ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST SCHOOL





THE SKIPTON ACADEMY

A MOORLANDS LEARNING TRUST ACADEMY





Moorlands Learning Trust

FURTHER PARTICULARS FOR THE POST OF:

TEACHER OF HUMANITIES (HISTORY) At The Skipton Academy

SEPTEMBER 2023

MPR/UPR

THE SKIPTON ACADEMY

A MOORLANDS LEARNING TRUST ACADEMY

Moorlands Learning Trust

TEACHER OF HUMANITIES (HISTORY)

Thank you for requesting details for the position of teacher of Humanities at The Skipton Academy, which would particularly suit early career teachers wishing to start or develop their career in a growing school and multi-academy trust. The post offers an exciting opportunity to teach History and make a positive difference in our school, which is part of Moorlands Learning Trust (MLT). We very much welcome your interest and hope the accompanying information will encourage you to apply.

At Moorlands Learning Trust (MLT) we are aspirational for every student within our Trust and are committed to achieving success for all and inspiring others to do so too. We believe in investing in the professional and career development of our staff to keep ourselves at the cutting edge of educational developments, where staff wellbeing is also a key priority for us and our schools.

The successful candidate will join an ambitious curriculum area where standards and levels of student engagement are high. They will have high expectations, expert subject knowledge, a strong and positive work ethic and an unwavering commitment to all students achieving their full potential in Humanities through consistently excellent teaching. Working collaboratively as part of a dedicated and talented team, they will be inspirational to both students and colleagues, and will be committed to sharing best practice and contributing to enrichment, intervention and the development of the department.

Our goal at TSA is to make a positive difference to our wider community and this role provides an exciting opportunity for a colleague to make a demonstrable impact to our Humanities delivery.

TSA and IGS share a vision and ethos to ensure that all MLT students are equipped with the confidence and skills to make a positive difference to their own lives and to the lives of others. The successful candidate will have high expectations and an unwavering commitment to all students, maximising their potential through outstanding learning, teaching and support.

TSA and IGS share a vision and ethos to ensure that all MLT students are equipped with the confidence and skills to make a positive difference to their own lives and to the lives of others. The successful candidate will be fully committed to maximising students potential through outstanding learning, teaching and support.

Our overriding aim at TSA is to ensure that our students achieve everything that they are capable of from Year 7 through to Year 11 and beyond. We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy and confident learners who achieve in the widest sense of the word, and not just academically.

We are looking for:

- a dedicated and passionate teacher of Humanities who has resilience and a strong, positive work ethic
- a commitment to providing high quality lessons to engage, challenge and inspire our students
- an individual with the ability to teach History across the full ability range
- a colleague who is inspirational to colleagues and students and committed to sharing best practice
- a strong commitment to extra-curricular and enrichment opportunities

In return for your commitment we can offer:

- the opportunity to make a real difference
- personalised CPD with a strong commitment to professional growth
- a very calm and orderly school with high expectations and an ethos of trust and care
- a committed and enthusiastic staff
- a very supportive Senior Leadership Team and Trust Executive team
- a location in beautiful Skipton with good transport links to the rest of Craven, Leeds and Bradford

How to Apply

As part of your online application on **Vacancy Filler**, in the Personal Statement section (no more than 2 sides of A4 font size 11)

Please explain:

- your experiences, qualities and skills which make you suitable for the post, with specific examples of the impact you have had in your current role.

This can be accessed through the school's website: https://www.theskiptonacademy.co.uk/vacancies/

Closing date for applications: 9am Monday 30 January 2023
Interview date: 8.30am on Friday 3 February 2023

We hope to contact shortlisted candidates by email no later than Wednesday 1 February 2023. If you do not hear from us by this time, you may assume that, on this occasion, you have been unsuccessful.

Moorlands Learning Trust is an equal opportunities employer and is committed to the protection and safeguarding of children and young people in our recruitment procedures and in all our work across and beyond school. The school adheres to statutory guidelines in respect to safe recruitment. All persons employed by the school, in any capacity, will undergo an enhanced Disclosure and Barring Service (DBS) check, and confirmation of employment is subject to a successful outcome. All teaching staff members recruited by the school have their eligibility to teach checked with the DfE.

Job Description
Subject Teacher

Overall responsibilities: To promote effective learning and excellent student progress through high quality and interesting teaching that engages and meets individual needs.

Summary of core duties:

Planning

- To have secure knowledge and understanding of the subject, syllabuses and schemes of work to allow for confident teaching
- To contribute to the on-going development of a broad, knowledge-based curriculum through collaborative planning
- To implement and deliver an appropriately balanced, relevant and ambitious curriculum for students and to support the designated curriculum area as appropriate.
- To plan challenging and engaging lessons within the context of the school's Learning and Teaching Policy – in the short, medium and longer term
- To personalise learning to meet the needs of all students, as individuals and as particular student cohorts (most able, SEN, disadvantaged etc)
- To know and implement the information for students on the SEND Register and action guidance on students' pupil passports
- To promote the whole school drive for improved literacy and reading across the curriculum
- To contribute to Department Improvement Plans, and their implementation
- To plan opportunities to raise students' cultural capital through a rich curriculum

Teaching and Learning

- To communicate learning objectives and success criteria clearly to students so you, and they, are clear about what they will learn, not just do
- To employ a variety of strategies to motivate and engage students, including the effective use of e-learning, effective responsive teaching strategies and by creating a productive climate for learning
- To set regular, quality homework that encourages and consolidates independent learning
- To work closely with the Inclusive Learning Team to challenge and support students by scaffolding learning to make content accessible whilst ensuring there is no cap on students' potential to achieve.

Responsive Teaching and AFL

- To employ a range of responsive teaching opportunities and ensure feedback is personalised and timely
- To monitor the progress of students, set targets for improvement based on prior attainment and ensure they know these and what they have to do to reach them
- To ensure regular and consistently high-quality marking and feedback, including verbal, whole class and written, so students know how to improve
- To use data for action, intervention and future planning
- To maintain appropriate records to demonstrate student progress
- To contribute to requests for progress updates and written annual reports and references

Learning Behaviour and Student Welfare

- To promote and manage learning behaviours effectively, thereby creating a productive climate for learning where students display a thirst for knowledge and a love of learning
- Be a role model for students, inspiring them to be actively interested in and inquisitive about the subject
- To promote and support student progress and wellbeing
- To establish fair, respectful, trusting, supportive and constructive relationships
- To have high expectations of all
- To implement the behaviour system consistently and fairly
- To fulfil the role of Form Tutor where necessary and attend assemblies
- To be familiar with health and safety requirements
- To know and follow the school Child Protection and Safeguarding guidelines which follow statutory requirements
- To register students
- To communicate and consult with parents as required

Enrichment

- To commit to the department programme of extra-curricular and enrichment opportunities and visits
- To contribute to other enrichment opportunities across school

Continuing Professional Development

- To fulfil the statutory Appraisal expectations
- To participate fully in CPD opportunities to develop practice further, share learning and be creative
- To commit to the school's CPD programme, showing a desire to develop and improve one's own practice whilst sharing innovation and best practice with others.

Professional Standards

- To meet the DfE National Teachers' and Personal and Professional Standards
- To contribute actively to the ethos, values and aspirations of the school
- To attend relevant school and parent meetings, and appropriate school events
- To ensure high standards of written English
- To meet deadlines and model the highest professional standards in all aspects of school work
- To cover for absent colleagues as necessary in an emergency and within the workforce agreement

VARIATION IN ROLE

Due to the structure of The Skipton Academy, it must be accepted that, as the Academy's work develops and changes, there may be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Recruitment and Selection Policy Statement

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

Agreed by:
Post Holder:

Print name …… Signature……..……..

Line Manager:

Print Name ……..... Signature ……..

Date: ……

THE SKIPTON ACADEMY
Personnel Specification
Teacher of Humanities (History)

Qualification and Training	**Essential/ Desirable E/D**	**How Identified**
❑ Qualified teacher status recognised by the DfE	E	Application form and selection process
❑ Honours Degree in related specialism	E	
❑ Good A-level qualifications	D	
❑ Recent appropriate CPD	D	
❑ Willingness to participate in CPD	E	
Experience	**Essential/ Desirable E/D**	**How Identified**
❑ Successful experience of teaching Humanities to KS3 and 4	E	Application and selection process
❑ Successful experience of delivering a differentiated curriculum to students with a wide range of needs	E	
❑ Successful experience of managing an effective classroom environment to support student learning and positive behaviour	E	
❑ Understanding and use of good teaching practices	E	
❑ Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	D	
❑ Experience of e-learning including mobile technologies	D	
❑ Previous pastoral experience	D	
Knowledge, Skills and Abilities	**Essential/ Desirable E/D**	**How Identified**
❑ A passion for teaching Humanities	E	Application and selection process
❑ Creates and develops interesting resources and activities which engage students and promote good and outstanding progress	E	
❑ Understands, and can put into practice, the features of an outstanding lesson	E	
❑ The potential and commitment to be an exceptional teacher	E	
❑ Shares and develops own expertise and learns from others	E	
❑ Able to lead, inspire and motivate students	E	
❑ Good standard of accurate written and spoken English	E	
❑ Excellent communication, both in writing and orally, to a wide range of audiences	E	
❑ Proven ability to use ICT in the teaching, organisation or management of their role	E	
❑ Self-motivated and takes the initiative	E	
❑ Able to embrace new approaches and ways of thinking	E	
❑ Responsive to the individual needs of students and colleagues	E	
❑ Values diversity and encourages the contribution of others	E	
❑ Knowledge of effective behaviour management strategies	E	

❑ Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and conduct	E	
Values	**Essential/ Desirable E/D**	**How Identified**
❑ A commitment to comprehensive education, equal opportunities and inclusion	E	Application form and selection process
❑ A passionate commitment to achieving the highest standards for all students	E	
❑ A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E	
❑ Fully committed to a close working partnership with parents, governors and the community	E	
❑ An enthusiasm for and commitment to developing enrichment including extra-curricular activities	E	
❑ Values equality, trust, happiness, openness and support	E	
Personal Qualities	**Essential/ Desirable E/D**	**How Identified**
❑ Strong 'moral purpose'	E	Application form and selection process
❑ Conscientious and committed to high personal and professional standards	E	
❑ Skilled at building and forming productive working relationships with staff, parents and students	E	
❑ Enthusiastic about education and learning	E	
❑ Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience and a sense of proportion	E	
❑ Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary	E	
❑ Works well with colleagues and contributes effectively to the team(s)	E	
❑ Abides by the Academy's policies	E	
❑ Professional appearance	E	
❑ Emotionally intelligent	E	
❑ Sense of humour and perspective!	E	
Equal Opportunities	**Essential/ Desirable E/D**	**How Identified**
❑ Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
❑ Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Circumstances - Personal	**Essential/ Desirable E/D**	**How Identified**
❑ Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	Selection process

❑ No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
❑ Will not require holiday during term time	E	
Safeguarding	**Essential/ Desirable E/D**	**How Identified**
❑ Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
❑ Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
❑ Displays commitment to the protection and safeguarding of children and young people	E	
❑ Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	E	

Agreed by:
Post Holder:

Print name ……. Signature……..……..

Line Manager:

Print Name ……..... Signature ……..

Date: …….