



WE ARE ASTREA

TEACHER OF RE/PSE

NETHERWOOD ACADEMY
PART OF ASTREA ACADEMY TRUST

APPLICANT BRIEF





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PEN LETTER FROM PRINCIPAL, JONNY MITCHELL

Dear Candidate

I am absolutely delighted that you have shown an interest in applying for this absolutely crucial post at Netherwood. Netherwood is on a journey to becoming an exceptional place to learn, and I am keen to ensure that the academy community espouses the values and vision around which I have cultivated my own professional journey – and I want exceptional colleagues to join the staff community to realise the potential which Netherwood clearly has in spades.

We need to attract the right calibre of professional to work alongside our dedicated team of staff; a colleague who shares the clear vision that the child is at the very heart of everything we do; a colleague who is able to enjoy positive, professional relationships with young people; and, perhaps most importantly, a colleague who can demonstrate high levels of resilience and emotional intelligence when dealing with complex and sensitive situations.

The ideal candidate will be an experienced and outstanding classroom practitioner with a track record of strong outcomes and in supporting the development of other colleagues. We need someone who can walk the walk and be a beacon of excellent practice in a classroom environment, whilst possessing the muscularity of intellect and professional credibility to drive up standards across the academy.

I hope you can see that this is an exciting time to join the Academy. If you are considering applying for this role, you will need to have ambition for the students as well as for yourself. I want colleagues who are prepared to push themselves professionally to develop their skills and experiences, so that the young people of Netherwood get the very best we can offer them; my ambition is that Netherwood provides a world-class education, and colleagues joining the academy will need to want to be part of this ambition.

Everyone connected with the academy will expect commitment and drive, but this needs to be coupled with sensibility and humility. A sense of humour and a willingness to work really hard are also huge attributes. I would never have entertained the idea of becoming Principal in a school I did not think had the level of potential that this place has – if you feel you have the skills, expertise, energy, enthusiasm and passion to join the staff team here, please ensure you submit an application.

I am currently able to arrange short visits to the academy after 3pm most days. I may have limited availability to conduct short visits during the school day, subject to availability. If you would like to visit, please contact me; equally, if you would like an informal conversation about the role prior to submitting an application, please feel free to get in contact with me to make arrangements.

My email address is jonny.mitchell@astreanetherwood.org

In the meantime, I very much look forward to hearing from you. I appreciate the amount of time that goes into preparing an application, so thank you in advance for considering joining us.

Jonny Mitchell
Principal at Netherwood Academy



JOB DESCRIPTION

SALARY	MPS/UPS
CONTRACT TYPE	Permanent
REPORTING TO	Head of Department

PURPOSE OF THE POST

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and ensure delivery of high quality teaching and learning for which the teacher is accountable.

The Job Description should be read alongside the range of professional duties of Teachers as set out in the Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers.

Duties and Responsibilities:

1. Planning, Development and Coordination

- To set challenging teaching and learning objectives which are relevant to all students' in their classes.
- To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess students learning.
- To select and prepare resources, and plan for their safe and effective organisation, taking into account students' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
- To contribute to teaching teams, meetings and events.
- To plan for the deployment of any support staff who are contributing to students' learning.
- To plan opportunities for students to learn in out of school contexts.
- To produce long and short term planning in accordance with school policy and procedures and within required deadlines.
- To implement and review the subject development plan in conjunction with the Senior Leadership Team and/or line manager.
- To develop and audit schemes of work and other documentation related to RE/PSE and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met.
- To develop strategies for the use of RE/PSE to promote new teaching methods and improve learning throughout the school and monitor their effectiveness in raising standards of teaching and learning.
- To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice.
- To manage the resources available for RE/PSE and make recommendations in order to maintain and develop curriculum provision.



2. Monitoring and assessment

- To make appropriate use of the school's monitoring and assessment strategies to evaluate students' progress towards planned learning objectives.
- To use monitoring and assessment information to improve planning and teaching.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support students' as they learn.
- To involve students' in reflecting on, evaluating and improving their own performance and progress.
- To assess students' progress accurately against appropriate standards.
- To identify and support students' with differing levels of ability and those experiencing behavioural, emotional, and social difficulties.
- To identify the levels of attainment for students' learning English as an additional language and identify learning activities to provide cognitive challenge as well as language support.
- To record students' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.
- To report on students' attainment to parents, carers, other professionals and students' as appropriate.

3. Teaching and Class Management

- To have high expectations of students' and build successful relationships centred on teaching and learning.
- To establish a purposeful learning environment where diversity is valued and where students' feel safe and secure and confident.
- To teach the required or expected knowledge, understanding and skills relevant to the curriculum for students' in their age range.
- To teach clearly structured lessons or sequences of work which interest and motivate students, make learning objectives clear, employ interactive teaching methods and collaborative group work.
- To promote active and independent learning that enables students to think for themselves and to plan and manage their own learning.
- To differentiate teaching to meet the needs of students of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress.
- To organise and manage teaching and learning time effectively.
- To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
- To set high expectations for students' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage students' behaviour constructively and promote self-control and independence.
- To use ICT effectively in delivery of teaching and learning.
- To take responsibility for teaching a class or classes over a sustained and substantial period of time.
- To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages students' to learn independently.
- To work collaboratively with other professionals and manage the work of support staff to enhance students' learning.
- To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with school policy and procedures.



- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To attend and participate in regular meetings.
- To participate in training, continuous professional development and other learning activities as required including participation in the school's performance management arrangements.

General Information and Working Arrangements

- The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Leadership Team.
- To be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To take responsibility for the implementation of, and compliance with, policies and procedures relating to child protection, health safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- This job description will be kept under review and may be amended via consultation with the individual, Governing Body and / or Senior Leadership Team as required. Trade union representation will be welcomed in any such discussions.

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

The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.



PERSON SPECIFICATION

This part will allow you to understand who we are looking for within this role and the skills knowledge or experience that we would expect.

Qualifications and Experience	Essential	Desirable
Qualified teacher status in RE/PSE	*	
Good relevant degree	*	
Teaching throughout the age (11-16) and ability range		*
Skills, knowledge and abilities and professional attributes		
Good organisational skills	*	
Good communication skills	*	
Good teaching skills and range of strategies	*	
Knowledge of National Curriculum	*	
Knowledge of GCSE syllabuses	*	
Ability to integrate ICT effectively	*	
Understanding of Special Educational Needs	*	
Other professional attributes		
High expectations of all pupils	*	
High professional standards	*	
Ability to lead, manage and work as part of a team	*	
Understanding of the need for a scaffolded curriculum	*	