



# **The Axholme Academy**

## **Recruitment pack**

### Teacher

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## Welcome from the Principal



## Welcome to The Axholme Academy

Our mission is to provide the highest standards of all round education for every student so that students at The Axholme Academy go 'Beyond Expectations'.

We focus on our students being Able and Ready to Learn and thus be highly successful and independent. At The Axholme Academy we believe that every student really does matter and every student really can achieve. No student at The Axholme Academy is seen as a statistic or can be 'lost amongst the crowd' - each student is most definitely known and valued as an individual. The Axholme Academy will provide exactly the type of education and opportunities for your son or daughter to flourish and be successful in life.

Our students are simply fantastic - they are ambitious, independent, thoughtful and responsible. The Axholme Academy has an extremely dedicated, talented and conscientious team of staff who work together to provide a high standard of teaching, excellent pastoral care and professional support services.

Success at The Axholme Academy is achieved through the energy and commitment of students and staff working closely together and also through strong relationships with parents and carers. We match the curriculum studied closely with the talents, abilities and ambitions of our students so that individual excellence will be achieved.

Principal – Mr D Keogh  
An 11-16 Academy  
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## Recruitment Process Details - Teacher

We are seeking to appoint a well-qualified, dynamic, innovative and committed teacher who is able to teach Modern Foreign Languages and Humanities who is passionate about their subjects.

We teach an ambitious and rigorous curriculum with a clear focus on supporting all students to achieve positive outcomes and go 'Beyond Expectations'. You will work with the MFL and Humanities departments, the Senior Leadership team and the wider Academy team to continually drive standards across the departments.

We'd like to hear from candidates who are:

- Passionate about making a real difference to the lives of children
- To work towards the Academy vision
- Well organised and motivated to support students of all abilities and needs
- Energetic and have a can-do attitude
- Committed to safeguarding and the well-being of everyone at the school
- Maintain high standards of consistency and accuracy
- Have experience of delivering MFL and Humanities courses

The post is suitable for both new entrants to the profession and applicants with experience. What is important to us is that we appoint someone who is totally committed to the post and can demonstrate the ability to consistently deliver quality first Teaching and Learning across the 11-16 age range. We need someone who will work effectively and enthusiastically with our Leaders in MFL, Head of Humanities and other colleagues to continue moving the departments forward and raising the profile of MFL and Humanities throughout the Academy and beyond.

In return, we can offer:

- A positive and supportive working environment focused on student progress and achievement with a relentless focus on going 'Beyond Expectations'.
- An exciting opportunity to join an academy with a fantastic cohort of students and a highly supportive staff and leadership team.
- Training and CPD opportunities.

The Axholme Academy is an ambitious, forward thinking and friendly Academy serving the market town of Crowle and surrounding villages. We are increasingly becoming the first choice school for parents in the local area, not just those in our

traditional catchment area of the market town of Crowle and surrounding villages but also those traditionally catered for by different local authorities.

In March 2023 Ofsted confirmed that The Axholme Academy continues to provide a good education for students. Please find the report attached [HERE](#).

In order to make an application please visit the vacancies section on our website [www.theaxholmeacademy.com](http://www.theaxholmeacademy.com) where you will also find further information about the Academy. Applications should be e-mailed to [hr@theaxholmeacademy.com](mailto:hr@theaxholmeacademy.com)

Visits and informal discussions with the Principal and/or Vice Principal are very welcome; please call or e-mail the Academy to arrange.

If this post attracts sufficient interest before the closing date, we may decide to close this vacancy at an earlier date, so an early application is advised.

The Axholme Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Any offer of employment to this post will be subject to receipt of a satisfactory Enhanced Disclosure from the Disclosure and Barring Service.

It is an offence to apply for a role if you are barred from engaging in regulated activity relevant to children.

**Start Date: September 2026**

Closing Date: Monday 27th April 2026 8am

Shortlisting : Monday 27th April 2026

Interviews: TBC

## Job Description

The appointment is subject to the current conditions of employment for teachers contained in the Academy Teachers' Pay and Conditions Document, the 1998 Academy Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation. The post holder will report to SLT Link/Principal in the first instance.

