



Moorlands
Learning Trust

**FURTHER
PARTICULARS FOR
THE POST OF:**

**TRUST TEACHER OF
HISTORY**

**(A TLR 2a £2796
available for an
outstanding candidate)**

**START DATE:
SEPTEMBER 2020**

TRUST TEACHER OF HISTORY
September 2020
(A TLR 2a £2796 available for an outstanding candidate)

Dear Applicant,

Thank you for requesting details for the position of teacher of history at Moorlands Learning Trust. The post offers an exciting opportunity for a colleague beginning their career, or one looking to now develop their career experience in a different setting, to join a team of experienced and highly committed historians to make a positive difference within our two trust schools. Ilkley Grammar School is an outstanding converter Academy and the founding school of Moorlands Learning Trust (MLT) with The Skipton Academy being our first Trust partner school. A TLR 2a is available for an outstanding practitioner who is also ready to take on a leadership position within our Trust, with curriculum, pastoral and student development TLR opportunities available. We very much welcome your interest and hope the accompanying information will encourage you to apply.

At MLT we are aspirational for every student within the Trust and are committed to achieving success and inspiring others to do so too. We believe in investing in the professional and career development of our staff to keep ourselves at the cutting edge of educational developments, where staff wellbeing is also a key priority for us and our schools.

Our goal at MLT is to make a positive difference to our wider community and this role provides an exciting opportunity for a colleague to make a demonstrable impact to our history delivery within the Trust, as well as to become a part of our growing Trust team, where future promotion and career development opportunities are guaranteed. The successful candidate will be deployed at either The Skipton Academy (TSA), Ilkley Grammar School (IGS) or across both schools and will work in close partnership with all history colleagues who form part of the Trust's wider network. N.B. NQT mentoring will be via Ilkley Grammar School's NQT programme if required.

This is a crucial time in the Trust's development where MLT's overarching moral purpose is to:

- Play a key role in the wider development of our region and its future generations by providing an exceptional comprehensive education for students from all cohorts and demographic backgrounds, at every age and stage, in order to ensure that individual context does not affect a student's life chances.
- Grow provision of high-quality educational experiences, where parents and the wider community are proud for their children to attend an MLT school, secure in the knowledge that their child will succeed and achieve their 'Personal Best' - everything that they are capable of - as a result.

Both IGS and TSA share a vision and ethos to ensure that all MLT students are equipped with the confidence and skills to make a positive difference to their own lives and to the lives of others. The successful candidate will have high expectations and an unwavering commitment to all students, maximising their potential through outstanding learning, teaching and support. They will also be expected to contribute to working collaboratively in the Trust history departments, as well as towards enhancing our provision for enrichment and intervention.

If you are inspired by this opportunity and have the qualities needed to contribute to our high-quality provision, then we would be delighted to hear from you. As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

- how you inspire and engage students to make excellent progress
- your experiences, qualities and skills which make you suitable for the post, including relating to the area of school leadership that you would be interested in pursuing a TLR2a position if that opportunity is also of interest to you

The closing date for applications for this post is **9am – Wednesday 26th February 2020**
Provisional interview date: **w/c 2nd March 2020**

If you do not receive an invite to interview by Friday 28th February, we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our Trust.
Helen Williams, CEO

Generic Job Description Trust Subject Teacher

Responsible to: Subject/Curriculum Leader

Overall responsibilities: To promote effective learning and excellent student progress through high quality and interesting teaching that engages and meets individual needs.

Summary of core duties:

❑ Planning

- To have secure knowledge and understanding of the subject, syllabuses and schemes of work to allow for confident teaching
- To plan challenging, structured lessons within the context of the school's Learning and Teaching Policy – in the short, medium and longer term
- To personalise learning to meet the needs of all students, as individuals and as particular student cohorts (most able, SEN, PPI etc)
- To know and implement the information for students on the SEN Register
- To take literacy and numeracy issues into account when planning learning sequences
- To support the development and revision of schemes of work
- To contribute to the Curriculum Area and Department Improvement Plans, and their implementation

❑ Teaching and Learning

- To set learning objectives and success criteria so you are clear about what students will learn, not just do
- To employ a variety of strategies to motivate and engage students, including the effective use of e-learning, effective questioning, and a variety of groupings
- To set regular, quality homework that encourages and consolidates independent learning
- To work closely with Inclusive Learning Support Assistants to challenge and support students by scaffolding learning in a variety of ways

❑ Assessment for Learning

- To employ a range of AfL opportunities and ensure effective feedback
- To monitor the progress of students, set targets for improvement based on prior attainment and ensure they know these and what they have to do to reach them
- To ensure regular and consistently high-quality marking and feedback so students know how to improve
- To use data for action, intervention and future planning
- To maintain appropriate records to demonstrate student progress
- To contribute to requests for progress updates and written annual reports and references

❑ Personal Development and Behaviour

- To promote and manage learning behaviours effectively so students display a thirst for knowledge and a love of learning
- To promote and support student progress and wellbeing
- To establish fair, respectful, trusting, supportive and constructive relationships
- To have high expectations
- To implement the Personal Best system consistently and fairly
- To fulfil the role of Form Tutor where necessary and attend assemblies
- To be familiar with health and safety requirements

