

# Recruitment Information Pack



# Bosworth Academy

## Teacher of Religious Studies and Humanities

Permanent  
NQT/MPS/UPS

Full time (Part time considered)  
Required to start Autumn Term 2021

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# Vision, Values and Ethos

## LiFE Multi Academy Trust Bringing Learning to LiFE

**Vision:** We have a compelling desire to provide high quality, personalised and rounded education for everyone, right in the heart of our local community. We believe that no school can be deemed successful unless all those around it are also successful, popular and flourishing. Hence we believe that dynamic, mutually accountable collaboration and challenge between local schools as members of the LiFE MAT is the cornerstone of our future success.

Each of our schools needs to be seen as a leader of, and vital to, its local community; each school is regarded as fundamental to the identity of its surrounding community. In this capacity we will relentlessly promote the values of inclusion and the celebration of diversity, alongside personal responsibility and respect.

### Values:

- Ensuring that every student achieves positive, life changing outcomes
- Providing a whole education: academic excellence co-existing with an exceptional commitment to activity beyond the school gate
- **The relentless pursuit of excellence by;** expecting this of every person, every day; recognising and celebrating behaviours that lead to great progress and promoting and celebrating elite performance inside school and in the wider world
- Valuing and promoting the celebration and understanding of diversity and qualities of our staff and students
- Ensuring that all students and staff feel known, appreciated and supported
- Committing whole-heartedly to collaboration within, between and beyond our academies
- Ensuring our curricula are agents for the promotion of our values

## Bosworth Academy

**Vision:** For Bosworth Academy to be consistently outstanding in both OFSTED terms but more importantly in its delivery of outcomes for young people in and for, our community. Bosworth Academy is an unstoppable force for affecting social mobility.

**Values:** *'No student will underachieve'* means: Outstanding outcomes for every child of every ability from every background no matter what the barriers.

*'Be better than you thought you could be'* means: We understand that our role is not to ensure students reach their potential, it is to help define that potential.

**Ethos:** We do this in an environment which is inclusive, exciting, varied and highly aspirational. The individual is recognised and celebrated. We strive for excellence and challenge in all that we do and seek out feedback and positive criticism. We believe in the capacity for continual improvement and appreciate the role of leadership. We never give up and never accept that our work is done. We enjoy and achieve and embrace our responsibility as a force for good. We can and will make a difference through the empowerment of learning.

## Our Offer to new staff joining the LiFE Multi Academy Trust and our schools

### Professional Capital:

**‘We believe in getting the right people, getting them to work together and getting them to stay’**

Strategy	Description
<b>Putting your trust in our Trust</b>	We believe in your development. Everything we do is about creating a team of committed professionals who share our ambition for young people. If you believe in this too, we are committed to providing an exciting, enjoyable and rewarding working environment.
<b>Coaching</b>	Coaching is integral to our success. We support colleagues through coaching; enabling deep reflection, which has allowed us to build a bold, creative and aspirational culture, where collaboration with peers and new approaches to practice are encouraged.
<b>Personal Improvement Plan versus Performance Management</b>	Instead of the usual Performance Management, we encourage our staff to identify aspirational targets through our ‘Personal Improvement Plan’ (PIP) process. With your coach, you will look to make significant progress in a critical area of your practice; we believe in valuing the process of improvement not pass or fail numerical targets.
<b>Health and Wellbeing Strategies</b>	<p>Having happy and healthy staff is key to a successful organisation. The Trust is committed to:</p> <ul style="list-style-type: none"> <li>• providing employees with a safe, healthy and supportive environment in which to work</li> <li>• recognising that the health and wellbeing of our employees is important</li> <li>• providing a supportive workplace culture where individuals healthy lifestyle choices are valued and encouraged</li> </ul> <p>We are committed to supporting colleagues to overcome the stigma and discrimination of mental health issues within the work place. To show our commitment to this we have publicly signed up to ‘Mindful Employer’ and the ‘Charter for Employers who are Positive about Mental Health’.</p> <p>We believe it is important that we are role models to our students of how to be a healthy adult. We actively promote the importance of a work life balance, offering support to staff on managing stress and workload, as well as a physical activity programme. Access to coaching, counselling and supervision is also available to all staff.</p>
<b>Equality and Equal Opportunities</b>	Our Trust and its schools are committed to ensuring equality of opportunity in line with the Equality Act 2010. The Trust seeks to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of its students, workforce and our wider communities we serve.



