



NOTTINGHAM UNIVERSITY
SAMWORTH ACADEMY

Job Application Pack Teacher of History

Salary

MPS/UPS

Contract

Full-time, permanent

Closing Date

Monday 4th July 2022 at 9am



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A Message from the Head of School

Dear Candidate

Thank you for your interest in the role of **Teacher of History** at Nottingham University Samworth Academy.

We are delighted that you have chosen to apply to work at NUSA. NUSA is a popular, and oversubscribed, 11-18 school located in the heart of Billborough, Nottingham. The school has increased in popularity over the past two years and we now have a waiting list in several year groups.

I hope the information below and the information on our website provides you with a flavour of what NUSA has to offer, however, we always welcome people to come in school for a tour around so that you can see NUSA in action.

Further details about the school can be found on the website www.nusa.org.uk

I look forward to receiving your application and meeting you in the future.

Yours sincerely

A handwritten signature in black ink, appearing to read 'E. Howard'.

Emma Howard
Head of School



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Overview of the Trust

Nottingham University Samworth Academy is a member of the Nova Education Trust, a dynamic and growing Multi Academy Trust based in the East Midlands. Our Trust is committed to providing high quality education to all our students, regardless of their backgrounds. Our track record demonstrates our ability to deliver our core goal: achievement for every child. Our portfolio of schools covers both secondary and primary phases, working in a range of contexts.

Our values are central to the positive ethos that we develop throughout our group of schools. This approach is focused on securing success for all our learners and providing them with the very best life opportunities.

We believe nothing is more important than making a difference to children.

Overview of the School

Every child deserves the opportunity to access a high-quality education. Our aim at NUSA is very simple and that is to be recognised as outstanding in every aspect. The determination of staff and governors to achieve this goal is very strong and is based on our core belief that every child can succeed.

At NUSA, all of our staff show genuine care for every student in their charge. Strong, supporting and trusting relationships are a real strength of the school. We ensure that the welfare of each student is catered for. We encourage our students to take pride in themselves, the school and their community. We believe that all members of the school should behave well and have respect for each other. We want our students to become the leaders and achievers of the future and want to provide them with every opportunity possible to allow them to go on to succeed in their chosen career area. We expect our students to attend school regularly, on time, in uniform and with the right equipment, ready to learn and engage with the opportunities that we provide for them.

Curriculum

At NUSA, our curriculum furnishes our students with the subject knowledge and personal development to empower them to 'write their own life story'. The key focus throughout our curriculum emphasises embedding literacy and numeracy across all the subjects that we teach. We firmly believe that both literacy and numeracy are the keys to opening the door to learning and access to a broad range of opportunities beyond NUSA.

Each subject places specialist vocabulary, reading and class talk at the heart of their curriculum planning to create confident, articulate young people who are empowered to write, and own, their story. We carefully select ambitious knowledge to be taught across all subjects and ensure that this builds on the knowledge learnt at KS2.



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Alongside the subject specific knowledge, we also ensure that students are provided with the opportunities to develop their understanding of careers in each of the subject areas, so that they are fully equipped to make ambitious choices for their future beyond NUSA.

Staff Well-being and Welfare

The school contributes to the Westfield Health Scheme for all members of staff, which covers a range of services including dental care, optical care, health screening advice and 24-hour counselling services. Teaching staff are eligible to join the Teachers' Pension Scheme and support staff are eligible to join the Local Government Pension Scheme.

Application details

Thank you for your interest in this vacancy at Nottingham University Samworth Academy. Further details of this post, the school and the Trust are included in this pack and details of how to apply can be found below.

How to Apply

The online application form for this role is located on the current vacancies page of the school website www.nusa.org.uk Wherever possible, please provide email addresses for your referees.

Closing Date

Please ensure your application arrives by the time and date specified on the front cover of this information pack. If you have not heard from us within 2 weeks of the closing date, please assume that unfortunately, on this occasion, your application has not been successful.

Interview

Interviews dates for this role are yet to be confirmed.

Safeguarding

Nottingham University Samworth Academy is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment



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Job Description - Classroom Teacher

Reports to: Head of Department

Key purpose of the job

To teach pupils in allocated classes in order to ensure that their learning is of the highest quality.

Responsibilities of a classroom teacher

- Teach pupils within allocated classes, enhancing their learning and providing the opportunity for achievement for all pupils
- Planning and preparing tasks which challenge pupils and ensure high levels of interest during lessons
- Monitor the academic progress of pupils within allocated classes and implement appropriate strategies to address underachievement
- To assess, record and report on the progress and attainment of all pupils within allocated classes
- To register the attendance of pupils in class
- To set appropriate homework
- To mark pupil's work and give appropriate and constructive feedback
- To research new topic areas, maintain up-to-date subject knowledge, and devise and write new curriculum materials
- Manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of misbehaviour
- Communicate with parents and carers over pupils' progress and participate in departmental meetings, parents' evenings and whole school training events
- Undergoing regular observations and participating in regular in-service training (INSET) as part of continuing professional development (CPD)
- Undertake critical self-evaluation and then participate in continuous professional development designed to enhance the quality of teaching or other working practices.

Responsibilities of a form tutor

- To address any issues concerned with the wellbeing, personal development and academic progress of pupils within the tutor group
- To check uniform and general appearance on a daily basis
- To monitor the behaviour of pupils in the tutor group.

Performance Management responsibilities

- All members of staff are required to participate fully in the school's performance management system.

Other professional requirements

- Have a working knowledge of teachers' professional duties and legal liabilities
- Operate at all times within the stated policies and practices of the school
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school



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Person Specification: Classroom Teacher

Factor	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status - Degree or equivalent. Good Honours degree (First or Second Class). 	<ul style="list-style-type: none"> • Higher Professional qualification.
Experience	<ul style="list-style-type: none"> • Relevant teaching experience or teaching practice in the subject. • Experience of teaching a wide range of abilities. This role would be suitable for an NQT or an experience teacher. 	<ul style="list-style-type: none"> • Experience of pastoral/tutor role.
Skills and knowledge	<ul style="list-style-type: none"> • Excellent teaching skills, including effective communication skills, ability to motivate students and the capacity to create good learning environments. • A clear understanding of the characteristics of high-quality teaching and learning and achievement for all pupils. • Knowledge of current issues and recent developments in the curriculum area. • Capacity to use ICT as integral part of teaching. • Knowledge and an understanding of the value-added agenda, including levels of progress. • Ability to lead initiatives, support the process of change and work effectively in a team. • Secure commitment to a clear aim and direction for the subject. • Understanding of equal opportunities issues and their application to work 	<ul style="list-style-type: none"> • Understanding of particular needs of pupils with SEN. • Awareness of factors affecting language and learning across the curriculum. • Knowledge/involvement in other cross curricular initiatives/projects or whole school developments.
Personal Qualities	<ul style="list-style-type: none"> • Enthusiasm for the subject. Ability to use own initiative. • A commitment to the vision of the school. • A commitment to inclusive education. • Ability to form good working relationships with pupils and staff. • High standards and expectations • Ability to use pupil assessment data to raise achievement. • Outstanding communication skills. Reliability and integrity. • A commitment to safeguarding and promoting of welfare of children issues 	<ul style="list-style-type: none"> • A willingness to contribute to extra-curricular activities. • A vision for the development of the department. • A commitment to personal and professional development