

**CLAYTON  
HALL**  
ACADEMY

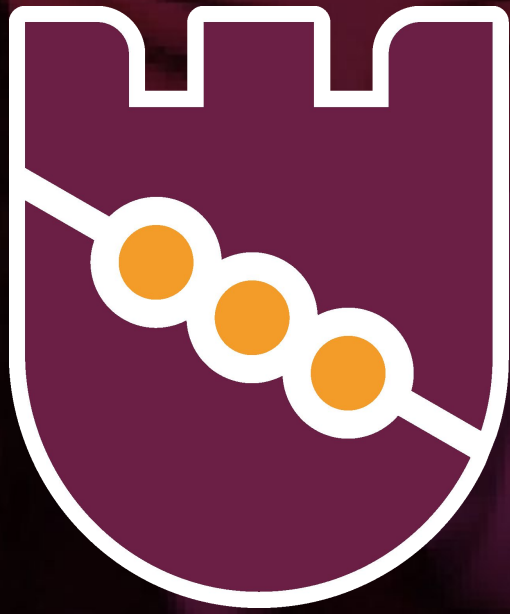
Part of



**Aiming Higher Together**

# TEACHER OF RE

Candidate Information Pack



# Welcome from the Headteacher

Dear Applicant,

I am Caty Reid, Headteacher of Clayton Hall Academy, and I am delighted that you are considering joining our team.

At Clayton Hall, our vision is to be the school of choice for our local community. We are dedicated to providing a high-quality, knowledge-rich curriculum that helps our students become educated and confident young people. We believe in the power of experiences both inside and outside the classroom to shape students with their own strong views and opinions.

We are proud to be part of the Windsor Academy Trust family. This collaboration allows us to benefit from the collective strength and shared expertise of fifteen schools working together. While we have our own unique identity and a deep-rooted commitment to our local families, we are united by a single moral purpose: to unlock the academic and personal potential of every child in our care.

As a member of our team, you will play a vital role in this mission. Whether you are joining our teaching staff or our professional services team, you will help us achieve our goals by:

- **Fostering Strong Partnerships:** We believe it takes a village to raise a child. You will help us work closely with parents, carers, and the wider community to ensure every student feels supported.
- **Enriching Lives:** Clayton Hall offers a wealth of sporting and cultural opportunities. You will help us provide the experiences and excellent pastoral care that allow young people to thrive and grow into articulate young adults.
- **Preparing Students for the Future:** The challenge of preparing young people for adulthood is exciting. You will help ensure each student leaves us ready for the journey ahead, equipped with the knowledge they need to succeed.

We are looking for passionate, collaborative individuals who share our values of excellence and community. You will join a talented team supported by a culture of empowerment and professional growth, where your contribution helps us prepare the next generation for a bright future.

If you are ready to help our students find their spark and reach their full potential, I look forward to receiving your application.

Yours sincerely,

**Caty Reid**  
Headteacher

# Our School



## Clayton Hall Academy - "Aiming Higher Together"

Clayton Hall Academy is an 11 to 16 secondary school in Newcastle under Lyme. Our vision is to be the school of choice for our local community by providing a Gold standard education for all our students, delivering an aspirational curriculum leading to academic success, taking a tailored approach to support individual needs and ensuring students become resilient, independent and confident citizens. We encourage positive attitudes and aim to provide an environment where students feel valued, challenged and secure, which in turn, allows them to reach their full potential.

### Our 2024/25 highlights

- International Trips: The school organised three international trips for students to Iceland, Switzerland and Barcelona.
- Professional Development: Twelve members of staff completed National Professional Qualifications (NPQs), enhancing their leadership and teaching skills.
- Academic Outcomes: The school achieved strong results in a range of GCSE subjects, including Computer Science, Construction, Photography, PE, and Performing Arts.
- Charity Events: Students successfully led a range of charity events throughout the year.
- Girls and Cyberbullying Event: The school hosted a special event focused on addressing the issue of girls and cyberbullying.
- Rewards and Incentives: A variety of rewards and incentives were offered to pupils, including a silent disco and various trips.
- Industry Links: The school established new links with local industry, including a partnership with Portmeirion.
- Work Experience: A new Work Experience programme was successfully launched for students.
- Duke of Edinburgh: Students successfully completed both the Bronze and Silver Duke of Edinburgh's Award.
- Sporting Achievements: The school had a successful year in sports, with achievements in chess and the WAT Olympics, and the Year 11 team reaching the County football finals.

