



**Holderness Academy**  
& Sixth Form College



**THE CONSORTIUM**  
ACADEMY TRUST

# Application Pack

## Teacher of RE





## Information for Candidates

**Post:** Teacher of RE

Thank you for your interest in the above position. I hope you find the following information useful; we look forward to receiving your application.

In this application pack you will find information about our Academy, a letter from the Headteacher, job description and person specification. Please note the closing date for completed applications is **12noon, Wednesday 25 May 2022**. We reserve the right to close this vacancy early.

Please apply via our [website](#) for an application form. Applications should be submitted by email to [vacancies@holderness.academy](mailto:vacancies@holderness.academy) (*CVs will not be accepted*)

Applicants who are not contacted within two weeks of the closing date should assume they have not been shortlisted for interview.

**Applications welcome from ECTs**

**THIS POST IS SUBJECT TO ENHANCED DBS CLEARANCE AND  
APPROPRIATE PRE-EMPLOYMENT CHECK**

# Letter from The Headteacher



Holderness Academy  
& Sixth Form College

May 2022

Dear Applicant

I am delighted to enclose an application pack and details of our Teacher of RE post at Holderness Academy & Sixth Form College, part of The Consortium Academy Trust. This position is full time and permanent, commencing September 2022.

We are looking for an inspirational teacher who embraces creativity and who is passionate about teaching engaging lessons to enable all our students to succeed.

On joining the Trust, the successful candidate will work with our committed and dedicated team within the Humanities Department. As part of the team, the appointed person will be expected to meet the basic teacher standards at all times to provide an exciting, engaging and inspiring learning experience for our young people. In addition, the successful candidate should be keen to engage in the wider life of our community school.

The Academy has high expectations of all its staff. However, we are proud of our strategies to nurture and support staff and of the systems we have in place which recognise staff contributions that impact positively on the lives of young people and foster a culture of well-being and pride.

This is an exciting time to be joining the staff team at Holderness Academy & Sixth Form College, as we continue to build year on year to a position of sustainable success, for our learners and staff, both now and in the future. The successful candidate will become part of a much wider team of staff across the Trust, with opportunities for collaboration, sharing good practice and skill development provided.

We very much look forward to reading your application.

Kindest regards

Mr Gary Cannon  
Interim Headteacher



# Our Academy

Holderness Academy and Sixth Form College is a large comprehensive school with 1138 students on roll, including 139 in the Sixth Form. The Academy is situated in East Riding of Yorkshire and located in the small village of Preston – a village which dates back before the Domesday Book. It sits six miles to the East of Hull and one mile from the town of Hedon.

The Academy attracts students from all its surrounding East Yorkshire towns and villages, and staff from even further afield. We are incredibly proud to have a positive and engaged student body and a dedicated and talented team of staff and governors.

Holderness Academy and Sixth Form College is a disciplined and well-organised environment. We have high standards of Academy dress and have clear expectations on punctuality, attendance and behaviour, having recently implemented a Student Positive Discipline Policy. Our students have responded well to the new policy and this is reflected in all aspects of school life with noticeable improvements to student behaviour and attitude throughout the Academy.

We have a strong student and staff voice approach which has impacted significantly on the recent developments in our Academy environment and in approaches to Teaching and Learning and fostering well-being and mental resilience across all teams within our school.

The recent set of student outcomes in 2019 demonstrate that our changes are seeing an impact and improving outcomes for learners, our Progress 8 measure (demonstrating the academic value we have added to student in their time with us from Year 7 to Year 11) improved.

Our supportive approach to developing the whole young person is delivered through our Pastoral Support System which responds to the wider support needs that children living in the modern world may develop. Their tutor is the first point of call but a dedicated Pastoral Manager per year group and a focus Progress Leader are key to our students commenting 'they feel safe in school'. It is the responsibility of all members of staff to keep students safe and this is an essential part of the Academy core business.

The Sixth Form College is focussed on providing high quality teaching and care to secure the best achievement and outcomes for all. Within the Sixth Form there is a dedicated suite of teaching rooms and facilities, which provide a bespoke Sixth Form College feel. Sixth Form students play a full role in the life of the Academy, but equally enjoy the advantages of this dedicated provision.

Despite recent challenges related to the OFSTED Inspection of June 2017, the Academy retains a strong community ethos, we very much consider ourselves to be a community comprehensive.

As a school we firmly believe opportunities and experiences play a huge role in enabling young people to develop their skills and attributes beyond the classroom. The Academy prides itself on the wide range of extra-curricular opportunities offered to its students. Annually, students take part in a variety of teams, clubs and events. Staff give a great amount of time to supporting students to develop wider cultural experiences through trips and visits and in relation to their academic progress.

### **Multi Academy Trust**

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On 1 October 2018, Holderness Academy and Sixth Form College (formerly South Holderness Technology College) joined a multi academy trust, 'The Consortium Academy Trust' (TCAT). TCAT currently comprises of six secondary schools and three primary schools, with a total of almost 8,000 learners and a significant staff team.

The Trust was developed to provide a platform to deliver high quality educational experiences for the children and young people within the communities it serves, to enhance and improve their life chances and enable them to make substantial and sustained contributions to society. We will achieve this by building a strong, regional offer that supports the educational aspirations of current and future generations while providing excellent career opportunities for staff.



**Aspirational**



**Resilient**



**Respectful**



**Kind**

**“To inspire and empower young people to make a positive difference today; ready for tomorrow.”**

## Our Vision & Values

**“To inspire and empower young people to make a positive difference today; ready for tomorrow.”**

### What It Means to be a Holderness Learner

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We aim to deliver a broad aspirational curriculum alongside enriching extra-curricular provision. We are eager to provide students with tangible, genuine and invaluable experiences by working with our local community. We endeavour to consistently herald the qualities that we recognise as being essential for the future success of the Holderness Learner; Aspiration, Resilience, Respect and Kindness.

### Holderness Learner Values

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The Holderness Learner has four strands linked to our core values:

#### Holderness Explorer – **Aspirational**

***We aim high, complete all work to the best of our ability and support others to achieve the same.***

In a changing world, we have to prepare our young learners to achieve great things and compete locally, regionally, nationally or internationally for the future. Our curriculum is designed to give the best exposure to learning opportunities both in and outside of school. As a school, your child will be challenged on an ‘I can’t do it’ attitude to encourage a change in mindset where they learn to think ‘I cannot do it YET!’ This mindset will equip students for the challenges they will face in the future. In becoming a Holderness Explorer, students also learn to be ambitious, tolerant and adventurous.

### **Holderness Scholar – Resilient**

***We arrive on time to all lessons with the correct uniform, equipment and ready for learning. We never give up and we love a challenge.***

At the Academy, we work hard to unlock potential and develop talent at all levels of ability to ensure that everyone does their best, and that no child is left behind. Developing a 'can do' attitude will ensure students do not give up at the first hurdle and thrive in the face of adversity. In becoming a Holderness Scholar, students also learn to be independent, reflective and hardworking.

### **Holderness Leader – Respectful**

***We respect ourselves, all members of our school and wider community, following instructions without question or answering back.***

We have high expectations of student's behaviour. We expect that our students look for the good in others and to be honest and trustworthy. This is essential to allow learning and progress. In becoming a Holderness Leader, students also learn to be caring, proud and honest.

### **Holderness Collaborator – Kind**

***We value good manners. We are friendly, generous and considerate.***

We want to make sure every young person is a happy, confident individual who feels valued so they can make a positive contribution during their time at Holderness Academy & Sixth Form College. Students will face their most significant physical, mental and social changes of their lives during their time with us. Our pastoral programme is designed to support with these changes. In becoming a Holderness Collaborator, students will also learn to be articulate, confident and enthusiastic.



# Job Description

**Post Title:** Teacher of RE  
**Pay Scale:** M1 - UP3  
**Responsible to:** Director of Humanities

## **Main Purpose of the Job**

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To implement the vision and values of the Academy by aspiring to consistently deliver high quality learning opportunities to young people both inside and outside the classroom environment. Ensuring aspirational standards of behaviour, engagement and achievement are evident at all times and contributing to the calm environment of the Academy. Classroom teachers must ensure they work within the policies and procedures as laid out by the Trust and provide a good role model for young people at all times, both in and out of the school environment. All teaching staff are expected to meet the national core standards for professionals at all times and must expect to be challenged if they do not do so.

## **General Tasks**

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- Plan and deliver high quality teaching and learning in their specialist area, or other area of expertise
- Take responsibility for the welfare, academic and personal development of the students in a class/tutor group
- Take a responsibility for general health and safety across the working environment
- Be a visible presence around the school site to perform duties as directed to facilitate a safe working environment for young people
- Be a role model for Positive Discipline and apply the principles consistently
- Fulfil requirements for marking, assessment and reporting to parents in line with Academy policies
- Attend, actively engage and contribute to, where appropriate, staff training events
- Carry out the role of a dedicated Form Tutor



# Specific Responsibilities

## Attendance

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- Provide accurate and timely attendance data through the lesson monitor system

## Continuing Professional Development

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- Actively participate in arrangements made for Appraisal
- Make every effort to ensure that subject knowledge and understanding of initiatives in pedagogy are up to date
- Participate in training both internal and external as appropriate
- Support other colleagues in their professional development
- Engage with the coaching cycle as appropriate
- Ensure that when the opportunities arise for working party input, they are taken as appropriate against national professional standards

## Enrichment Opportunities

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- Be involved in providing curriculum enrichment relating to Schemes of Learning
- Participate and/or lead as appropriate in extracurricular activities to support learning, personal and social development in the Academy

## Student ATL and Progress

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- Track student attainment and progress
- Provide appropriate feedback to students to enable them to improve and make progress
- Work as part of a subject area team to set and analyse aspirational projections
- Provide specific targets for improvement as required in line with reporting cycles
- Ensure students are entered for the appropriate course by liaising with HoF and/or exams office as required