- To know and follow the Trust and school Child Protection and Safeguarding guidelines
- To register students in form periods and every taught lesson
- To communicate and consult with parents as required
- ❑ **Enrichment**
 - To commit to the History programme of extra-curricular and enrichment opportunities and visits
 - To contribute to other enrichment opportunities across school – within year groups, in other visits at home and abroad
- ❑ **Continuing Professional Development**
 - To fulfil the statutory Appraisal expectations
 - To participate fully in CPD opportunities to develop practice further, share learning and be creative
 - To commit to the school/trust's CPD programme
- ❑ **Professional Standards**
 - To meet the DfE National Teachers' and Personal and Professional Standards
 - To contribute actively to the ethos, values and aspirations of the school and Trust
 - To attend relevant school and parent meetings, and appropriate school events
 - To ensure high standards of written English
 - To meet deadlines and model the highest professional standards in all aspects of school work
 - To cover for absent colleagues as necessary in an emergency and within the workforce agreement

VARIATION IN ROLE

Due to the structure of Moorlands Learning Trust, it must be accepted that, as the Trust's work develops and changes, there may be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Recruitment and Selection Policy Statement

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

MOORLANDS LEARNING TRUST
Trust Teacher Personnel Specification

Qualification and Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Qualified teacher status recognised by the DfE	E	Application form and selection process
<input type="checkbox"/> Honours Degree in related specialism	E	
<input type="checkbox"/> Good A-level qualifications	D	
<input type="checkbox"/> Recent appropriate CPD	D	
<input type="checkbox"/> Willingness to participate in CPD	E	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Successful experience of teaching subject across KS3 and 4	E	Application and selection process
<input type="checkbox"/> Ability to teach up to KS5	D	
<input type="checkbox"/> Successful experience of delivering a differentiated curriculum to students with a wide range of needs	E	
<input type="checkbox"/> Successful experience of managing an effective classroom environment to support student learning and positive behaviour	E	
<input type="checkbox"/> Understanding and use of good teaching practices	E	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	D	
<input type="checkbox"/> Experience of e-learning including mobile technologies	D	
<input type="checkbox"/> Previous teaching experience	E	
<input type="checkbox"/> Previous pastoral experience	D	
Knowledge, Skills and Abilities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A passion for teaching your subject	E	Application and selection process
<input type="checkbox"/> Creates and develops interesting resources and activities which engage students and promote good and outstanding progress	E	
<input type="checkbox"/> Understands, and can put into practice, the features of an outstanding lesson	E	
<input type="checkbox"/> The potential and commitment to be an exceptional teacher	E	
<input type="checkbox"/> Shares and develops own expertise and learns from others	E	
<input type="checkbox"/> Able to lead, inspire and motivate students	E	
<input type="checkbox"/> Good standard of accurate written and spoken English	E	
<input type="checkbox"/> Excellent communication, both in writing and orally, to a wide range of audiences	E	
<input type="checkbox"/> Proven ability to use ICT in the teaching, organisation or management of their role	E	
<input type="checkbox"/> Self-motivated and takes the initiative	E	
<input type="checkbox"/> Able to embrace new approaches and ways of thinking	E	
<input type="checkbox"/> Responsive to the individual needs of students and colleagues	E	
<input type="checkbox"/> Values diversity and encourages the contribution of others	E	

<input type="checkbox"/> Knowledge of effective behaviour management strategies	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and conduct	E	
Values	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> A commitment to comprehensive education, equal opportunities and inclusion	E	Application form and selection process
<input type="checkbox"/> A passionate commitment to achieving the highest standards for all students	E	
<input type="checkbox"/> A commitment to teaching approaches which make learning engaging, challenging, purposeful and effective	E	
<input type="checkbox"/> Fully committed to a close working partnership with parents, governors and the community	E	
<input type="checkbox"/> An enthusiasm for and commitment to developing enrichment including extra-curricular activities	E	
<input type="checkbox"/> Values equality, trust, happiness, openness and support	E	
Personal Qualities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Strong 'moral purpose'	E	Application form and selection process
<input type="checkbox"/> Conscientious and committed to high personal and professional standards	E	
<input type="checkbox"/> Skilled at building and forming productive working relationships with staff, parents and students, with Governors, partners and the wider community	E	
<input type="checkbox"/> Enthusiastic about education and learning	E	
<input type="checkbox"/> Able to inspire confidence and remain positive and constructive under pressure, demonstrating characteristics such as integrity, resilience and a sense of proportion	E	
<input type="checkbox"/> Self-critical and reflective, able to monitor and evaluate own performance and take action to improve or develop where necessary	E	
<input type="checkbox"/> Works well with colleagues and contributes effectively to the team(s)	E	
<input type="checkbox"/> Abides by the Trust's policies	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Emotionally intelligent	E	
<input type="checkbox"/> Sense of humour and perspective!	E	
Equal Opportunities	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Circumstances - Personal	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	

<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	Selection process
<input type="checkbox"/> Will not require holiday during term time	E	
Safeguarding	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary	E	

Agreed by:

Post Holder:

Print name

..... **Signature**.....

Line Manager:

Print Name

..... **Signature**

Date: