



Recruitment Pack

**Appointment of:
Teacher of Humanities -
Religious Studies/History**

Polaris Multi Academy Trust,
Field Top Road,
Rastrick, Brighouse,
West Yorkshire, HD6 3XB.

National Support School
designated by

**National College for
Teaching & Leadership**


Polaris
Multi-Academy Trust

A young woman with long brown hair, wearing a dark school blazer over a white shirt and a grey tie, is smiling and writing in a notebook. She is sitting at a desk in a classroom. In the background, other students are visible, and the walls are decorated with various colorful posters and drawings. The lighting is warm and indoor.

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*I believe that our
greatest strength
is the integrity and
passion of all our
staff.*

Steve Evans
CEO Polaris Multi-Academy Trust

WELCOME

Welcome to the Polaris Multi-Academy Trust

The Polaris MAT is committed to recruiting staff who are passionate about providing every child and young person the opportunities and experiences, that gives them the confidence and aspiration to reach and go beyond their potential.

The communities we serve have individual identities which reflect our vision for celebrating the uniqueness of each school. Our schools have the autonomy to learn, explore and develop their practice, led by committed and highly skilled Heads of School. Alongside this autonomy, our schools are committed to collaboration and the sharing of resources and best practice.

Our values are centred on building teams of highly skilled staff, through an unwavering focus on the development of skills, knowledge and understanding. We are passionate about delivering the very highest standards of training and continued professional development (CPD).

Our growing Trust is made up of both primary and secondary schools. Each school has its own unique DNA and individual identity, which is used as a platform to build on the enjoyment and academic success of the children in our care.



Steve Evans
CEO Polaris Multi-Academy Trust

VISIONS & VALUES



Our Vision

- > To provide every child and young person in the Multi-Academy Trust opportunities and experiences, which give all of them the confidence and aspiration to reach and go beyond their potential.
- > To support and nurture each school's individual identity, to ensure that their unique DNA is used as a platform to build on the enjoyment and academic success of the children in our care.

Our Values

- > We instil the very highest expectations of everyone in the Multi-Academy Trust.
- > We will ensure every school provides a safe, supportive and challenging environment to the children and young people in our care.
- > We will ensure that every school is supportive and challenges all staff to continually improve their craft, through high quality professional development and opportunities for progression.

Our Aims

- > To remove the barriers faced by students in achieving challenging and aspirational academic targets through delivering the highest quality teaching and pastoral support.
- > To collaborate with and grow expertise of staff across the MAT, to embed a sustainable self-improving system, that is built on strong leadership and succession planning.
- > To provide a sustainable financial platform for schools in the trust through ethical financial controls which in turn, deliver high quality delivery of educational services.

THE POLARIS FAMILY

Schools within the Polaris Multi-Academy Trust



Field Lane Primary



THE POLARIS FAMILY

Our schools are located across West Yorkshire.

Staff from across the Trust can share expertise, practice, and resources because of the close proximity of each of our schools. Our schools are accessible from Junctions 24 and 25 of the M62, and is just 25 minutes from Leeds and 35 minutes from Manchester.



A photograph of three office workers in a modern office environment. On the left, a woman with long brown hair, wearing a black blazer over a leopard-print top, is looking down at a laptop screen. In the center, a woman with long blonde hair, wearing a grey sweater over a white collared shirt and a lanyard with a badge, is smiling and looking towards the camera. On the right, a man with a beard, wearing a blue checkered blazer, is looking towards the woman in the center. The background shows a wooden door and a grey wall.

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We have a happy workplace. The group of staff have moulded together well and we have fun while we are here.

Carole - Payroll Manager

Careers at Polaris

What's it like to work for our Trust?