## Our Offer to staff in the LiFE Multi Academy Trust and our schools continued..

### **Presumed Professionalism**

We have a 'Presumed Professionalism' ethos across the Trust. Our staff are professional educators and we recognise the need to support staff to enable a healthy work life balance to allow maximum impact whilst working with our young people and each other. We achieve this by allowing staff to sign out during their free periods, as long as professional duties are not affected. See our policy for further details.

### **Development of Professional Capital and Excellence**

As a Trust we always look to invest in our staff and pride ourselves on our 'home grown talent'. We are proud of this and believe this has the biggest impact on how our staff understand their communities and make a difference to the lives of our young people.

Quite simply, our aim is to employ people who match our ethos and values and enable them to truly collaborate with colleagues across the Trust so that they are satisfied professionally. We provide outstanding training pathways which draw on excellence both within and outside of our Trust to enable you to build your professional capital.

Examples of the many opportunities we encourage staff to take up externally include:

- The National Professional Qualification for Senior Leadership (NPQSL)
- The National Professional Qualification for Headship (NPQH)
- The National Professional Qualification for Middle Leadership (NPQML)
- The Outstanding Teacher Programme (OTP)
- Initial Teacher Training (ITT)

Pathways are available at apprenticeship level, NQT, aspiring middle leader, Lead Practitioner and aspiring senior leader level. Some of these courses are led by staff within the Trust and others are externally accredited. In addition, the Trust provides the opportunity of becoming an associate SLT member, enabling middle leaders to gain insight and experience of leadership at the highest level within a school.

Support staff have their own Personal Improvement Plan that they use as a tool to create a bespoke professional development plan. All support staff also receive Coaching and training opportunities, in order to help them feel empowered and in charge of their own development.

Across the Trust we pride ourselves on equal opportunities for all staff, irrespective of background, gender, disability, religion, sexual orientation or age.

### **Great access to progression and leadership responsibility**

Further evidence of our investment in 'home grown talent' is that 86% of our TLR holders have been internal appointments. We have clear professional progression pathways within the CPD offered throughout the year at all levels within the Trust.

## Our Offer to staff in the LiFE Multi Academy Trust and our schools continued..

<b>Collaboration across all schools</b>	We are continually developing relationships across our Trust to enable collaboration to support learning and teaching outcomes. In addition, we are able to offer a joint CPD programme to draw upon expertise across the Trust. Staff work and meet regularly in teams across schools in the Trust and we hold an annual Strategic Planning Day, where each member of the Trust work together.
<b>Sabbatical and flexible working policies</b>	<p>We have developed a unique sabbatical policy to support staff to develop their interests. For some, this has been to develop professionally, whilst others have taken this time to experience travel with their family. See our policy for further details.</p> <p>Flexible working arrangements are also promoted across the Trust where possible, to enable our staff to manage their work life and family commitments.</p>
<b>Strong Induction Process</b>	It is important to us that every member of staff has the right start to working in our Trust. The importance of a good induction is invaluable for new starters irrespective of previous experience. To support this, we have a New Staff Induction Day before the start of term, which enables colleagues to get a real understanding of what the school is about and what it means to be part of the Trust. This day also prepares new staff for our training (conference) days at the beginning of the Autumn term. In addition to this ALL staff are invited to visit a series of lessons across the school year.
<b>NQT Programme</b>	We offer newly qualified teachers a robust, supportive and bespoke training programme which will enable you to develop into an outstanding teacher.
<b>Continued NQT and RQT support</b>	Where possible we try to ensure that NQTs and second year teachers have reduced teaching loads to allow them more opportunities for CPD throughout the school week. This also allows for peer to peer observations and additional coaching to take place to develop their practice.
<b>3D Networks</b>	3D Networks are an opportunity for faculties to share good practice and new ideas with colleagues across the school, based on our unique 3D Learning and Teaching model.
<b>Attendance of staff</b>	Our staff are committed to their roles and ensure that students are supported to maximise their outcomes. Levels of attendance are exceptionally high across all staff and well above national averages in the education sector and beyond.

