

Recruitment Information Pack



Countesthorpe
Academy

LiFE Multi Academy Trust and Countesthorpe Academy

Teacher of History - Permanent

Required August 2024

Full time/Part time - ECT/MPS/UPS



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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 school is seen as a leader of, and vital to its local community; each school is regarded as fundamental to the identity of its surrounding community.

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 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 the 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.

Our Trust consists of

The LiFE Multi Academy Trust currently consists of Ashby School, Bosworth Academy, Braunstone Frith Primary Academy, Countesthorpe Academy, Desford Primary School, Dove Bank Primary School, Ibstock Community College, Ivanhoe College, Kingsway Primary School and The Winstanley School.

Countesthorpe Academy 11- 19 school educating KS3, KS4 & KS5

Vision: With everything we do, we aim for everyone in our school community to be the best they can be.

Values: We are all learners. We practise and embed our core values of showing respect, developing resilience and achieving success.

Ethos: We do this through:-

- Providing high quality learning opportunities
- Bring a research informed school
- Delivering real life/innovative curriculum
- Our high expectations
- Being aspirational for our community
- Recognising success
- Developing leadership

Our Offer to staff in 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
Putting your trust in our Trust	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.
Coaching	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.
Personal Improvement Plan versus Performance Management	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.
Health and Wellbeing Strategies	<p>Having happy and healthy staff is key to a successful organisation. The Trust is committed to:</p> <ul style="list-style-type: none"> • providing employees with a safe, healthy and supportive environment in which to work • recognising that the health and wellbeing of our employees is important • providing a supportive workplace culture where individuals healthy lifestyle choices are valued and encouraged <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>
Equality and Equal Opportunities	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, ECT (Early career teachers), 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..

Collaboration across all schools	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.
Sabbatical and flexible working policies	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.
Strong Induction Process	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.
ECT Programme	We offer early career teachers a robust, supportive and bespoke training programme which will enable you to develop into an outstanding teacher.
Continued ECT support	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.
3D Networks	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.
Attendance of staff	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



We can offer you:

- A chance to join a dynamic Multi Academy Trust
- A committed and dedicated team of qualified teachers
- A passion for learning by all members of our community
- 100% focus on improving outcomes for the students in our schools and across the Trust
- Strong support for your further professional development, including visiting other schools

We require you to:

- Be passionate about student's learning and development
- Be a great team player with a positive outlook
- Have high expectations of students learning and behaviour
- Be an excellent classroom practitioner with a strong record of achievement and success

In addition, we offer:

- Training & development opportunities
- On-site parking
- On-site catering facilities
- Staff wellbeing and flexible working
- Childcare and cycle to school vouchers
- Located in Leicestershire our schools have excellent transport links and road networks

The Application Process

Complete application should be returned to hr@clcc.college

or by post to

F.A.O. Mrs T Tassell,
PA
Countesthorpe Academy
Winchester Road
Countesthorpe
Leicestershire
LE8 5PR

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

Queries

If you have any queries on any aspect of the application or need additional information please contact Mrs T Tassell, PA 0116 2771555 who will be happy to help you. For questions regarding the role or a visit to our school please contact Mrs H Howe, Head of Faculty via email hr@clcc.college

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

The Advert

Teacher of History - Permanent

ECT/MPS/UPS

Applications from early career teachers would be welcome, a full induction programme is offered. Applications from existing practitioners seeking new challenges and development are also welcomed. The ability to offer a second Humanities subject would be welcome.

Required August 2024

Countesthorpe 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 History. 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 'being the best you can be' is fulfilled.

We have high expectations of all our staff, which makes our faculty an exciting and progressive environment in which to work. The team is forward thinking and extremely supportive of each other, working collaboratively to secure high standards of teaching and learning. We are passionate in our goal of ensuring that our students get every opportunity to be the best they can possibly be.

Application forms and further details may be obtained from Mrs T Tassell (PA) at the address below or can be downloaded from www.clcc.college

The closing date for completed applications is 3pm on Tuesday 21st May 2024 with interviews taking place soon after.

“The LiFE Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”

Countesthorpe Academy, Winchester Road, Countesthorpe, Leicestershire LE8 5PR

Tel 0116 2771555, email hr@clcc.college

Countesthorpe Academy Executive Head Teacher Mr Gareth Williams

Countesthorpe Academy Headteacher: Mrs Catherine Aitcheson

Dear Applicant

Teacher of History

Thank you for your interest in the above post.

We are seeking a graduate teacher to work at our LiFE Multi-Academy Trust who has energy and enthusiasm and enjoys working supportively with young people as both a subject teacher and a CREW leader to start as soon as possible. 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 stage 3, 4 and Post 16 across the LiFE Multi-Academy Trust.