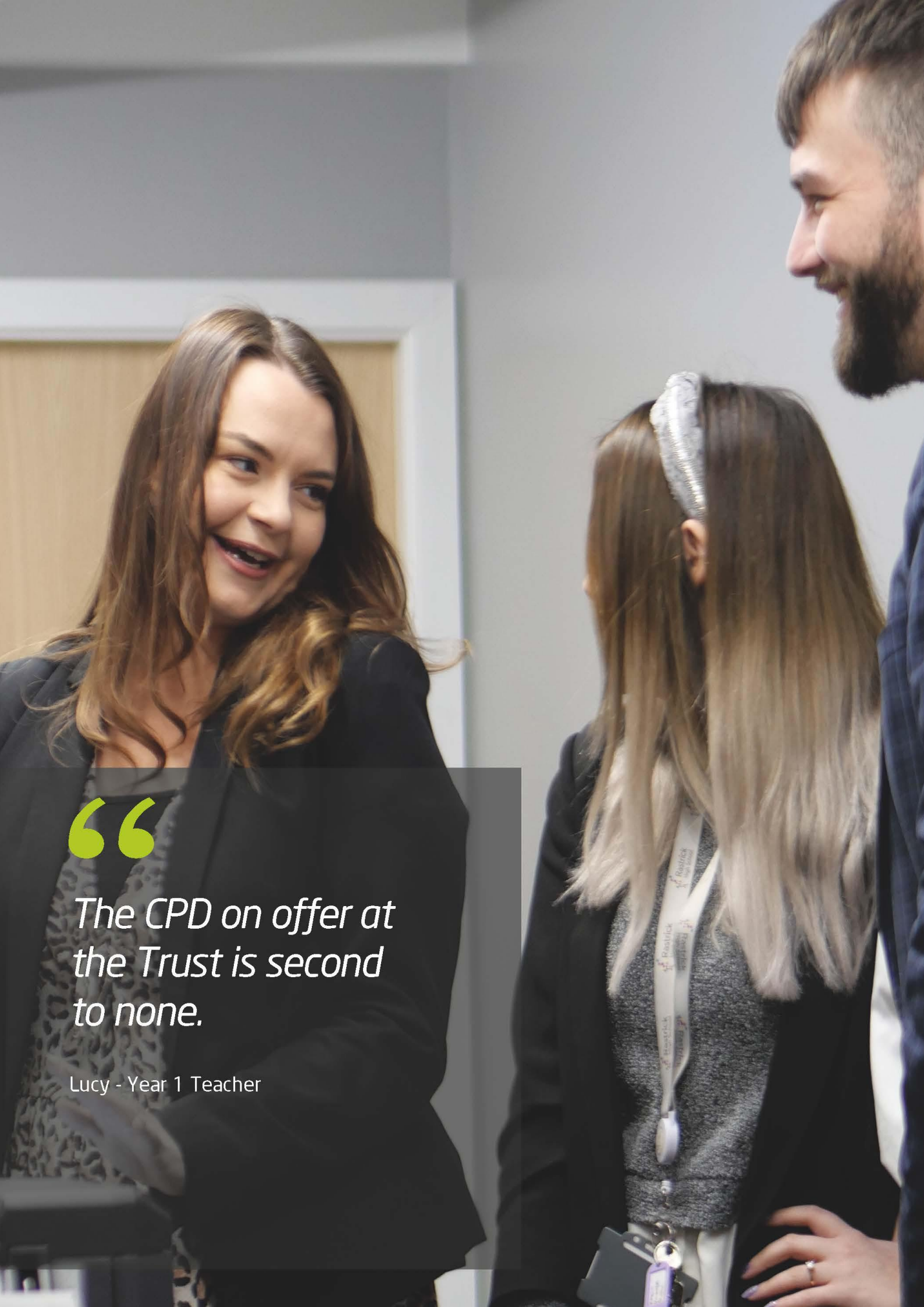
Our Trust has a reputation as an outstanding employer. This great reputation is built on the culture of support we offer our team. We have an outstanding induction programme, that will ensure that you make a great start to your career with us.

As well as the training highlighted above, our Trust offers apprenticeships in a wide range of areas of the business, from Site and Facility roles to Administration and Finance.

We work closely with Teaching School Hubs and other Initial Teacher Training providers to enable staff to train to teach. We always promote and provide opportunities for our staff to work together and collaborate. This commitment comes from our belief that we can all benefit from each other's experience and expertise, in turn this team approach helps ensure that you feel listened to, valued and supported.

We pride ourselves on staff wellbeing being at the centre of Trust and our School Leaders decision making, this why we work hard to ensure that staff know they are appreciated and rewarded for the excellent work they do.





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The CPD on offer at the Trust is second to none.

Lucy - Year 1 Teacher

Careers & Wellbeing

What's it like to work for our Trust?

The Trust Central Team supports our schools and employees through the running of a high-quality services, designed to deliver you important information to your fingertips. This includes integrated payroll that enables you to view and store all your salary documents digitally on your phone. The Trust's HR support dovetails with this easy to reach approach, ensuring that if/when you need more advice and guidance, it's there for you when you need it.

