

Dear Applicant,

Thank you for showing an interest in joining our team here at Hope Sentamu Learning Trust.

We are a growing multi-academy trust for both primary and secondary schools along with Alternative Provisions. There are fifteen academies within the Trust, located within York, Hull and North Yorkshire. The Trust comprises six secondary, seven primary and two alternative provision academies.

Since the merger between Hope Learning Trust and the Sentamu Academy Trust, we continue to develop and grow so that everyone in our communities is given the opportunity to thrive. Schools across both the Trusts had previously been working together, so we already have a family of schools who share best practice. Each one of our schools has its own distinctive character, identity and strengths which it brings to the Trust so that we all benefit from each other. We have a very bright future ahead!

### **Our Vision**

Our vision is really very simple. We aspire to provide a place where children and young people can thrive. The aspirations for our existing academies and those joining us are to establish environments where young people thrive. We want our schools to be places where children and young people thrive as active learners; compassionate, kind and creative individuals; caring and engaged citizens; and spiritual beings. We aim to grow together, to serve one another and nurture our children and young people.

In a world of turmoil we offer schools the opportunity to concentrate on teaching and learning, providing you with peace of mind as we look after everything else. Hope Sentamu Learning Trust presents opportunities and expectations that promote success.

As a Trust, we want every young person to experience great teaching, so we place the highest value on developing colleagues at all levels.

By working together we can ensure:

- all children and young people have a school in which to thrive as learners, as individuals, as citizens and as spiritual beings
- all staff and all governors are nurtured
- all children develop spiritually as well as academically
- no school is left behind regardless of its context and challenges, whether these are around size, rurality or levels of deprivation
- that all governance is highly effective in supporting and challenging the local schools
- a better use of resources by collectively sharing central services
- a provision of effective teachers and support staff, sometimes working across schools in new and imaginative ways
- access to training, support and external validation from a team of highly experienced educational consultants who will also support, question and challenge
- a link to a Teaching School to train the next generation of teachers and to support and develop others
- access to national resources such as capital grants through the EFA and other funding only being made available to MATs

Good luck with your application and I look forward to hearing from you.

Helen Winn  
**Chief Executive Officer**



<b>Job Title</b>	Humanities Teacher	<b>Job Category</b>	Teaching
<b>Grade &amp; Salary Range</b>	Main Pay Scale / Upper Pay Scale	<b>Hours of Work</b>	Full Time
<b>Location</b>	Barlby High School	<b>Travel Required</b>	No
<b>Position Type</b>	Fixed Term - Maternity Cover	<b>Line Manager</b>	Faculty Leader: Cultural Studies
<b>Date Posted</b>	14th January 2022	<b>Posting Expires</b>	28th January 2022
<b>Interviews to be held</b>	To Be Confirmed	<b>Start Date</b>	February 2022

## Application Process

Please complete the online application form to apply for this role. All candidates are advised to refer to the job description and person specification before making an application. You should use the information supplied with in the Job Description & Person Specification to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. Your application may be viewed in regard to some or all of the skill specific areas over the course of the selection process. Applications via agencies will not be considered.

## Job Details

We are looking to appoint a Humanities Teacher to include Geography, KS3 and KS4 History and PHSE on a fixed term contract to cover a maternity leave. This is a wonderful opportunity to join a committed, hardworking team to support learning across the faculty.

Salary is dependent on current qualifications and experience, please see job descriptions for more information.

Hope Sentamu Learning Trust is committed to safeguarding and protecting our children and young people and expects all staff and volunteers to share this commitment. All posts are subject to a safer recruitment process which includes enhanced criminal records and barring checks, scrutiny of employment history, robust referencing and other vetting checks.

Our safeguarding system is underpinned by a range of policies and procedures which encourage and promote safe working practice across the Trust. On joining you will be required to undergo continuous professional development to maintain safe working practice and to safeguard our children and young people.

## School / Academy Contact

C. Webster; [c.webster@bhs.hslt.academy](mailto:c.webster@bhs.hslt.academy)

For any queries regarding the role, please contact the school directly or alternatively you can contact the Recruitment Team via [recruitment@hslt.academy](mailto:recruitment@hslt.academy)

## Barlby High School

York Road, Barlby, Selby North Yorkshire YO8 5JP

I am delighted to introduce our school to you. This is an exciting time for the academy and an exciting opportunity for an ambitious educational professional to join the team. This is a great career opportunity, a chance to work in a reasonably small close knit community but with extensive opportunities for professional development across the Trust as a whole.