**Job Title:** Teacher

**Remuneration:** Main Pay Scale / UPS

**Reporting to:** Leaders in MFL, Head of Humanities, Assistant Principal (Ready to Learn), Principal

### Core Role/Activity

1. To be a teacher at the Axholme Academy
2. To work to the best of ability at all times
3. To work towards the Academy vision, ethos and values
4. To be employed as a teacher as stated in the teachers' pay and conditions document.
5. Be aware of and observe all policies, procedures, working practices and regulations relating to Safeguarding, Child Protection, Equal Opportunities, Health and Safety, Confidentiality and Data Protection reporting any concerns to an appropriate person.
6. To uphold our commitment to safeguarding and to promote the wellbeing of children.
7. To contribute to a culture of continuous improvement.
8. To comply with all reasonable management requests.

### Core Responsibilities

1. To strive to maximise progress and raise achievement for every individual
2. To provide the best possible teaching and learning experience for the individual needs and abilities of the target audience within the resources available
3. To be punctual for lessons
4. Ensuring that all students make the best possible progress from their starting points and that any differences in performance are identified early and actions are taken to reduce them rapidly.
5. To maintain a lively and pleasant learning environment
6. To mark students' work and provide feedback regularly in line with the Academy Assessment policy
7. To assess the individual students' level of achievement regularly
8. To ensure that the needs of students' on the Academy SEN register are known and that appropriate strategies are planned to ensure that these needs are met
9. To set meaningful independent learning tasks according to the homework timetable that develop and enhance learning
10. To manage the pace of students' learning to enable students' to complete the requirements of the course, specification and national curriculum within the time allowed in line with the long, medium and short term plans

11. To manage the behaviour of students' in the classroom in accordance with the Academy behaviour management policy
12. To set high expectations for appearance, manners, behaviour and achievement in all lessons
13. To implement the Academy's' rewards and sanction policy fairly and consistently
14. To be responsible for the resources used in the classroom and to ensure those resources are well looked after

**Accountabilities: For**

1. Student progress and achievement in each class taught
2. Implementation of Academy policies
3. Implementation of agreed developments

**Accountabilities: To**

Head of Department, MFL & Humanities

**Accountabilities: Actions**

1. To keep an attendance register for every lesson
2. To plan lessons in order to achieve the learning objectives for the target audience as detailed in the National Curriculum, Examination Specification and the subject Curriculum plan
3. Write reports on students' progress according to the timetable and deadlines published in the planner
4. To keep records of attendance, marking, assessments and targets for all students
5. To reward and recognise good work, good behaviour
6. To report unsatisfactory work and behaviour to the Subject Leader and to complete any appropriate round robin, interim assessment, SEN assessment or report as required
7. To set students' targets for achievement that are stretching but achievable

**Management Responsibilities (General)**

1. To work as a team member in all aspects of the work
2. To develop self-esteem in the team members of all ages
3. To enable effective learning
4. To empower members of the working teams to take ownership of their learning
5. To lead the development of independent learning in the classroom
6. To communicate effectively

**Development**

1. To work as part of the department/subject team to develop the schemes of work and curriculum
2. To work as part of the department/subject team to develop appropriate and effective assessments
3. To identify INSET and developmental needs as part of the performance management process

### **Quality Assurance**

1. To ensure that the work produced by students is of the highest possible quality for them as individuals.
2. To keep a portfolio of evidence of students' work as required by the National Curriculum or Examination specification

### **Meeting Attendance**

1. Subject meetings
2. Full staff meetings
3. Tutor Meetings
4. Other Meetings in Line with Directed Time requirements

The teacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the assistant headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the Principal.