The communities we serve have individual identities which reflect our vision for celebrating the uniqueness of each school in our Trust. Our schools have the autonomy to learn, explore and develop their practice, led by committed and highly skilled Heads of School. Alongside this autonomy, our schools are committed to collaboration and the sharing of resources and best practice.

The Polaris Multi Academy Trust is committed to recruiting staff who are passionate about providing every child and young person the opportunities and experiences, that gives our children and young people the skills, knowledge and confidence to reach and go beyond their potential.



The background features several large, overlapping, rounded geometric shapes in muted colors: a light green shape at the top, a light blue shape on the right, a light purple shape at the bottom, and a light orange shape on the left. These shapes are layered to create a sense of depth and movement.

Our benefits

and why they matter

BENEFITS

The Polaris Multi-Academy Trust is a great place to work and we really hope you'll agree. In addition to your competitive salary and a talented team of colleagues to work alongside, we offer a wide range of benefits to save you money, keep you healthy and help you enjoy your time at work. You'll also find plenty of opportunities to develop and progress your career at the Polaris MAT. We strive to develop and promote our own. We encourage professional development and promote internal growth, but not just upwards. We want you to have the chances to move into broader roles across our Trust and into different areas.

Professional Development opportunities

We offer regular training and access to a range of internal and external programmes tailored to your learning throughout your career, including NPQs and other professionally accredited qualifications. There are opportunities for career progression with your home school or in other schools across the Trust as well as opportunities to move from our support team to a teaching role.



Professional Development
Opportunities



Opportunities for
Progression



Performance Management
Process

BENEFITS

Financial

We offer a competitive salary for both teaching and support staff, whereby pay progression is possible on an annual basis.

Access to and auto enrolment into a highly attractive pension plan for all staff.



Pension



Competitive Salary

Wellbeing

A generous holiday allowance for support staff and all our school calendars are designed to fit well with the 1265hrs allowance for teachers.

Training day events specifically designed to support staff wellbeing.

Staff feedback events designed to enable you to share how we can be even better at what we do.

Access to the cycle to work scheme.



Wellbeing



Flexible Working

BENEFITS

Facilities

We have great school buildings with well-maintained and modern facilities.

On-site catering with great food, reasonably priced for staff.

Free car parking at every school.

Access to the fantastic Rastrick High School gym on weeknights.

Preferential access and a discounted rate to the outstanding Smarties Nursery based in Rastrick.



Discounted Nursery



On-site Gym



On-site Nursery



On-site Catering



Modern Facilities

Job Description

Job Description Teacher of Humanities - Religious Studies/History

Job Scale/Salary:	M1 – UPS3 £ (£30,000 - £46,525) TLR2a – Subject Support
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- Core Purpose:**
- *To deliver high quality curriculum provision through effective teaching and learning*
 - *To carry out the professional duties of a qualified teacher as identified in the DfE Teachers' Standards*
- Reporting to**
- Director of Humanities
- Liaising with**
- Director of Humanities, Achievement Leaders, Achievement Managers, Learning Support Assistants
- Teaching**
- Plan work in accordance with the curriculum area programmes of study and so that it addresses the personalised learning needs of every student.
 - Liaise with relevant colleagues on the planning of units of work for collaborative delivery.
 - Work in collaboration with associate staff attached to any teaching group.
 - Maintain positive relationships by adherence to the advice given to staff in the Climate for Learning Policy.
 - Provide students with the opportunities to develop the skills required in order to learn.
 - Enable students to use their preferred methods and styles of learning where appropriate.
 - Set appropriate and demanding expectations for students' learning, motivation, and presentation of work.
- Assessment and Reporting**
- Work in line with the School's Teaching and Learning policy.
 - Mark, monitor and return work as directed in the school marking policy
 - Complete formal assessment through the MIS system in line with policy and as specified in the published calendar.
 - Attend the appropriate Parents' Evenings to keep parents informed about the progress of their child.
 - Be familiar with the code of practice for identification and assessment for Special Educational Needs and keep appropriate records and personalised learning plans.