Barlby High School is an 11-16 comprehensive school which serves a mixed catchment 12 miles south of York. The school has a population of around 580 students; we are a friendly, warm and caring community school. Character development is crucially important and my desire is that Barlby High students understand their own self-worth and are confident, compassionate and kind. Academic success is equally important as it is the foundation for the next stage of school life and gives students the opportunity to choose their future career path.

We are a member of the York ISSP partnership, which is an equal partnership of 12 secondary schools – nine state schools and three independent schools. Our students have been able to attend master classes with the aim of providing academic challenge through opportunities which schools cannot provide alone.

Our vision is that every child should flourish and develop a real love for learning. We want the very best for all our students and have high expectations for them. This is born from the belief that every child is full of potential and has a unique part to play in society. We want every member of our school community to 'Live Life to the Full'.

### Job Details

All posts at Barlby High School involve at all times seeking to further the mission, values and strategic aims of the school; accepting responsibility for the implementation of school policy, procedures and other guidance as set out in the Staff Handbook and elsewhere; working positively, flexibly and co-operatively both with colleagues and as appropriate with those outside school; and the setting of high standards.

All roles involve responsibilities and expectations as set out in the appropriate national standards and in the school's role specifications and documentation.

All members of staff are expected to promote and safeguard the welfare of students in accordance with the Safeguarding Children in Education Act, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach; in line with school policy. Additional duties may be asked of members of staff by the Principal as occasion requires.

The generic role specifications below are offered in good faith as a guide to professional practice in the expectation that staff will seek to approach them in a professional manner. All role specifications are subject to revision in the light of changing circumstances.

Good luck with your application and I look forward to hearing from you!

**Julie Caddell**  
Principal



**Job Description**

<b>Job Title</b>	Teacher
<b>Grade</b>	Main / Upper Pay Scale
<b>Responsible To</b>	Principal / Vice Principal / Assistant Principal
<b>Job Family</b>	Teaching
<b>Job Purpose</b>	The main focus of the Subject Teacher's role is fostering the learning and progress of the pupils in their care. This involves being an effective teacher of pupils as well as of the subject. Quality of preparation, resourcing, planning, subject expertise, teaching skill, pace, challenge, proactive classroom management, effective marking and assessment, high expectations, and positive personal relationships are all central to providing the conditions within which pupils' personal skills, abilities, understanding, learning and progress can be developed. Key within all of these factors is the ability to personalise learning so that pupils are captured, engaged and motivated by a series of activities designed to nurture whilst challenge all learners regardless of ability. Regular informative feedback that either corrects misconceptions, clarifies current comprehension or sets a higher level of challenge is crucial. A teacher must employ a wide range of methods to provide feedback and differentiated development targets.
<b>Job Context</b>	Subject teachers are responsible on a day-to-day basis to the appropriate Curriculum Leader with and under whom they are expected to work closely; thence to the relevant Vice Principal; thence to the Principal; ultimately to the Governing Body.
<b>Accountabilities / Main Responsibilities</b>	
<b>Operational Issues</b>	<ul style="list-style-type: none"> <li>• Setting classwork assignments regularly, setting homework in accordance with policy and ensuring that all pupils for which he or she is responsible work at an appropriate pace and level</li> <li>• Monitoring the progress, development and attainment of pupils, including assessing progress, marking pupils' work in accordance with the academy and department policy and providing feedback so as to encourage success and pride and support progression</li> <li>• Promoting and maintaining good order and discipline among pupils, supervising them as required and safeguarding their health and safety when they are authorised to be on the academy premises and when they are engaged in authorised activities elsewhere including acting in loco parentis and taking charge as necessary</li> <li>• Ensuring as a priority a calm, ordered and focused working environment in lessons, with pupils engaged and on task and following up incidents of poor behavior in line with the academy policy and guidelines</li> <li>• Working to ensure that individual pupil progress and residuals for each group is in line with, or better than, academy targets and expectations; subjects with coursework or controlled assessment elements submit work that is as a minimum at least in line with the overall target grade (extenuating circumstances apart);</li> <li>• Preparing and entering pupils as required for examinations, including assessing pupils, recording and reporting assessments, ensuring coursework is set and followed through, discussing levels of entry to the Curriculum Leader, and undertaking revision sessions as appropriate in line with academy practice;</li> <li>• Registering and checking the attendance of pupils, offering personal support and guidance, and furthering their progress, well-being and development;</li> <li>• Working to engender a positive atmosphere based on courtesy and respect, and enhancing the corporate life of the academy</li> <li>• Ensuring that areas for which the subject teacher is responsible are cared for, feature displays that include pupils' work and offer an ordered and welcoming environment</li> </ul>
<b>Communications</b>	<ul style="list-style-type: none"> <li>• Participating in meetings in designated time as required relating to the curriculum, pastoral care, organisation or administration of the academy</li> </ul>