## Person Specification

### Teacher

ATTRIBUTES	REQUIREMENTS	
	<i>Essential</i>	<i>Desirable</i>
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• QTS</li> <li>• Relevant degree</li> </ul>	<ul style="list-style-type: none"> <li>• Honours degree 2-1 or 1st</li> <li>• Safeguarding training</li> </ul>
<b>Experience &amp; Skills</b>	<ul style="list-style-type: none"> <li>• Experience of Key Stage 3 and 4 curriculum</li> <li>• Up to date subject and assessment knowledge</li> <li>• Good communication skills</li> <li>• Good ICT skills</li> <li>• Good literacy and numeracy skills</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively undertaken tutor/mentor responsibilities</li> <li>• Evidence of improved student outcomes</li> <li>• The ability to teach MFL and Humanities subjects to KS3 and KS4 where required</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Evidence of a commitment to continuing professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of recent professional development in MFL, Humanities, and teaching and learning</li> </ul>
<b>Specific Knowledge</b>	<ul style="list-style-type: none"> <li>• A teacher with the ability to deliver high quality MFL &amp; Humanities lessons up to GCSE level</li> <li>• The ability to inspire, engage, challenge and assess young people</li> <li>• Awareness of the importance of safeguarding young people in the school context</li> </ul>	
<b>Key Skills</b>	<ul style="list-style-type: none"> <li>• Ability to establish effective working relationships with individuals, groups and organisations</li> <li>• Ability to work effectively as an individual and as part of a team</li> <li>• Highly effective administration and time management skills</li> <li>• An understanding of the use of assessment to inform planning</li> <li>• The ability to innovate and think creatively</li> <li>• Ability to analyse data/information to individual student level in order to maximise achievement and make judgements based on set criteria and plan for intervention</li> </ul>	

<b>Personal Attributes</b>	<ul style="list-style-type: none"><li>● Vision, innovation, creativity, optimism</li><li>● Adaptability and resilience</li><li>● Dynamism and commitment</li><li>● Excellent punctuality and attendance</li><li>● Ability to prioritise and plan effectively to raise standards</li><li>● A willingness to be involved in the development of the MFL &amp; Humanities department</li><li>● An enthusiasm for contributing to the wider life of the academy</li></ul>	
<b>Equal Opportunities</b>	<ul style="list-style-type: none"><li>● Commitment to equal opportunities and equal value for students</li><li>● Must be able to recognise discrimination in its many forms and willing to put the academy's Equality Policies into practice</li></ul>	

## The Axholme Academy Vision and Mission:

At The Axholme Academy we aim to achieve excellence in all aspects of school life through high quality teaching and learning, a creative and challenging curriculum, and an ethos of support, in order to develop independent learners who are well prepared for the next stage of their lives.

*'Every learner is ready and able to go beyond expectations.'*

We achieve our vision through quality first teaching and a 5 year learning journey which enables every learner to be :

- Confident
- Ambitious
- Independent
- Resilient
- Responsible
- Aware
- Thoughtful
- Involved
- Reflective

We provide opportunities for every learner to achieve their best possible outcomes, make a positive contribution and be prepared for their future learning and life.

To achieve our vision we will:

- All share a relentless drive to improve the academy
- Have the highest expectations of all students and staff
- Ensure all students have high aspirations
- Recognise and reward success
- Deliver consistently high quality lessons which enable students to learn well
- Develop independent learning, communication, literacy and numeracy skills across all subject areas
- Provide a creative and challenging curriculum which is personalised to meet the needs of all students
- Create a variety of opportunities to promote students' spiritual, moral, social and cultural development
- Provide excellent information, advice and guidance to fully prepare students for their future education, employment and training