We are always looking for highly quality teachers and support staff who buy into our values across the LiFE Multi Academy Trust and our schools

# Human and Social Studies Faculty

## Human and Social Studies

Bosworth Academy is committed to offering a range of GCSE and Post 16 qualifications in the Human and Social Studies curriculum area. This area is currently staffed by a team of 11 enthusiastic and dedicated professionals who work closely together to deliver an exciting and varied curriculum to our students. Most colleagues teach more than one subject and, as such, a team ethic is applied to all aspects of our work.

### Key Stage 3 Humanities

This includes History, Geography and Religious Studies.

### Key Stage 4 Philosophy & Ethics

Explores big questions like, how did the world come into existence? Should assisted suicide be allowed? Is abortion ever ok? We ask questions to get students thinking deeply from a religious and non-religious perspective.

### Options in Key Stage 4 and Post 16

In Human and Social Studies, we also offer a range of options at both GCSE and Post 16.

#### Geography

Geography is an option at GCSE and A Level. Students will follow Edexcel Syllabus B which will involve the study of: Population Change, Resources and Energy, Industry and Globalisation, Coastal Changes and Natural Hazards.

#### History

History is a popular option at both GCSE and A Level. KS4 students follow the OCR Schools History Project. History is also available at AS and A2.

#### Sociology

Sociology is only available at Post 16. Students sit the AQA syllabus which involves the study of; Research Methods, the Family, Education, Inequality, Crime and Deviance and Global Development.

#### Psychology

Psychology is only available at Post 16 level and students follow the AQA syllabus. Topics covered include Memory, Psychopathology, Forensic Psychology and Gender and Eating Behaviour Psychology at A2.

#### Religious Studies

This is a GCSE option in KS4. Students follow the Edexcel Religious Studies B, Religion and Ethics courses, which focus on religion and ethics from the perspective of Christianity and Islam.

# Faculty Overview



## Human & Social Studies Faculty

The faculty comprises of 11 teachers offering a suite of subjects including:  
Geography, History, Sociology, Psychology, Ethics and Philosophy, Religious Studies, and Integrated Humanities



# The Application Process

Complete application should be returned to [hr@bosworthacademy.org.uk](mailto:hr@bosworthacademy.org.uk)

Or by post to

**F.A.O. Mrs Carly Harper,**  
Bosworth Academy  
Leicester Lane  
Desford  
LE9 9JL

An email will be sent to shortlisted candidates with details of the interview process and the outline of the day.

## Queries

If you have any queries on any aspect of the application or need additional information please contact Mrs Carly Harper on 01455 822841 who will be happy help you. For questions regarding the role or a visit to our Human & Social Studies department please contact Susan O'Dea, our Head of Human & Social Studies on email: [susanod2@bosworthacademy.org.uk](mailto:susanod2@bosworthacademy.org.uk)

Thank you, and we are really looking forward to hearing from you.

# Advert

## Teacher of Religious Studies and Humanities

Permanent

NQT/MPS/UPS

Full time (Part time considered)

Required to start Autumn Term 2021

Bosworth Academy is a popular and expanding 11-19 school, within the LiFE Multi-Academy Trust, which is increasingly the school of choice for parents in the area. We are seeking to appoint a committed and enthusiastic Teacher of Religious Studies with ability to teach other Humanities subjects to GCSE. It would be desirable to have experience of teaching to A Level but this is not essential. The successful candidate will have a real passion for their subject and the ability to translate this for the students in their care. You will have the desire to ensure that our core value of 'no student will underachieve' is fulfilled.

Bosworth Academy is the lead school in the LiFE Multi Academy Trust which has been recognised by Ofsted as an 'Outstanding' school in our recent inspection (3-4<sup>th</sup> October 2017). We believe our community deserves nothing less. Our Humanities Faculty has a strong working relationship with Humanities teachers across the LiFE Multi Academy Trust with opportunities for collaboration with other teachers is a strength within the team.