Care and Guidance	• Undertake responsibility for a tutor. • Monitor (and set targets for) for students to improve attendance, motivation, behaviour or achievement as and when required. • Be prepared to undertake responsibility as required for the delivery of the PSHCE programme through the delivery of SMSC content in tutor time.
Professional Standards	• Support the ethos, vision, principles and values of the School. • Treat colleagues, students and all members of the community, with respect and consideration. • Support the aims of the School through attendance at and participation in events such as open evenings, option evenings and the like (as appropriate to responsibilities). • Take responsibility for own professional development and participate in arrangements as adopted by the School for the assessment of his/her performance and that of other teachers. • Read and adhere to the various policies of the School and implement School Improvement Plan. • Participate in the development and management of the School by attending various team and staff meetings. • Ensure that all deadlines are met as published in the school calendar or deadlines set by the Director of Humanities/Religious Studies. • Undertake professional duties that may be reasonably assigned to them by the Head of School.
Knowledge and understanding	• Have a detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements.
Planning and setting expectations	• Have a secure and detailed knowledge of the specialised subject. • Identify clear teaching and learning objectives, content, lesson structure and sequences appropriate to the subject matter and the subject being taught.
Assessment and evaluation	• Assess how well learning objectives have been achieved and use this assessment to establish future learning objectives. • Mark and monitor students' class work and homework providing constructive oral and written feedback, setting targets for students, progress in line with the School's marking policy. • When applicable, understand the demands expected of students in relation to Key Stage 3 and Key Stage 4 courses.
Pastoral System	• To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description. • To ensure the Climate for Learning System is implemented in the subject area so that effective learning can take place.

Job Description

Professional Development

- Understand the need to take responsibility for their own professional development and keep up to date with research and developments in pedagogy and in the subjects that they teach.
- Evaluate their own teaching critically and use this to improve their effectiveness.

Other Specific Duties

- To continue personal professional development as required.
- Attend staff and other meetings and participate in staff training and development events as required.
- To actively engage in the performance review process.
- All support staff may be used to perform appropriate duties as and when required by the Trust, commensurate with the salary grade of that post if it is higher than the employee's current salary.
- To work in the best interests of the Trust, pupils, parents and staff.
- To adhere to the Academy and Trust policies and procedures with particular reference to Child Protection, Equal Opportunities, Teaching and Learning and Health and Safety.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.

This job description is current at the date advertised. It will be reviewed at least annually and, in consultation with you, it may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Pay portability

The School will guarantee a teacher's pay portability for classroom teachers, providing the individual is able to demonstrate successful performance in their previous role. Successful performance can be demonstrated by a performance management statement (or other evidence) signed by a previous employer, confirming that performance has been successful during the last full performance management cycle. This would usually be the previous academic year. If a teacher cannot provide this evidence, then the School will offer a salary scale that reflects the individual's experience, competence and impact on student outcomes. This will be evidenced in the recruitment and selection process and include information provided from referees.

Job Description

Person Specification

Job Title: Teacher of Humanities - Religious Studies/History		
KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications & Experience	• Education to degree level or equivalent in the (or closely relating to) the identified subject • QTS registered (or working towards this on an ITT programme) • An excellent track record of recent, relevant professional development • Evidence of raising standards and performance of a cohort of young people • An understanding of what is effective teaching and performance within the curriculum area.	• Innovative use of resources • Working with young people through an enrichment setting
Knowledge & Understanding	• Excellent written and communication skills, including appropriate ICT skills • A secure knowledge of the importance of data as a means both to measure and to extend progress • A high level of organisational skills • The ability to create a stimulating visual environment in the classroom	
Communication Skills	• Build relationships with students and colleagues • Ability to communicate to a range of Audiences including parents and the wider school community • Demonstrate a high level of skills in written formal communication	
Decision Making and Judgement Skills	• Make decisions based on analysis, interpretation and understanding of relevant data and information • Demonstrate good judgement	• Think creatively and imaginatively to anticipate, identify and solve problems

Personal qualities	• A commitment to inclusive education • Evident enjoyment in working with young people and their families • Empathy in relation to the needs of the school and the local community • Ability to inspire confidence in others • Adaptability to changing circumstances/new ideas • Reliability, integrity and stamina • Personal impact and presence • Work under pressure and to deadlines	• Achieve challenging professional goals • Personal ambition and potential for further promotion • Intellectual ability and curiosity • Determination to succeed and the highest possible expectations of self and others • Vision, imagination and creativity • Resilience and perspective
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