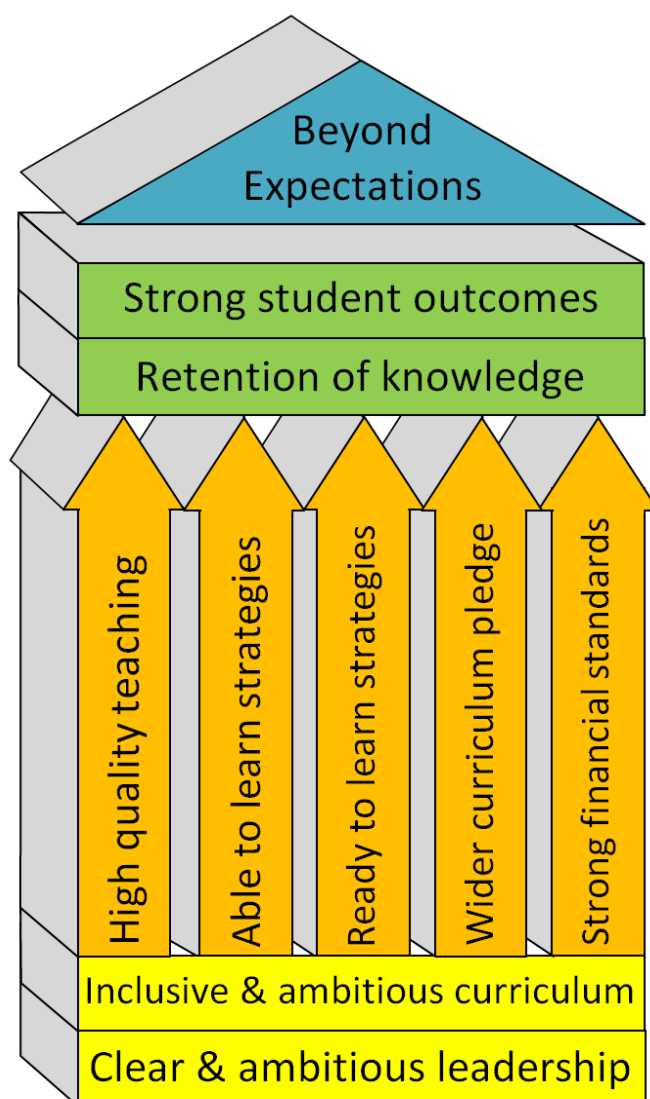
- Work with parents, carers, other schools and the wider community to provide the best opportunities for all students

## Strategic Planning

### Improvement Priorities 2025/26

Enable students to retain knowledge, make at least good progress in all subjects and gain the qualifications and cultural capital to succeed in life by:

- Embedding an ambitious, broad, well sequenced and structured curriculum
- Further improving the quality of teaching through the consistent use of high impact evidence based approaches
- Further improving students' readiness and ability to learn



## Staffing

Senior Leadership Team		
<b>Principal</b>	Damien Keogh	
<b>Vice-Principal</b>	Ben Creasy	
<b>Assistant Principals</b>	Liane Cooke Kate Causier	
<b>Business Leader</b>	Sophie Leggott	
Teaching and Educational Support Staff		
Subject	Subject Leader	Teacher
<b>Mathematics</b>	Dawn Robinson	Anna Brown Brett Pendrey Stephen Whitter Lisa Woodhall
<b>English</b>	Cat Mann	Rachel Aisbitt Kerrie Grantham Peter Kench Jane Laird
<b>Science</b>	Marie Miriello	Zoe Hall Mick Liddle Anne-Marie Pendrey Brett Pendrey
<b>Humanities</b>	Natalie Henderson	Cheryl Carter (Geography) Emily Sowerby (History) Dan Wayte (Religious Ed) Ben Jones
<b>Creative Arts</b>	Hayley Childs	
<b>MFL</b>		Kate Causier Kristen Patrick
<b>Technology &amp; ICT</b>	Nathan Mills (ICT)	Liane Kinroy (Textiles) Anne-Marie Pendrey (Food) Ben Creasy (Computer Science)
<b>Physical Education</b>	Lee Mason	Emma Winder

		Leah Underwood Julie Harrison	
<b>Teacher</b>	Emma Leigh	<b>Complementary Studies</b>	Emma Winder
<b>Vocational Lead</b>	Lee Mason	<b>Careers</b>	Anna Brown

