

# Recruitment Information Pack



## Teacher of Humanities

Required from the autumn term 2024

Full time or Part time

Permanent

Main Pay Scale/Upper Pay Spine

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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

## The Winstanley School

### Widening horizons and enabling excellence

Staff and Students have created the values that The Winstanley School stands for in promoting learning for life.

All members of the community SHINE.

This means we believe in:

Supporting others

Hard work

Independence

Never giving up

Excellence

Everything we do is related to these values

## We SHINE

## 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 healthy lifestyle choices are valued and encouraged</li> </ul> <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>Presumed Professionalism</b>	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.

## Our offer to new staff joining The LiFE Multi Academy Trust and our schools (continued)

<p><b>Development of Professional Capital and Excellence</b></p>	<p>As a Trust we always look to invest in our staff and pride ourselves on our ‘home grown talent’. We pride ourselves on 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.</p> <p>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.</p> <p>Examples of the many opportunities we encourage staff to take up externally include:</p> <ul style="list-style-type: none"> <li>● The National Professional Qualification for Senior Leadership (NPQSL)</li> <li>● The National Professional Qualification for Headship (NPQH)</li> <li>● The National Professional Qualification for Middle Leadership (NPQML)</li> <li>● The Outstanding Teacher Programme (OTP)</li> <li>● Initial Teacher Training (ITT)</li> </ul> <p>Pathways are available at apprenticeship level, ECT, 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.</p> <p>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.</p> <p>Across the Trust we pride ourselves on equal opportunities for all staff, irrespective of background, gender, disability, religion, sexual orientation or age.</p>
<p><b>Great access to progression and leadership responsibility</b></p>	<p>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.</p>

## Our offer to new staff joining The LiFE Multi Academy Trust and our schools (continued)

<b>Collaboration across all schools</b>	We are 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>	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.  Flexible working arrangements are also promoted across the Trust where possible, to enable our staff to manage their work life and family commitments.
<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>ECT 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 ECT and RQT support</b>	Where possible we try to ensure that ECTs 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



# The Humanities Department

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Humanities lessons are taught by an enthusiastic team of up to 6 specialists, including an Assistant Headteacher, Deputy Headteacher and the Headteacher. All of our teachers aim to deliver highly engaging and active learning for our students. As a result of this, History and Geography have both become popular option choices at GCSE. The department is currently led by the Head of Department along with a subject coordinator for Geography and History. All students study Religious Studies and apart from a small number of students, sit the GCSE.

At both Key Stages, students in Humanities lessons are taught in mixed ability groups. All staff in the Humanities department are passionate about delivering deeply personalised learning that meets the needs of all of our students. We are always looking to share good practice and raise standards in achievement.

We offer many support sessions outside of normal lesson time with a particular focus on booster and revision sessions for our GCSE students.

## **Key Stage 3 Humanities**

This includes History, Geography and Religious Studies.

## **Options in Key Stage 4**

Both History and Geography are popular subjects at KS4. Religious Studies is taught as part of our core curriculum.

## **Geography**

Geography is a popular option at GCSE. Students follow AQA Syllabus, which involves the study of Physical and Human Geography with a fieldwork element. Case studies include Nigeria, Rio de Janeiro, Maldives, Thar Desert and a local city study of Birmingham.

## **History**

KS4 students follow the OCR Schools History Project and study units on America, Crime and Punishment, the Normans and Living under Nazi Rule.

## **Religious Studies**

We follow the Edexcel Religion and Ethics syllabus B from the perspectives of Christianity and Islam.

# The Application Process

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Completed applications should be returned to [shambleton@winstanleyschool.org.uk](mailto:shambleton@winstanleyschool.org.uk)

or, by post to

Mr D Bennett (Executive Headteacher)  
The Winstanley School  
Kingsway North  
Leicester  
LE3 3BD

A phone call, followed by an email will be sent to shortlisted candidates to confirm details of the interview process.