The successful applicant will join the Cultural faculty at Countesthorpe Academy who have strong and committed teachers. There will be a range of developmental opportunities to enhance professional skills. The Academy is a welcoming and friendly place to work. The post would suit an experienced teacher or an ECT who would receive a full induction and support programme or an existing practitioner seeking new challenges and development opportunities.

The following information is included in this pack:

- Job Profile and Personnel Specification
- An application form can be downloaded from our website

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

- Application form
- Letter (of no more than two sides of A4), outlining what makes an outstanding lesson, how you would ensure all students fulfil their potential, as well as indicating how you might contribute to our team.

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.

A copy of our Child Protection Policy and Practices and our policy on Employment of Ex-offenders can be found on our website (Academy tab/Policies tab).

Your application should be sent to Mrs T Tassell, PA at the school, by **3pm on Tuesday 21st May 2024 with interviews taking place soon after.**

We look forward to receiving your application.

Yours sincerely



Mrs Aitcheson
Headteacher

Job Profile

Title: Outstanding Teacher of History

Job Purpose: To be a member of the Teaching staff of the Academy with specific responsibility for KS3 History, GCSE History, A-Level and being a tutor.

Responsible to: Head of faculty

Responsible for:

- The planning and delivery of effective classroom teaching and learning in History
- Supporting students to achieve their best whatever their ability
- Monitoring the progress of students within classes taught
- Using effective assessment techniques and providing students with achievable targets and appropriate feedback
- Tutoring a group of students, providing guidance, delivering a PDP programme, and monitoring their progress across the curriculum. Liaison with their parents/guardians
- Working collaboratively with colleagues in both Curriculum and Pastoral teams. Ensuring that the Academy's policies are implemented. Promoting the Academy ethos and values

Functional Relationships:

- Membership of the Cultural Faculty subject specialist teams and a Year team
- Liaison with other subject teachers
- Liaison with Learning Associate staff
- Liaison with Clerical and Technical Associate staff

Grade and Salary: MPS/UPS/ECT/UQ

Applications from early career teachers would be welcomed, a full induction programme is offered

Conditions of Service: Post subject to Teachers' Pay and Conditions

Job Profile continued

Specific Duties and Responsibilities

Day-to-Day Management: Classroom management and general oversight of the welfare of students in classes and around the Academy.

Implementation of all Academy policies and routines.

Contribute to the continued improvement of the Academy.

Teaching Role: As in Teachers' Pay and Conditions of Service and as directed by the CEO/Executive Head Teacher of Trust

Teacher MPS/UPS

Applications from early career teachers would be welcomed, a full induction programme is offered

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.

Day-to-Day Management

Day to day classroom management activities	
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, Faculty and whole Academy planning
Using assessment data to inform lesson planning	Setting achievable targets for students
Maintaining effective contact with parents	Working to achieve Department, Faculty and whole Academy targets
Taking responsibility for the classroom learning environment: <ul style="list-style-type: none"> • Display • Reporting routine maintenance needs • Monitoring the condition of furniture etc 	Implementation of Academy policies in relation to: <ul style="list-style-type: none"> • Equal Opportunities • Child Protection • Student Welfare and Behaviour • Health and Safety, etc • Classroom Observation
Participating in Staff Development	Teaching the Tutor Programme

Personnel Specification

	Essential	Desirable
Qualifications	<p>Appropriate Degree</p> <p>Qualified Teacher Status</p>	<p>Evidence of a range of supportive professional development</p> <p>Evidence of post-qualification development</p>
Experience	<p>Experience of working with young people in the 11 to 19-age range</p>	<p>Experience of teaching in a comprehensive school</p> <p>The ability to offer a second Humanities subject.</p>
Curriculum	<p>Evidence of clear ideas about the delivery of the History curriculum to all abilities</p> <p>Experience of teaching History</p> <p>Enthusiasm for the subject areas</p> <p>Clear understanding of programming fundamentals</p> <p>Understanding of the importance of the inter-relationship between all areas of the curriculum in a secondary school</p> <p>Willingness to deliver the Academy's PSHE programme</p> <p>Evidence of the production of learning resources</p>	<p>Knowledge of KS3 and KS4 History curriculum</p> <p>Ability to teach A level History</p> <p>Knowledge of using data for student progress</p> <p>Ability to contribute to extra-curricular activities</p> <p>Understanding of current curriculum issues with particular reference to the teaching of History</p>
Management	<p>Understanding of good classroom management techniques</p> <p>Ability to be part of a Faculty team and a Pastoral team</p>	<p>Evidence of effective classroom management strategies</p> <p>Evidence of being an effective member of a team</p>
Parents and the community	<p>Understanding the importance of the partnership between parents and Countesthorpe Academy</p>	<p>Evidence of involvement with Community groups and/or Parents</p>

<p>Personal qualities</p>	<p>Willingness to participate in CPD to enhance subject knowledge and pedagogy.</p> <p>Ability to develop good relationships Good communication skills</p> <p>High level of commitment to the Academy</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 relations 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>
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