## Student Management

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- In terms of behaviour and welfare, identify students giving cause for concern and follow the Academy procedures for notifying the relevant staff
- Contribute as necessary to support plans
- Follow the Academy policies and practices and take responsibility for the behaviour management of students in class time and around the school site
- Work with the Learning Support teams to ensure effective learning activities, monitoring and successful reintegration occurs to support the students with an identified need and the academic progress of students in KS4
- Facilitate where appropriate transition activities – for example Year 6-7, Year 8-9, Year 9-KS4, new students into school, Year 11-12
- Undertake responsibilities around the school site to facilitate the smooth running of break/lunchtime/before and after school

- Providing guidance and advice to students on educational and social matters and ensure accurate record keeping is maintained
- Fulfil obligations for safeguarding of young people and child protection requirements

## **Teaching**

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- Contribute to the effective decision making around curriculum choice in the subject area, ensuring curriculum is relevant to all learners
- Plan, prepare and deliver high quality learning, at all times aiming for outstanding
- Set, mark and/or assess Independent Study Tasks/Homework as appropriate
- Communicate and cooperate as necessary with examination bodies or external bodies to the school

## **Working with Parents**

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- Provide information to parents re behaviours for learning and progress as and when requested
- Attend relevant Parent Information Evenings for classes taught

## **Leading and Managing Policy**

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- Contribute effectively to the development of the Academy Vision and Ethos
- Contribute to the consistent implementation and review of relevant policies e.g. Uniform Policy, Equal Opportunities Policy
- Take an active role with regard to safeguarding and child protection of all young people

## **Leading and Managing Learning and Progress**

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- Display those teacher competencies expected of all Academy teachers with regard to subject knowledge, subject application, marking, assessment, recording and reporting
- Make a relevant contribution to the Self Evaluation process, as necessary.
- Develop learning opportunities across the Academy to engage learners in lessons
- Ensure effective use of resources, including new technologies, to stimulate learning and progress

## **Leading and Managing People**

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- Advise upon, plan and contribute to the professional development of all staff to increase their effectiveness and impact on the quality of behaviour management
- Carry out appraisal responsibilities as and when appropriate

## **Managing Resources**

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- Ensure that there is a safe working and learning environment in which risks are properly assessed and managed in line with the Risk Management strategy

## **Managing Student Welfare**

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- Ensuring student welfare is secure and students feel safe in school

## Other

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Holderness Academy & Sixth Form College has high expectations of all its employees to ensure that they provide a professional service to our young people and the community.

The general requirements for the substantive post of Teacher are outlined in the School Teacher's Pay and Conditions Document.

Appraisal Targets will be aspirational and set on an annual basis in discussion with the Line Manager.

This Job Description is intended to highlight the main responsibilities and expectations for the post holder and is not the entirety of what a member of staff may reasonably be required to complete in line with the priorities of the organisation. Neither is it intended to highlight the amount of time which should be spent on each task.

## As A Member of Staff of the Trust

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- Role model appropriate behaviours within a professional environment including conduct, communication and personal appearance
- Demonstrate a commitment to Positive Discipline
- Role model high levels of literacy and numeracy including modelling appropriate language
- Have high expectations of students
- Aspire to develop your professional skills and qualifications
- Use all forms of social media appropriately
- Take responsibility for the reputational management of The Consortium Academy Trust schools
- Contribute to systems of evaluation and performance of the organisation positively

Your duties may involve access to information of a confidential and sensitive nature which may be covered by the General Data Protection Regulation (GDPR). All employees of The Consortium Academy Trust will be expected to comply with the GDPR when handling any personal data. Confidentiality must be maintained at all times. In addition to the above the post holder must be committed to safeguarding and promoting the welfare of children and young people.

This Job Description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. In addition, you may be expected to take part in any other reasonable duties which may be required.

# Personal Specification - Teacher

Category	Essential	Desirable	Evidence
<b>Qualifications, Training and Experience</b>	<ul style="list-style-type: none"> <li>Degree Level Qualification in the relevant subject area</li> <li>Experience of delivering in subject area</li> <li>Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working with young people</li> </ul>	<ul style="list-style-type: none"> <li>Application Form</li> </ul>
<b>Skills, Knowledge and Aptitude</b>	<ul style="list-style-type: none"> <li>Strong subject knowledge</li> <li>Track record of successful classroom practice</li> <li>Awareness of safeguarding practices</li> <li>Willingness to be involved in the wider life of the Academy</li> <li>Ability to establish good professional relationships with colleagues at all levels</li> <li>Commitment to own learning</li> </ul>	<ul style="list-style-type: none"> <li>Excellent IT Skills</li> <li>The ability to effectively create and sustain a stimulating learning environment</li> <li>Teach using a wide variety of strategies to maximise learning for all student</li> </ul>	<ul style="list-style-type: none"> <li>Application Form</li> <li>Interview</li> <li>References</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>Exceptional communicator</li> <li>Hard working</li> </ul>	<ul style="list-style-type: none"> <li>Resilient</li> <li>Positive mental attitude</li> <li>Team player</li> <li>Ambitious</li> </ul>	<ul style="list-style-type: none"> <li>Application Form</li> <li>Interview</li> <li>References</li> </ul>

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& Sixth Form College

## Further Contact Information

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