Application forms and further details may be obtained from Mrs Carly Harper at the above address or can be downloaded from [www.bosworthacademy.org.uk](http://www.bosworthacademy.org.uk)

**The closing date for completed applications is 9am on 26<sup>th</sup> April 2021 with interviews taking place the later that week**

"The LiFE Multi Academy Trust and its schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment"

Bosworth Academy  
Leicester Lane, Desford, Leicester. LE9 9JL  
Tel 01455 822841, email [hr@bosworthacademy.org.uk](mailto:hr@bosworthacademy.org.uk)  
CEO: Mr Chris Parkinson  
Headteacher: Mr Simon Brown

March 2021

Dear Applicant

**Teacher of Religious Studies** with the ability to teach a Humanities to GCSE/A Level.

Thank you for your interest in the above post. We are seeking to appoint a graduate teacher with energy and enthusiasm who enjoys working supportively with young people as both a subject teacher and a tutor to start in the Autumn Term 2021. Teaching is a challenging job and the person appointed will need to be creative, have stamina and will need a sense of humour. We wish to appoint a teacher who can successfully employ a range of teaching strategies to maximise the potential of our students at key stage 3, 4 and possibly 5.

The successful applicant will join the Human & Social Studies Faculty, which consists of a strong and committed team of teachers with a wide range of subject knowledge. There will be a range of developmental opportunities to enhance professional skills. The Academy is a welcoming and friendly place to work and recognised as a Gold "Investor in People." The post would suit an experienced teacher or NQT who would receive a full induction and support programme.

The following information is included in this pack:

- Job Profile and Personnel Specification
- An application form can be downloaded from our website
- Details of our most recent Ofsted report can also be found on our website or the Ofsted website.

If you are interested in applying for the post, please complete the following:

- Application form
- Letter (of no more than two sides of A4), outlining your relevant experience and how you would support young people with Religious Studies across our key stages.

The Personnel Specification indicates the specific skills and qualities we are interested in and where we expect to make judgements of these in the selection process. If you are interested in this position, please outline your expertise in teaching other Humanities subjects across the curriculum at key stage 3, 4 and 5. **Your application should be sent to Mrs Carly Harper, the closing date for completed applications is 9am on 26th April 2021 with interviews taking place the later that week**

I look forward to receiving your application.

Yours sincerely



Mr Simon Brown  
**Headteacher**

# Job Profile & Personal Specification

**Post:** Teacher of Religious Studies and Humanities

**Additional responsibilities:** as a Form Tutor

**Grade, salary and conditions of service:** MPS/UPS - Applications from newly qualified teachers would be welcome, a full induction programme is offered or an existing practitioner seeking new challenges development. Post in accordance with Teachers' Pay and Conditions of Service and as directed by Headteacher.

## **Purpose of the post:**

To be a member of the Teaching staff of the Academy with specific responsibility for teaching Religious Studies, Humanities and being a Tutor.

To have responsibility for curriculum planning and development, use of resources, assessment, recording and reporting, co-ordinating and delivering an appropriately differentiated curriculum using appropriate teaching methodology, learning styles and assessment for learning to maintain an effective learning environment within the ethos, rules and disciplinary systems of the school in line with the teacher standards.

To ensure that the teaching and learning process is planned and implemented to secure the academic and social progress of pupils and ensuring this through the implementation of Whole School Policies.

To assist in the development of appropriate specifications, resources, schemes of work, marking policies and teaching strategies in the curriculum area.

To support the achievement of the students in their assigned tutor group ensuring that whole school policies are implemented.

Within the context identified below, the post holder is required to carry out the professional duties set out in the relevant paragraphs of the "School Teachers' Pay & Conditions Document".

## **Key aspects - The post holder is required to:**

To contribute to the maintenance of high expectations for students, good order, safeguarding, care and guidance and to organise and utilise tutorial time within the pastoral and personal development programmes of the school.

Undertake a general responsibility for the students, buildings and school facilities during the working day maintaining specialist equipment and facilities ensuring the implementation of all Health and Safety Policies.