*"Clayton is a good school with great staff. I could see at football how well the kids get on with their teachers- it was lovely to see. The positive relationships here make a real difference. Be proud of what you've achieved as a school and the lasting impression you make on the students."* - **Clayton Hall Academy parent**

*"You saw potential in places I hadn't even looked yet. When I felt insecure, your words would constantly steady me. When I felt small, your words of encouragement would give me the space to grow and flourish. Thank you for every lesson, spoken and unspoken. Thank you for reminding me that my voice matters, that writing can heal and even a quiet student can have something powerful to say."* - **Clayton Hall Academy student**



# Welcome from CEO

Dear WAT Family Candidate,

As the Chief Executive Officer of Windsor Academy Trust, I am delighted that you are considering joining our family.

We are a family of 15 primary and secondary schools, united by a single, unwavering moral purpose: **to unlock the academic and personal potential** of every young person we serve. For our 1,200 staff and 10,000 students, Windsor Academy Trust is more than an organisation, it is a family.

We are exceptionally proud of the reputation we have built together. Our schools serve diverse, vibrant communities across the West Midlands, achieving results that are significantly above the national average. But we believe that schools should be more than just places of learning; they are **civic anchors**. We take our role as leaders in our communities seriously, working tirelessly with our partners to ensure our children and their families can thrive, both inside and outside the school gates.

Being a great employer is at the heart of who we are. We were thrilled to receive the Edurio 'Trust Value Award', a testament to the strong sense of belonging our staff feel. As an Associate College for the National Institute of Teaching, we don't just offer jobs; we offer journeys of professional growth and transformation.



**Dawn Haywood**  
Chief Executive Officer



**15**  
SCHOOLS



**10000**  
CHILDREN



**1200**  
STAFF

# Job Description

|                        |                                |
|------------------------|--------------------------------|
| <b>Salary</b>          | MPS/UPS                        |
| <b>Reporting to</b>    | Faculty Director of Humanities |
| <b>Responsible for</b> | N/a                            |
| <b>Location</b>        | Clayton Hall Academy           |

## Job Purpose

The Teacher will provide high-quality teaching and learning provision that ensures all students make at least good progress and achieve their full potential. The post holder will be accountable for the attainment and progress of all students taught, supervise and guide the work of any assigned support staff, and provide pastoral support and guidance for all students in their care across the academy.

## Teaching and Learning

The Teacher will:

- Set clear learning objectives, and plan and teach engaging lessons across the whole age and ability range for an appropriate proportion of the week.
- Use data to plan lessons, learning materials, and questions to motivate and support all students to make at least good progress.
- Maintain high aspirations and set challenging targets for all students.
- Set high expectations for students' behaviour, learning, motivation, and presentation of work by establishing a purposeful working atmosphere and providing challenging and inspirational learning experiences.
- Work in collaboration with Learning Support Practitioners or Assistants assigned to any teaching group or student within the group.
- Take account of students' prior attainment, learning styles, and needs, and use them to set appropriately challenging targets and learning activities.
- Promote and develop literacy and numeracy skills throughout teaching and learning activities so that they do not present barriers to learning.
- Provide intervention activities for those students who need support to boost attainment and progress, or who require additional challenge.
- Set work for students absent from the academy for health or disciplinary reasons.
- Manage the behaviour and discipline of students within the classroom in line with the academy's Behaviour for Learning Policy.
- Ensure that the teaching room, resources, and equipment are maintained in good order with particular regard to Health & Safety and security of property.
- Use ICT, modern technologies, and varied learning resources as tools to inspire and motivate learners.
- Ensure that a stimulating learning environment is maintained in the classroom, including the provision of high-quality displays.

## **Assessment, Recording and Reporting**

The Teacher will:

- Maintain plans of lessons undertaken and records of students' work, attendance, and attainment.
- Mark, assess, and return students' work in line with academy policy, providing constructive oral and written feedback with clear targets and guidance for future improvement.
- Keep high-quality records to promote the tracking and monitoring of student progress using data and teacher assessment records.
- Use data to set aspirational targets and plan challenging activities.
- Report and record student attainment, progress, and results of assessments within the academy's recording and reporting structure.
- Set and mark examinations, assessments, and coursework as assigned by the Head of Department or other academy leaders.
- Attend the appropriate Parents' Evenings, Target Days, and individual meetings to keep parents and carers informed as to the progress of their child towards targets.
- Be familiar with academy records and information relating to students who have additional needs (including those who are highly able) and use this information to ensure all students can access the curriculum and are supported to attain well.