## **Queries**

If you have any queries on any aspect of the application or need additional information, please contact Miss S Hambleton on 0116 2898 688

Thank you



# Advert

## Teacher of Humanities Full time or Part time

Applications from newly qualified teachers would be welcome, a full induction programme is offered or an existing practitioner seeking new challenges and development.

### Required August 2024

The Winstanley School is an 11-16 Leicestershire school situated in the heart of the Braunstone Town community. The school is part of the LiFE Multi-Academy Trust of which Bosworth Academy is the lead institution.

We are seeking to appoint a committed and enthusiastic teacher of Humanities. The successful candidate can be a specialist in any of the humanities subjects and will have a real passion for their subject and the ability to translate this for the students in their care.

This role offers candidates an exciting opportunity to contribute to the Trusts relentless drive for excellence across the school. This would give the successful candidate the opportunity to develop professionally within different contexts and situations.

Application forms and further details may be obtained from Sue Hambleton, (PA to the Executive Headteacher) at the address below or can be downloaded from [www.winstanleyschool.org.uk](http://www.winstanleyschool.org.uk)

**The closing date for completed applications is 9 am on Wednesday 8<sup>th</sup> May 2024**

*“LiFE Multi Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment will be subject to a DBS check and an online search.”*

*“At LiFE Multi Academy Trust we embed the principles of equality, diversity and inclusion into everything we do. As a Trust, we actively encourage applications from those in minority groups and with diverse backgrounds.”*

The Winstanley School  
Kingsway North, Leicester, LE3 3BD  
Tel 0116 2898 688, email [shambleton@winstanleyschool.org.uk](mailto:shambleton@winstanleyschool.org.uk)  
Executive Headteacher: Dave Bennett

April 2024

Dear Applicant

### **Teacher of Humanities**

Thank you for your interest in the above post. As Headteacher, I am very proud to lead the Winstanley School. It is a small, dynamic school, which is a very welcoming and friendly place to work. The staff are passionate about providing all the young people, irrespective of the challenges and difficulties they face, with the best opportunities and experiences possible. OFSTED highlighted the very good job we are doing when we were inspected in September 2023. Details of the report can be found on our website.

We are seeking to appoint a graduate Humanities teacher to work at The Winstanley School, part of the LiFE Multi-Academy Trust. Candidates should have energy and enthusiasm and enjoy working supportively with young people. Teaching is a challenging job and the person appointed will need to be committed, creative, dynamic and willing to work hard to raise aspirations. We will need you to have stamina and 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 stages 3 & 4.

The successful applicant will join the Humanities department at The Winstanley School who are a strong and committed team. There will be a range of developmental opportunities to enhance professional skills. The school is a welcoming and friendly place to work. The post would suit an ECT who would receive a full induction and support programme or an existing practitioner seeking new challenges and development. We are seeking:

- An individual who relishes the challenge of working to establish high quality lessons
- A teacher who can inspire students and deliver outstanding lessons and ensure that students are engaged and motivated to achieve their best
- An excellent classroom practitioner

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

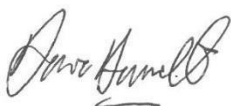
- Application form (this can be downloaded from our website)
- Letter (of no more than one sides of A4), outlining your reason for choosing to apply for the job and your skills and qualities that mean you are suited to this role

The Job Profile and Personnel Specification are included in this pack, indicating the specific skills and qualities we are interested in, and where we expect to make judgements on these in the selection process.

**Your application should be sent to Miss S Hambleton at the school, by 9.00 am on Wednesday 8<sup>th</sup> May 2024.**

I look forward to receiving your application.