Participate in meetings with colleagues, parents, partner schools and external agencies in respect of duties and responsibilities connected with the post as per school policy.

Attend appropriate meetings with governors, colleagues, parents and outside agencies relevant to the above duties.

Carry out supervisory duties in accordance with published rotas.



### **Accountabilities:**

To develop, agree and set designated subject pupil progress targets to make a measurable contribution to whole school targets and strategically plan for their achievement.

To contribute to the implementation and evaluation of area improvement plans helping to secure their contribution to the whole school improvement plan and the attainment of its targets.

To evaluate and monitor the progress of students and keep accurate up-to-date records on attainment, progression, attendance and to ensure that the school's policy on Assessment, Recording and Reporting is complied with fully.

To ensure that all the Key Skills are appropriately planned for and implemented within the planned teaching and learning process.

To engage actively with our Personal Improvement Plan process (similar to Performance Management) working as a member of the designated team and contributing positively to effective working relations through engagement with colleagues and coaching across the school and wider Trust.

To actively implement and promote the school's inclusion policies to ensure equality of opportunity for every student in order that they achieve their full potential.

### **Through coaching accountability and responsibility to:**

Through coaching the post holder is required to plan, implement and deliver the teaching and learning processes to ensure that students achieve their full potential, providing regular progress updates consistent with the procedures in the school's self-evaluation policy.

Under the line-management supervision through coaching of the Year Team Leaders to act as a form tutor or link tutor taking responsibility for the achievement, progression and well-being of their tutees. To carry out the relevant administrative duties of a tutor, including registration and the maintenance of records related to the academic and social progress of the tutees. To liaise with the Year Team Leaders to ensure the implementation of the school's achievement, pastoral care and guidance policies.

The Headteacher, Curriculum Leaders for Human and Social Studies and a Year Head.

### **In addition the post holder:**

Undertake appropriate, negotiated and agreed personal professional development within the framework of school policies and current practice.

Such other duties as from time to time be reasonably assigned by the Headteacher.

### **Review:**

This job description does not define in detail all duties or responsibilities of the post. It will be reviewed regularly and may be subject to modification or amendment after consultation with the post holder.

Date of Job Description: March 2021

**Functional relationships with colleagues:**

To be a member of the Human and Social Studies Faculty, including a subject specialist and a Tutor as part of a Year team.

To liaise with other subject teachers across the school and wider Trust.

To liaise with all SEN staff including Learning Support Assistants to ensure that students with SEN needs are comprehensively supported.

To liaise with administration and technical support staff across the school and wider Trust.

**Responsible for:**

The planning and delivery of effective classroom teaching in Human and Social Studies incorporating appropriate numeracy, literacy and ICT skills.

Supporting students to achieve their best, whatever their ability to fulfil values of 'No student will underachieve' and 'Be better than you thought you could be'.

Monitoring the progress of all students within classes you teach.

Using effective assessment techniques and providing students with achievable targets and appropriate feedback to improve their learning and teaching experience to support their future life chances.

Tutoring a group of students, providing guidance, delivering a PSHE programme, and monitoring their progress across the curriculum and engagement of parents to ensure that we support them to 'Be better than you thought you could be' values.

Liaison with their parents/guardians to actively support their learning and teaching inside and outside the classroom.

Working collaboratively with colleagues in both Curriculum, Year Teams across the school and wider Trust

Ensuring that Academy policies are implemented to ensure the wellbeing of staff and students across the school and wider Trust.

Promoting the Academy ethos and being a role model inside school and to our wider community.

**Day to day management activities:**

To ensure that the learning environment is fit for purpose including up to date displays that support learning and teaching, classroom behaviour and management along with appropriate routines and recording student attendance in line with all school policies and procedures.

General oversight of the welfare of students in classes and around the school site. To be an integral part of the school and wider Trust who contributes to the continued improvement of the organisation to support students learning and teaching.

These are examples of the types of responsibilities and activities associated with the specific duties of this post. This is not exhaustive and will be subject to changing emphasis.