	<ul style="list-style-type: none"> <li>• Completing Department and Pastoral Support Plans, and consulting the Curriculum Leader, pastoral staff and Learning Support staff over pupils whose learning, conduct or development give cause for concern;</li> <li>• Providing guidance and advice on educational and social matters and progression post-16, and meeting and communicating with parents and with those outside the academy to review the progress of pupils and to further their needs;</li> <li>• Communicate effectively with parents with regard to pupils' achievements and well-being</li> </ul>
<b>Partnership or Corporate Working</b>	<ul style="list-style-type: none"> <li>• Working with colleagues from within the academy and outside it to review schemes of work, and develop courses, activities, assessment and teaching materials and their delivery; recording progress and attainment, writing reports at the appropriate time and providing oral and written assessments, profiles and references on time as required for all pupils taught.</li> <li>• Sharing with colleagues in undertaking the administrative and organisational tasks necessary for the effective running of the subject and department.</li> <li>• Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> </ul>
<b>Skills Development</b>	<ul style="list-style-type: none"> <li>• Participating in arrangements for training and appraisal to further the continuing professional review, refreshment and development of self and colleagues</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate</li> <li>• Know about data protection issues in the context of your role.</li> <li>• Maintain confidentiality as appropriate</li> <li>• Have an awareness and basic knowledge where appropriate of the most recent safeguarding legislation.</li> </ul>
<b>Planning and Organising</b>	<ul style="list-style-type: none"> <li>• Planning, preparing and teaching courses and lessons, in accordance with department/subject schemes of work and specifications of examination boards, and where appropriate, subject specific recommended guidance.</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>• To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>• Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.</li> <li>• To work with colleagues and others to maintain health, safety and welfare within the working environment.</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>• We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities.</li> <li>• Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement.</li> <li>• Develop own understanding of equality issues.</li> </ul>
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>• Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances.</li> <li>• Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager.</li> <li>• Permanent &amp; significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures</li> </ul>
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>• The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.</li><li>• Understand your own role and its limits, and the importance of providing care or support.</li></ul> |
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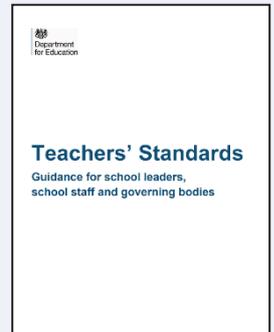
**Person Specification**

<b>Job Title</b>	Teacher	
<b>Grade</b>	Main / Upper Pay Scale	
<b>Responsible To</b>	Principal / Vice Principal / Assistant Principal	
<b>Job Family</b>	Teaching	
	<b>Essential</b>	<b>Desirable</b> (if not attained, development may be provided for successful candidate)
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>High level of specialist subject knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of core standards for teachers and how they apply in practice</li> </ul>	
<b>Experience</b>		
<ul style="list-style-type: none"> <li>Successful teaching experience</li> </ul>	<ul style="list-style-type: none"> <li>Ability to teach more than one subject</li> <li>Willingness to contribute to the wider life of the school</li> </ul>	
<b>Occupational Skills</b>		
<ul style="list-style-type: none"> <li>Ability to motivate learners of all abilities to learn and to make good progress</li> <li>Good oral &amp; written communication skills</li> <li>Ability to listen &amp; respond to young people establishing excellent relationships with them</li> <li>Ability to analyse data effectively and use data to set clear, challenging targets</li> <li>Ability to use ICT for planning, teaching, organisation and assessment purposes</li> <li>Ability to plan consistently, creatively and effectively to support excellent progress</li> <li>Very good classroom management</li> <li>Ability to reflect upon own practice &amp; respect the contribution of others</li> <li>Ability to work effectively as part of a team</li> </ul>	<ul style="list-style-type: none"> <li>Ability to use e-technologies effectively</li> <li>Ability to lead activities which support the development of a colleague or team</li> </ul>	
<b>Qualifications</b>		
<ul style="list-style-type: none"> <li>Qualified Teacher or NQT</li> <li>Graduate with relevant degree.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of continuous professional development</li> <li>Willingness to undertake further professional development</li> </ul>	
<b>Other Requirements</b>		
<ul style="list-style-type: none"> <li>Enhanced DBS Clearance</li> <li>Commitment to comprehensive, inclusive, community education</li> <li>Commitment to safeguarding and protecting children and young people</li> <li>Passion for own subject specialism/excellence</li> <li>Excellent role model to learners &amp; students</li> <li>Ability to organise learning resources and accommodation efficiently</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of Health &amp; Safety</li> </ul>	