## **Pastoral Responsibilities**

The Teacher will:

- Take responsibility for promoting and safeguarding the welfare of children and young persons.
- Participate in the pastoral organisation of the academy as a form tutor, if required, acting as the first point of contact for parents and carers in the assigned tutor group.
- Monitor and set targets for the social and academic progress of individuals in the tutor group.
- Undertake responsibility for the delivery of the well-being and tutorial programmes to the tutor group as required.
- Promote good attendance and punctuality, monitoring this in accordance with the academy's Attendance Policy and providing support or intervention for those who find it hard to maintain high standards.

## **General Professional Responsibilities**

The Teacher of Humanities will:

- Attend meetings as part of the agreed meeting cycle.
- Undertake professional development identified through the performance management and appraisal structure to promote individual and whole-academy improvement.
- Support and implement all relevant teaching and learning area policies, including the Code of Conduct for staff and whole-academy policies.
- Act as a role model to students in respect of dress, attendance, punctuality, and general conduct.
- Ensure that all professional deadlines are met as published in advance.
- Undertake professional duties and responsibilities necessary for the smooth running of the academy, as may be reasonably assigned by the Headteacher (e.g., duties, emergency cover).
- Fulfil the conditions of employment for school teachers, as laid down in the latest School Teachers' Pay and Conditions Document.
- For Upper Pay Scale (UPS) teachers: provide a model of high-quality professional practice, consistently provide at least a good quality of teaching with the potential to develop outstanding practice, and make a distinctive and significant contribution to the improvement work of the academy.

## **Additional Responsibilities**

- Recruitment & Retention point may be available for an experienced candidate or
- TLR with whole school responsibility may be available for the right candidate

# Person Specification

| Area   | Essential | Desirable |
|--|-----------|-----------|
| <b>Qualifications and Training</b>   |           |           |
| Degree or equivalent qualification in subject area or a closely related subject  | ✓         |           |
| Qualified Teacher Status (Secondary)   | ✓         |           |
| Evidence of continuing professional development  | ✓         |           |
| Degree classification of 2:1 or above in a related subject   |           | ✓         |
| Relevant further qualifications or certified training in specialised pedagogical practices   |           | ✓         |
| <b>Knowledge and Experience</b>  |           |           |
| Proven track record as a good or outstanding classroom practitioner  | ✓         |           |
| Strong knowledge and understanding of teaching and learning issues related to the subject curriculum   | ✓         |           |
| Ability to work effectively to deadlines and manage competing priorities   | ✓         |           |
| Understanding of a broad range of current relevant educational issues and national initiatives   |           | ✓         |
| Experience of using modern education data tracking systems (e.g., SIMS, Arbor, or ClassCharts) to monitor student progress and inform planning |           | ✓         |
| Examiner experience with a major awarding body for GCSE or A-Level in the subject area   |           | ✓         |
| <b>Skills and Abilities</b>  |           |           |
| A deep passion and enthusiasm for teaching and learning  | ✓         |           |
| Ability to set and maintain high expectations for all students   | ✓         |           |
| Strong empathy and understanding when working with children and parents who are experiencing difficulties                                      | ✓         |           |
| Highly approachable demeanor, fostering trust with students, staff, and the wider community  | ✓         |           |
| Ability to work effectively and collaboratively as a member of a broader staff team  | ✓         |           |
| Experience in designing, differentiating, or adapting curriculum resources to support diverse learning needs and SEND profiles                 |           | ✓         |

| Area   | Essential | Desirable |
|--|-----------|-----------|
| <b>Personal Qualities and Attributes</b>   |           |           |
| Genuine enthusiasm for working with children and young people  | ✓         |           |
| Flexible approach, with the ability to adapt and cope positively with change   | ✓         |           |
| Excellent written and verbal communication and interpersonal skills  | ✓         |           |
| Strict compliance with the Trust's commitment to the protection and safeguarding of children, including an enhanced DBS check                    | ✓         |           |
| Open-minded, willing to question and refine personal and professional attitudes and practices in order to continuously improve                   | ✓         |           |
| Willingness to take a full role in the wider life of the academy, developing good relationships with parents, governors, and the local community | ✓         |           |
| Enthusiasm to share best practice and collaborate across the wider Windsor Academy Trust family of schools                                       | ✓         |           |



# Working for Windsor Academy Trust

**We believe it is important to be a great place to work. In addition to a competitive salary we offer:**

## **Pensions**

As a staff member you have access to the Local Government Pension Scheme and Teachers' Pension Scheme - both generous schemes with the employer contributing up to 20% plus. This also provides a death in service benefit of three times your salary.

## **Pay progression & career pathways**

As well as any nationally agreed pay award (a salary increase linked to inflation), our employees have access to pay progression according to their grade.

We offer a number of career pathways from teaching and other classroom based roles to administration and IT. If you're interested in progressing on your career journey or taking a new career pathway, you should discuss this further with your line manager at your annual appraisal.

## **Continual Professional Learning (CPL)**

Windsor Academy Trust has developed exceptional teachers, leaders and professional services staff in schools for over a decade. We have an excellent reputation for delivering outstanding and innovative professional development for teachers, leaders and professional services staff at all levels, across the Midlands and beyond. Our professional development offer ranges from Initial Teacher Education, to the Early Career Framework as well as leadership development programmes such as National Professional Qualifications (NPQs) as well as networking groups for a number of roles.

## **Employee Assistance Programme**

Windsor Academy Trust has signed up to an Employee Assistance Programme with the Education Support Partnership which provides a support line to access a range of practical and emotional help 24/7, including counselling sessions, financial, legal and practical support from qualified professionals on a range of personal issues as well as access to online health and wellbeing resources and a specialist information service.

## **Free flu vaccinations and eye tests**

For a number of years, Windsor Academy Trust has provided free flu vaccination vouchers so that you can protect yourself over the winter months. We also provide free eye tests for display screen equipment users, which applies to the majority of our employees.

## **Cycle to work scheme**

For those who do not live too far from work, cycling instead of driving or taking public transport could be a good option to save on travel costs. Our cycle to work scheme helps Windsor Academy Trust employees to purchase a brand new bike and spread the cost over 12-18 months. To find out more, visit [The UK's Most Popular Cycle to Work Benefit - Cyclescheme](#).

## **Food and leisure discounts**

Windsor Academy Trust has signed up to access Vivup - the leading wellbeing and benefits provider to the public sector - meaning our employees can benefit from lifestyle savings on films, leisure activities, dining out, family essentials and many more popular categories.

## **Reduced childcare costs**

For working parents, childcare costs can be a significant financial burden. However, there are some solutions available to staff that may help ease short-term financial pressures around childcare. You may be eligible for the Government's tax-free childcare scheme. Find out more by visiting [Tax-Free childcare at gov.uk](#). Should you need them, flexible working and paid time off for caring responsibilities policies are available upon request. Visit the Policies and Procedures section on the Windsor Academy Trust website for full details.

## **Local Credit Union**

Windsor Academy Trust is now a partner employer with Castle & Crystal Credit Union based in Dudley. They are a not-for-profit financial co-operative who provide affordable loans and secure savings for all who live or work in the West Midlands. Loans repayments can be made directly from your salary.

## **Flexible Working**

Windsor Academy Trust supports and is open to flexible working.

# Safer Recruitment In Education: Information For Applicants

- WAT is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.
- We have a number of policies and procedures that contribute to our safeguarding commitment, including our child protection policy which can be viewed at [windsoracademytrust.org.uk/governance](https://windsoracademytrust.org.uk/governance).
- It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.
- Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.
- We will ensure that our concerns are discussed with parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.
- We actively support the Government's Prevent agenda to counter radicalism and extremism.

## **What we will provide:**

All applicants for all vacant posts will be provided with:

- a job profile outlining the duties of the post; including safeguarding responsibilities.
- a person specification which will include a specific reference to suitability to work with children.

All applications for employment will be required to complete an application form online, containing questions about their academic and full employment history, and their suitability for the role.

In addition, all applicants are required to account for any gaps or discrepancies in their employment history.

## **References**

References will be requested with your consent, at the selection stage directly from the referee.

## **Interviews**

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

## **Pre-employment checks**

- It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.
- An enhanced DBS check is required for all successful applicants.
- Prohibition, overseas and section 128 checks will also be completed if necessary.

## **Child Protection and Safeguarding Policy**

View our Child Protection and Safeguarding policy at [windsoracademytrust.org.uk/policies](https://windsoracademytrust.org.uk/policies)





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