# Personnel Specification

	Essential	Desirable
<b>Qualifications</b>	<p>Degree and qualified teacher status (QTS).</p> <p>Evidence of recent professional learning in relation to this role.</p>	<p>Evidence of a range of supportive professional development.</p> <p>Evidence of post-qualification development.</p>
<b>Experience</b>	<p>Have training or teaching experience at least one comprehensive school or academy.</p>	<p>Experience of working with young people in the 11 to 19 age range.</p>
<b>Knowledge, Skills &amp; Curriculum</b>	<p>Ability to teach Religious Studies up to KS4 including GCSE.</p> <p>Ability to teach other subjects like Geography, History and Humanities up to key stages 4.</p> <p>Understanding of current curriculum issues with particular reference to the teaching of Religious Studies.</p> <p>Detailed knowledge of the structure and content of the current Religious Education curriculum.</p> <p>Have a clear understanding of the purpose of RE and how this should be reflected in the classroom.</p> <p>A wide repertoire of teaching styles that facilitate the learning of students through high levels of engagement and motivation</p> <p>Good understanding of implementing effective strategies for managing pupil behaviour in an inclusive environment.</p> <p>Excellent interpersonal skills including listening, negotiation, persuasion and direction.</p> <p>Excellent team working skills.</p>	<p>Evidence of clear ideas about the delivery of the Religious Studies and Humanities curriculum to all abilities including Geography, History and other subjects.</p> <p>Evidence of the production of learning resources for Religious Studies.</p> <p>Knowledge of the GCSE syllabus and appropriate 'A' level syllabus.</p> <p>Experience of teaching History, Geography, Psychology or Sociology at key stage 5.</p> <p>Ability to contribute to extra-curricular activities to broaden our students' learning experience.</p> <p>Ability to contribute to the teaching of other subjects in the faculty.</p>

	<p>Creative and innovative; willing to contribute to the development of teaching and learning within a forward looking department.</p> <p>Ability to implement change and keep up with curriculum developments.</p> <p>Enthusiasm for the subject.</p> <p>Understanding of the importance of the inter-relationship between all areas of the curriculum in a secondary school.</p> <p>Knowledge of ICT applications. Willingness to deliver the school's PSHE programme.</p> <p>Willingness to deliver Integrated Humanities as a tutor in Year 7.</p>	
<b>Management</b>	<p>Understanding of good classroom management techniques.</p> <p>Ability to be part of a Faculty team and a year team.</p>	<p>Evidence of effective classroom management strategies.</p> <p>Evidence of being an effective member of a team.</p>
<b>Parents and the Community</b>	<p>Understanding the importance of the partnership between parents and Bosworth Academy.</p>	<p>Evidence of involvement with Community groups and/or Parents.</p>
<b>Personal Attributes and Qualities</b>	<p>Ability to inspire trust and empower others.</p> <p>Confidence, energy and enthusiasm. Ability to develop good relationships. Good communication skills.</p> <p>High level of commitment to the Academy and wider Trust.</p> <p>Ability to work in a team, follow instructions and be self-organising. Record of good attendance.</p>	<p>Evidence of good working relationships with a range of people. Evidence of a willingness to work hard.</p> <p>Be able to demonstrate that she/he can work as part of a team and be able to meet deadlines and achieve targets.</p>



# Tutor Role

## Particular Responsibilities:

To see the role of the Tutor or link tutor as supporting the central task of learning by enabling each student to receive the best possible education through:

- effective care, discipline and rewards
- regular academic oversight
- counselling, guidance and support
- opportunities for responsibility

To be familiar with and implement school policies and procedures on care and guidance issues e.g. bullying, child protection.

To deliver the agreed tutorial programme, and promote a positive and caring ethos within the Tutor group.

## Key Tasks:

- Monitoring patterns of attendance and lateness.
- Maintenance of students' academic and progress records (personal files) and advising the central office of amendments to student database.
- Monitoring of student progress including personal tutoring.
- Monitoring of Homework provision and completion through the student planner.
- Maintaining effective and regular communication with parents through Family Consultation Days, email, telephone calls and agreed reporting procedures.
- Liaison with the Learning Co-ordinator, Special Educational Needs and Curriculum Team
- Leaders to provide the necessary referral and action programmes for students in need of specific help.