



THE EARLS HIGH SCHOOL

EXCELLENCE | CARE | PARTNERSHIP

RECRUITMENT PACK

Teacher of Humanities (RS)



**STOUR VALE
ACADEMY
TRUST**

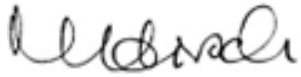
Welcome!

The parents of Halesowen have been sending their children to The Earls High School for over three hundred and seventy years.

We started as a small grammar school, and the proud traditions of high expectations of academic progress and high standards of behaviour have stayed with us in the school's present form as a thriving, innovative comprehensive school.

At The Earls High School, we believe that people really do matter the most; our school is made a very special place by the students and staff who come here together to learn.

If you share our values and our commitment to developing students who have the skills and attributes to thrive in their next steps, we look forward to your application.



Mrs Nic Hirsch
Headteacher



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Applicant information

We are seeking to appoint an enthusiastic, passionate and dedicated Teacher of RS fulltime (0.8 may be considered) to join our thriving and highly successful Humanities Faculty from September 2026. This is an exciting opportunity to become part of a popular, high-performing and oversubscribed secondary school in Halesowen, where staff are committed to delivering an excellent education and inspiring a love of learning in every student.

Our Humanities Faculty is a well-established and collaborative team comprising Religious Studies History and Geography. The department benefits from 9 full-time and 3 part-time specialist teachers who work closely together to deliver engaging, challenging and high-quality lessons. Humanities is a real strength of the school, with strong uptake at Key Stage 4 and students who are curious, motivated and eager to learn.

We are looking for a teacher who:

- Is passionate about RS and committed to inspiring young people
- Can deliver engaging and high-quality lessons up to GCSE level
- Is willing to contribute to the wider Humanities curriculum and has the flexibility to teach another Humanities subject at Key Stage 3
- Is committed to maintaining high standards of teaching, learning and student achievement
- Works well as part of a supportive and collaborative team

We will carry out pre-appointment checks including DBS and will disqualify any applicant where we consider the outcomes to be unsatisfactory. This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974.

We are equally committed to ensuring that no applicant will be disadvantaged or discriminated against because of their protected characteristics under the Equality Act 2010.

Application closing date: 9am 20th May 2026
Interview date: 21st May 2026
How to apply: Apply online via MyNewTerm by the closing date.

Job description

JOB TITLE:	Subject Teacher
Main Purpose of the role	Subject teachers carry out the role in Teaching and Learning which is at the core of the school's purpose. They are therefore in a real and practical sense the most important members of staff. This is a role that all teaching members of staff fulfil.
Reporting to	Subject teachers are responsible to the Headteacher, through the Deputy Headteacher and their Head of Faculty for:
MAIN ACTIVITIES	
<ol style="list-style-type: none"> 1. All aspects of the teaching of their subject(s) to the classes for which they are timetabled. 2. The maintenance of standards within their classes. 3. The setting and completion of work appropriate to their subjects and classes, including homework. Homework should be set in line with school policy. 4. The regular, prompt marking of students' work in accordance with department and whole school assessment policies. 5. Operating the policies and procedures of the department and the school. 6. Making careful use of resources, equipment and the learning environment and checking the quality and condition of these items. 7. Class management, including the issues of discipline and order within their lessons. 8. The neat, attractive and regular display of students' work in classrooms, subject areas and around the school. 9. The full and effective use of curriculum time. Lessons should neither start late nor finish early. 10. The standards of presentation of students' work. 11. The maintenance of an up-to-date marking record, details of which should be regularly available to the Head of Faculty, is essential as is some format for the recording of lesson plans and activities in accordance with department and school policy. 12. The prompt completion of reports and contributions to students' Records of Achievement. 13. Attendance at parents' evenings as required by the classes taught and in accordance with the Directed Time Budget. 14. Working with the Head of Faculty and Learning Leaders and other staff as necessary to develop appropriate Schemes of Work and relevant teaching materials. 15. Making recommendations to the Head of Faculty and Learning Leaders about development ideas, equipment and resource purchase etc. 16. Teach and plan for PSHE as required. 17. Take responsibility for a Form as required. 	

