, punctuality etc and engaging with parents to promote our ethos, values and expectations.
- Actively support the work of the Pastoral Team through enforcing expectations around uniform, attendance, punctuality etc.

Fulfil wider professional responsibilities

- Participate in relevant staff training and development activities as required.
- Participate in the arrangements made for professional development, review and appraisal.
- Attend departmental meetings, general school meetings and parents' meetings as appropriate.
- Be responsible for and follow adopted safe working practice in accordance with the latest Health and Safety regulations.

Our Teaching Team

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- Contribute to the provision of a motivating learning environment in an identified area of the department.
- Ensure that, whenever possible, appropriate work is set to cover absence.
- Have ICT skills for curriculum and administration purposes.
- Work well in a team, under pressure and be able to manage conflicting priorities through well-developed inter-personal skills.
- Collaborate with colleagues productively and positively accepting the place of cohesion in a strong school system
- Communicate with parents regularly and professionally
- Be willing to contribute to the full life of the academy including extra-curricular activities and off-site events as appropriate.

Additional information

- Ensure that the school's Safeguarding and Child Protection Policy is followed at all times and any safeguarding issues are immediately reported to the appropriate senior member of staff.
- Model a commitment to safeguarding and the welfare of all students.
- Have enhanced clearance by the Disclosure & Barring Service.
- Positively contribute to the delivery of FBV, PSHE & Careers through subject curriculum

In addition, our Upper Pay Spine Teachers are also expected to:

- Teach consistently great lessons that model best practice for others
- Generate consistently great outcomes for students regardless of starting points and challenges
- Have an open-door policy that encourages others to visit to share these expertise
- Actively embrace new pedagogies and lead others to explore them
- Support gap-filling strategies across the faculty including through revision programmes
- Work with colleagues to raise classroom experiences and progress student outcomes
- Mentor those at the start of their teaching career (ITT or ECT) assuming appropriate time allocations for this
- Ensure all policies are implemented and support others to achieve this standard
- To work actively with others to support their effective teaching, effective learning in their classrooms for all and consistently positive behaviour management
- To lead aspects of moderation and standardisation
- To lead development and review of Schemes of Learning
- To engage with external organisations to support classroom practice as appropriate
- To support post outcome reflection on specifications
- To become our school expert on aspects of specifications and the pedagogic adaptations that support their delivery most effectively