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May 2018

Dear Colleague

**Teacher of Ethics, Philosophy and Religion required for September 2018**

We are delighted that you are considering applying for the position of Teacher of Ethics, Philosophy and Religion at The Morley Academy. This vacancy represents a unique opportunity to join a highly ambitious and motivated professional body within the nationally renowned GORSE Academies Trust.

With a track record of securing Outstanding outcomes for students, colleagues within The Morley Academy’s Social Sciences department are committed to working in partnership with colleagues across the Trust in order to ensure all year groups are supported in continuing to achieve Outstanding outcomes in their terminal examinations.

Restless in our quest to be the very best, you can be sure that you will always be professionally challenged and supported as part of The Morley Academy’s professional body. We are humble, generous of spirit, determined and tenacious but above all we seek to enhance the lives of students within our community so that they can flourish within the world’s ever changing economic landscape, fully equipped with skills that will allow them to choose their future path from a position of strength.

A great deal has been achieved at The Morley Academy. We are immensely proud of our standing and reputation locally and nationally and, of course, this standing was confirmed in our Ofsted inspections of 2009 and 2013 and most recently through the rigorous World Class Schools Quality Award Mark assessment process. Our value added data continues to put us within the top performing schools nationally. Should you be successful in this application, you will find yourself joining an institution which is unashamedly ambitious, proud of its many achievements and single minded in its determination to continue to be a truly exceptional school.

As a Trust one of our core beliefs is that the greatest gift we can give a student is the gift of a rigorous academic education. As such we are relentless in our determination to ensure all students, regardless of background, are richly supported in achieving a skill-set which will ensure they are able to access their desired next steps in their educational pathway and beyond. The Morley Academy’s performance data for disadvantaged students is reflective of the importance that we place on ensuring our provision is personalised to meet the needs of all students; the 2017 unvalidated Progress 8 score for disadvantaged student performance is +0.75 for the 2017 GCSE results.

We are passionate about our students’ all-round experiences; we want them to see the bigger picture and be active participants. We want to create learners who are resilient and thrive when the going ‘gets tough’. Through the deployment of Trust initiatives such as the Purple Zone, Iterative testing and Reading Circles our students are immersed in a culture which supports them in acquiring a transferable skills-set and a coastal shelf of knowledge.

Clearly, working in our academy will be demanding as well as very rewarding. We assure you that as our colleague you will be of great value and importance, an importance reflected in the quality of the professional development we are able to provide. If successful, you will enjoy the support and professional expertise that being a part of The GORSE Academies Trust affords. For example, you will have regular opportunities to work in partnership with other teachers in the other Secondary Academies as well as benefitting from Primary and Post-16 expertise to ensure you are well placed to provide an excellent educational platform for life-long learning.

***Should you choose to apply then please ensure that the enclosed application form is completed fully. A CV is not required.* Supporting statements should be no longer than 2 sides of standard font and should address how you approach your teaching as well as the contribution you would make to The Morley Academy.**

We look forward to hearing from you.

Yours faithfully

Adam Ryder Leanne Griffiths

Principal Executive Principal: Secondary