18. Various other responsibilities directly connected with classroom teaching as required from time to time by the Headteacher.

As subject teachers we are responsible individually and collectively for all that occurs in the school as well as the whole education of the students. In this sense we are always 'on duty' while we are in school with the students and we should not allow anything to go wrong if it is within our power to correct it, whether it is litter, bullying, misbehaviour or lack of work.

All adults within school are responsible for safeguarding the young people within our care and all concerns have to be passed on to the Designated Safeguarding Lead or the Deputy Safeguarding Leads. All adults must ensure they are working within the Keeping Children Safe in Education guidelines

Person specification

	Ascertained by
An enthusiasm for education and a commitment to children.	Letter, reference, teaching
Good subject knowledge and a growing knowledge of effective subject pedagogy.	Letter, reference, teaching, interview
A wide range of interpersonal skills.	Interview, reference
Good communication skills.	Letter, reference, teaching, interview
Team working skills.	Letter, reference, interview
A proactive and forward-looking personality.	Letter, reference, teaching
Flexibility.	Reference, interview
Potential for further development.	Reference, interview
A secure understanding of how to work safely with young people.	Letter, reference, interview
Preferred Background	
Well qualified with up-to-date training.	Letter, reference
A successful record of classroom teaching (in service or training).	Letter, reference

The Earls is a 'good' school that sets high and demanding standards in all that it does. A recent visitor described it as 'vibrant'. It is an exciting and rewarding school to work in and the calibre of staff is very high. We put a great deal of time and resources into staff development believing that the quality of our staff drives the quality of our learning provision. We have a comprehensive induction programme for new staff. This post is, therefore, suitable for newly qualified teachers, as well as for more established colleagues and will be excellent preparation for further career development.

Why choose The Earls High School?



We are fortunate to have fantastic students who are keen to learn and ambitious in their plans for the future. They have great relationships with the staff in school, and in March 2025, OFSTED rated behaviour at the school as good.



The school is popular in the local community; it has a strong reputation and is oversubscribed. Along with effective management of resources, this means the school is very stable financially.



We have a friendly, welcoming atmosphere and we are very proud of our school. Our staff turnover is low, and we provide many opportunities for progression and career advancement in the school and across our Multi-Academy Trust.



We have a clear vision for teaching and learning based around Rosenshine's Principles of Learning, and have a well-developed training plan so that all teachers are able to research, learn and develop their practice.



Staff wellbeing is at the forefront of our thinking. We are serious about ensuring that there is a healthy work-life balance for staff, and we have achieved The Carnegie Mental Health Award for Schools in recognition of our work in this area.

Examples of how we support staff wellbeing include:


- ✓ Staff are trusted to do their work with professional autonomy and without intrusive, high stakes Quality Assurance.
- ✓ Flexibility is supported: many staff are part-time at school.
- ✓ We have a generous approach to family life, with requests for leave fully supported.
- ✓ A comprehensive Employee Assistance Programme, school counsellors and Mental Health First Aiders are available for everyone.
- ✓ Appraisal is rooted in research and development rather than performance targets and graded lesson observations, and there is no requirement for staff to submit lesson plans.
- ✓ There are minimal written reports and data capture is limited to twice a year at KS3 and three times a year at KS4.
- ✓ Feedback policies are developed at faculty level and minimising workload is a critical element of our approach in this area. We prioritise live and whole-class feedback.
- ✓ Directed time is well within the 1265 hours.
- ✓ Staff are discouraged from sending emails outside of normal working hours.
- ✓ There is a comprehensive induction package for new staff joining us.
- ✓ All teaching and pastoral staff are provided with a laptop.

About us




As a school we are extremely proud of our badge, you will see it everywhere around the school. We are proud because it sums everything that we believe in. The motto on the badge says 'Ut Fili Lucis Fiatis' and it means 'to become children of the light', and that is the reason we exist as a school. We believe that every young person who walks through our doors has enormous potential. Our staff work hard to help students to reach their best and become enlightened, or as our motto says, become children of the light.