Yours sincerely



Dave Bennett  
Executive Headteacher

# Job Profile

<b>Title:</b>	<b>Teacher of Humanities</b>
	Applications from ECTs would be welcome, (a full induction programme is offered) or an existing practitioner seeking new challenges and development
<b>Job Purpose:</b>	To be a member of the teaching staff of the school with specific responsibility for teaching humanities subjects and being a tutor
<b>Responsible to:</b>	The Headteacher, Head of Department and Year Heads
<b>Responsible for:</b>	<ul style="list-style-type: none"> <li>● The planning and delivery of effective classroom teaching in humanities subjects, incorporating appropriate ICT skills</li> <li>● Supporting students to achieve their best, whatever their ability</li> <li>● Monitoring the progress of students within classes taught</li> <li>● Using effective assessment techniques and providing students with achievable targets and appropriate feedback</li> <li>● Tutoring a group of students, providing guidance and monitoring their progress across the curriculum</li> <li>● Liaison with their parents/guardians</li> <li>● Working collaboratively with colleagues in both Curriculum and year teams</li> <li>● Ensuring that school policies are implemented</li> <li>● Promoting the Trust's ethos</li> </ul>
<b>Functional Relationships:</b>	<ul style="list-style-type: none"> <li>● Membership of the Humanities Department, subject specialist teams and a year team</li> <li>● Liaison with other subject teachers</li> <li>● Liaison with learning support staff</li> <li>● Liaison with clerical and technical support staff</li> </ul>
<b>Grade and Salary:</b>	MPS/UPS
	Applications from ECTs would be welcome, a full induction programme is offered
<b>Conditions of Service:</b>	Post subject to Teachers' Pay and Conditions

### Specific Duties and Responsibilities

- 1. Day to Day Management:**
- Classroom management and general oversight of the welfare of students in classes and around the school
  - Implementation of all school policies and routines
  - Contribute to the continued improvement of the school
- 2. Teaching Role:** As in Teachers' Pay and Conditions of Service and as directed by Headteacher

### Teacher MPS/UPS

Applications from ECTs would be welcome, a full induction programme is offered, or for an existing practitioner seeking new challenges development.

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.

#### 1. Day to Day Management

<b>Day to day classroom management activities</b>	
Recording Student attendance	Planning and preparing lessons
Assessing students' work and progress	Producing appropriate learning materials and ensuring students develop key learning skills
Recording student assessment data	Participating in department and whole school planning
Using assessment data to inform lesson planning	Setting achievable/aspirational targets for students
Maintaining effective contact with parents	Working to achieve department and whole school targets
Taking responsibility for the classroom learning environment: <ul style="list-style-type: none"> <li>● Display</li> <li>● Reporting routine maintenance needs</li> <li>● Monitoring the condition of furniture etc.</li> </ul>	Implementation of academy policies in relation to: <ul style="list-style-type: none"> <li>● Safeguarding</li> <li>● Equal Opportunities</li> <li>● Student Welfare and Behaviour</li> <li>● Health and Safety,</li> <li>● Classroom Observation etc.</li> </ul>
Participating in Staff Development	Teaching the Tutor Programme

# Personnel Specification

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<p>Appropriate Degree</p> <p>Qualified Teacher</p>	<p>Evidence of a range of supportive professional development</p> <p>Evidence of post-qualification development</p>
<b>Experience</b>	<p>At least one teaching practice in a comprehensive school</p>	<p>Experience of working with young people in the 11 to 16 age range</p>
<b>Curriculum</b>	<p>Understanding of current curriculum issues with particular reference to the teaching of humanities.</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>Ability to teach humanities at key stages 3 and 4</p> <p>Knowledge of ICT applications</p>	<p>Evidence of clear ideas about the delivery of the humanities curriculum to all abilities</p> <p>Evidence of the production of learning resources</p> <p>Knowledge of the GCSE syllabus</p> <p>Experience of teaching other courses offered within the department or across the school</p> <p>Ability to contribute to extra-curricular activities</p> <p>Ability to contribute to the teaching of other subjects in the department</p>
<b>Management</b>	<p>Understanding of good classroom management techniques</p> <p>Ability to be part of a department 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 &amp; the Community</b>	<p>Understanding the importance of the partnership between parents and the school.</p>	<p>Evidence of involvement with local community groups and/or Parents</p>
<b>Personal Qualities</b>	<p>Ability to develop good relationships</p> <p>Good communication skills</p> <p>High level of commitment to the School</p> <p>Ability to work in a team, follow instructions and be self-organising</p> <p>Record of good attendance</p>	<p>Evidence of good working relationships with a range of people</p> <p>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>