## Teaching Responsibilities

The generic teachers' job description applies to all teachers regardless of the stage of their career. As a teacher's career progresses, they are expected to extend the depth and breadth of knowledge, skill and understanding as is judged to be appropriate to the role they are fulfilling and the context within which they work.

<https://www.gov.uk/government/publications/teachers-standards>



### **PART ONE: TEACHING**

- Set high expectations which inspire, motivate and challenge learners and students
- Promote good progress and outcomes by learners and students
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all learners and students
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities

### **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

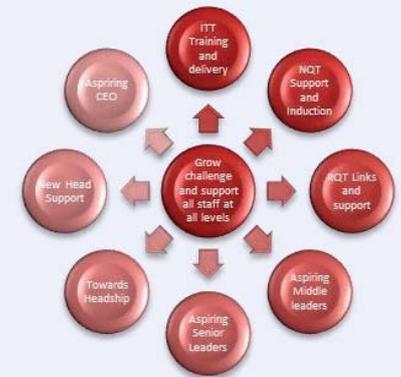
- Teachers uphold public trust in the profession and maintain high standards of ethics and behavior within and outside school, by:
- Treating learners and students with dignity, building relationships rooted in mutual respect, and at all times Observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard learners and students' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit learners and students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## Benefits of working at Hope Sentamu Learning Trust

### Continuing Professional Development (CPD)

Hope Sentamu Learning Trust is committed to the professional development of all staff and is supported by the Education Team at the Diocese of York. This provides the opportunity for further CPD, networks and training to share best practice, as a member of a wider partnership of 125 diocesan schools and multi-academy trusts, across eight local authorities. We also have a bespoke Career Pathways Programme to ensure that we recruit, develop and retain the very best colleagues.

From ECT through to CEO, the Trust has links with various training providers, to provide high-quality, relevant training for all staff at all levels, pushing challenging, supporting and nurturing, enabling all members of the team to succeed, develop and aspire to the next challenge.



### Pension Scheme

As an employee of the Trust you are offered membership of either the Teachers' Pension Scheme; or for support staff, the Local Government Pension Scheme. As well as employee's paying contributions into the scheme (banded, based on earnings level) Hope Sentamu Learning Trust also pays into the scheme on your behalf.

### Cycle to Work Scheme

For staff who wish to purchase a bike for the purpose of travelling to work this can be done via **cyclescheme**. You purchase the bike you want via the scheme and Hope Sentamu Learning Trust pays the initial cost upfront and then you pay for it directly from your salary on a monthly basis (12 months is the usual duration). The deductions for the **cyclescheme** are taken from your gross pay each month so your taxable pay is lower than it otherwise would be.

For more information visit [www.cyclescheme.co.uk](http://www.cyclescheme.co.uk)



### Employee Assistance Programme (EAP)

A 24 hour helpline from Health Assured to support you through any of life's issues or problems.

- Stress and Anxiety
- Debt
- Work
- Lifestyle Addictions
- Relationships
- Legal

### Our Family

As a Trust, we believe in growing together as a family. Underpinned by our values of Respect, Teamwork and Kindness, our schools are places where young people can grow and excel and where colleagues strive to generate a culture of excellence through true collaboration.

## Our Vision

Life in all its fullness – a place to thrive

Our ambition as an Academy Trust is that all our learner's experience "Life in all its fullness" and that we provide "a place to thrive".

We are committed to establishing respectful communities, with a culture of thankfulness and appreciation, where we celebrate diversity. We are a fully inclusive Academy Trust, which includes both community schools and Church of England schools.

We strive to deliver a broad and balanced curriculum which develops our pupils academically, practically, socially and spiritually, leading to educational progress.

As a Trust, we want every young person to experience great teaching, so we place the highest value on developing colleagues at all levels. We invest in providing strong, sustainable and ethical leadership at all levels of the organisation.

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## Our Values

**Kindness - Respect - Teamwork**