For us, this means three things, and we work hard to provide opportunities for students to develop and thrive in all of these areas. If we develop these three qualities in the young people who choose to come to our school, we can feel content that we have done our job well.



Academic Progress

Make as much academic progress as possible so that every door is open to students in the future, and that they are equipped for the next stage of their education or career.



Character

Develop character, so that our students can communicate effectively, build resilience when things get difficult, work effectively as part of a team and develop their leadership skills.



Kindness & Compassion

Become kind, compassionate and caring individuals; people who will support and help their neighbours and make a significant positive contribution their communities, now and in the future.

Does our approach work?

Our exam results suggest it does. The attainment of our students is well above average and they also make good progress here.

But more than this, if you spend time in school, you will see happy, safe, confident students who attend well. We know that our students will thrive when they leave us because they are so well prepared for their next steps. We also know that students make friendships and build relationships here that will last a lifetime.

Please don't take our word for it though, as a prospective member of staff, you are warmly invited to visit The Earls High School to see for yourself. We look forward to meeting you.

How do we achieve our aims?

Excellent teaching

- We have skilled, passionate and experienced teaching team of subject specialists, and they use this expertise to plan and deliver engaging lessons. They often choose to stay with us for a long time, and are dedicated to securing the best possible outcomes for our students. We continue to invest in our facilities, to ensure that students have the best experience in lessons.

A rich and diverse curriculum

- We teach a full range of subjects from Year 7 to 9 and students then choose the subjects that they will specialise during Year 10 and 11. We give student the widest range of choices so that they can focus their learning on subjects that they enjoy and are good at.

High expectations

- We have high expectations of our students in every aspect of school life, and we teach them explicitly how to meet these. Working hard is important, and we expect them to try their hardest. It is crucial that learning happens without interruption, and therefore we expect high standards of behaviour. We will give our students lots of support, but we expect them to make good decisions.

Extra-curricular activities

- We believe that involvement in extra-curricular activities is vital to the development of our students because of the creativity, resilience and confidence it instils. Students can join orchestra, choir, samba band, sports teams, dance companies, drama, science, cookie and chess clubs, learn sign language, complete the Duke of Edinburgh Award, and experience trips to Europe and The Gambia, Bushcraft and skiing, to name but a few.

The Earls Gold award

- We recognise achievement in many ways, and you will see lots of students with flashes on their jumpers. Probably the most prestigious of these is The Earls Gold Award, which shows us that they are developing into well rounded individuals. It celebrates attendance and attitude to learning, as well as a commitment to developing cultural awareness, community engagement and mental and physical wellbeing.

Pastoral care

- We put a huge emphasis on the care of our students to ensure that they are safe and happy at school. Relationships are at the heart of everything we do here at the Earls. We have a large, experienced pastoral team and great form tutors, all of whom know our students well, and who support them to thrive to thrive. Like any school, there are rare incidents of bullying, but we deal with these quickly and effectively.

Partnership

- Partnership is vital in so many ways, but particularly with our students' families, as research has shown that parental involvement has a huge positive impact on students' academic progress, attendance, motivation and behaviour. We also work closely with the other schools in Stour Vale Academy Trust to develop and share good practice.

Safeguarding statement

The Earls High School is committed to safeguarding and promoting the welfare and safety of all students and expects all staff and volunteers to share this commitment. We strive to ensure that consistent and effective safeguarding procedures are in place to support families, students and staff at school.

The Designated Safeguarding Lead (DSL) is Mrs Sevier, Deputy Headteacher. Other staff trained in child protection are listed below.

The Earls High School has policies and procedures in place to deal effectively with child protection and safeguarding issues, which include tackling radicalisation and extremism, together with recording and monitoring processes.

To promote a safe environment for students, The Earls High School employs a strict selection and recruitment policy which includes all statutory checks on staff and regular volunteers including Enhanced DBS (disclosure and barring service) checks.

All staff are trained to a level appropriate to their safeguarding responsibilities ranging from basic awareness for all, to Level 2 for key staff. Other safeguarding training is attended by relevant staff and governors. The training is monitored and comprehensive records kept by the DSL.

All concerns are passed through members of staff who are trained as 'Designated Child Protection Officers' in school in compliance with the HM 'sharing of information' guidance March 2015. Staff are required to report any causes of concern to the school safeguarding team. Referrals are logged and monitored to make sure that they are followed up appropriately.

Student attendance is monitored closely and concerns shared as appropriate with parents/carers, West Midlands Prevention Service, Social Care and our Safeguarding team. The Earls High School works effectively with other agencies and parents/carers when necessary to safeguard young people.

If you have any serious concerns about your child, another student or a member of staff at Earls High School please do not hesitate to contact the Designated Safeguarding Lead (DSL) who will be able to provide you with the best advice and help using the appropriate degree of confidentiality.

Earls High School Designated Safeguarding Lead:

Mrs N Sevier Deputy Headteacher

Other staff trained in Child Protection:

Ms H Whitlock, Safeguarding Officer (maternity cover Mrs L Pestridge)

Deputy DSL: Mr Joe Toulson

Year Team:

Lower School: Ms J Bryant

Middle School: Mr M Baker

Upper School: Mrs L Wycherley

About Stour Vale Academy Trust

Our multi-academy trust was founded in 2017 and developed from collaboration between schools, the significant positive impact of which convinced three schools, two secondary and one primary, that together we would have much greater capacity to continuously improve. Over time, Stour Vale has steadily grown. We began as a cross-phase multi-academy trust and as we have grown, both secondary and primary schools have joined us. There are currently thirteen member schools, six primary, one junior, one infant with day nursery and five secondary.

As a successful family of schools, delivering high-quality education for the communities we serve, Stour Vale values its diversity. Each school brings their own distinct character, community, history and identity. We celebrate the uniqueness of member schools, recognising that there is a great deal to learn from education in different contexts. This is also the reason why we remain outward-looking, committed to learning from research and excellent practice across the education system.

Our Vision and Values

Stour Vale Academy Trust holds children and young people at the heart of all that we do. We recognise that as a multi-academy trust we exist in order to advance education for the public good. Our mission, therefore, is to improve life opportunities for children and young people by both providing the best possible education and care to pupils in Stour Vale member schools and by having a positive impact across the wider education system. Our values are encapsulated in four words

OUR VALUES



INTEGRITY

By always acting with integrity we will deploy our resources appropriately to provide the very best education and care for pupils. This approach will enable us to recruit and retain the best staff who share our values.

We recognise our responsibility to support and challenge member schools to have a positive impact on the lives of children and young people, our communities and the wider educational system.

RESPECT

We are committed to treating everyone with respect and promoting equality.

Stour Vale member schools are safe and inclusive schools. We value and celebrate the diversity of pupils, colleagues and the communities we serve. We believe that developing pupils' character and their own commitment to treating others with respect must sit alongside the pursuit of academic excellence.

COLLABORATION

Stour Vale Academy Trust exists because we believe that effective collaboration has a positive impact on the life opportunities of children and young people.

We believe that working collaboratively together we have much greater capacity to realise continuous improvement in all member schools. Therefore, we seek to actively promote positive, impactful collaboration, most often with school-based staff taking the lead.

EXCELLENCE

We are committed to constantly pursuing excellence and improving all aspects of our work as a trust.

Excellence in teaching and learning, curriculum and character development is our primary focus. This will be achieved by realising our ambition to provide top-level professional learning for all colleagues, developing leadership in every role and providing exceptional back-office services such as HR and finance.

SVAT.ORG.UK

We describe our shared approach to school improvement as ‘secure autonomy’. Headteachers, with school leadership teams and staff, have autonomy to lead school improvement in their own schools, responsively and in collaboration with others within and beyond our trust. We believe that this approach enables us to grow, attract and retain excellent school leaders and to develop the most innovative and impactful school improvement strategies. We recognise that this autonomy must be secured within the structure of the multi-academy trust, and our model of challenge and support for impact, underpinned by our shared values, ensures sustained school improvement and a sharp focus on outcomes for pupils. This in turn realises our ambition that **Stour Vale** member schools will *create the difference together*.