### Pastoral Staff/SEND/Support Staff

<b>DDSL</b>	Doreen Millward	<b>Ready to Learn Leader</b>	Ami Burton
<b>KS3 Ready to Learn Manager</b>	Samantha Ackroyd	<b>KS4 Ready to Learn Manager</b>	Danielle Shipman
<b>KS3 Able to Learn Leader</b>	Dan Wayte	<b>KS4 Able to Learn Leader</b>	Cheryl Carter
<b>SENDCO</b>	Julie Harrison	<b>Deputy SENDCO</b>	Emma Leigh
<b>HLTA</b>	Louise Parish	<b>Cover Supervisor</b>	John Hardy
<b>Teaching Assistant</b>	Steph Parkinson Diane Nunns Hayley Coel	Alex Finnegan Dan Leggott Anne Fisher	Lewis Nicholls Nicola Stockdale Evie Chafor

### Administrative and Support Staff

<b>Finance/HR Officer</b>	Amanda Audifferen	<b>Site Supervisor/ DT Technician</b>	Darren Hague
<b>Data &amp; Exams Officer</b>	Nicky Sample	<b>Administrative Officer</b>	Kelly Boyd
<b>Attendance Officer</b>	Laura Flanagan	<b>Administrative Assistant</b>	Jo McBride
<b>Data &amp; Exams Assistant</b>	Tina Robbertze	<b>Finance/HR Assistant</b>	Rebecca Crow
<b>Administrative Assistant (SEN)</b>	Janet Kaye	<b>Communications &amp; Events Officer</b>	Ashlee Do Couto

<b>Site Assistants</b>	Mick Rudkin Pete Shipman	<b>Network Manager</b>	Alberto Legido
<b>Science Technician</b>	Teresa Turner	<b>Technology Technician</b>	Kerry McVeigh

## Teaching and Learning



## T&L Policies/Procedures

The Axholme Academy provides Quality First Teaching to ensure our students are **Able to Learn**. We believe that students are Able to Learn when:

- The curriculum and lessons are well sequenced, structured and delivered
- Students think hard about their learning within and beyond the classroom
- Students are Ready to Learn

### Approach

Our evidence based Able to Learn Lesson Cycle (appendix 1) ensures that lessons are well structured to ensure that concepts and processes are introduced, understood and embedded.

Our **6Rs Independent Learning** Framework develops students lifelong learning skills and consists of:

1. **REVIEW** what has been learned to identify gaps
2. **RESTRUCTURE** information by producing revision materials
3. **RETRIEVE** information from memory by self-quizzing
4. **REVISIT** learning that hasn't been retained over time
5. **REPEAT** steps 2 and 3 until learning has been retained
6. **REFLECT** on how effectively you are using these independent learning activities

## Curriculum

### Our Curriculum Intent

At The Axholme Academy, our '5 Year Learning Journey' is designed to ensure that every learner is ready and able to go beyond expectations. This vision underpins three pillars upon which our curriculum is constructed, these are:

#### Pillar 1: Ready to Learn (RtL)

The Axholme Academy has Disruption Free lessons and our students are Ready to Learn. Our classrooms are spaces where learning can always take place because our approach is binary - students are either Ready to Learn or they are not. Three universal principles underpin our approach:

- Every student has the right to learn without disruption.
- Every teacher has the right to teach without disruption.
- Students are either Ready to Learn or they are not.

Our Ready to Learn strategies maximise the amount of curriculum time available for teachers to teach and for students to learn.

#### Pillar 2: Able to Learn (AtL)

The Axholme Academy provides Quality First Teaching to ensure our students are Able to Learn. We believe that students are Able to Learn when:

- The curriculum and lessons are well sequenced, structured and delivered.
- Students think hard about their learning within and beyond the classroom.
- Students are Ready to Learn.

All lessons are designed using our 'AtL Lesson Cycle'. This structure ensures that learning is introduced in small chunks, modelled using worked examples, scaffolded to develop confidence and practised to develop independence. Our approach to lesson planning and delivery has been informed by Rosenshine's Principles of Instruction, an evidence based approach proven to help students know more and be able to do more.

#### Pillar 3: Wider Curriculum Pledge:

Our wider curriculum provides all students with a range of experiences to equip them with the knowledge and cultural capital they need to succeed in life. Our pledge encourages students to be: Ambitious, Aware, Involved, Responsible and Thoughtful.

## Workload and Wellbeing



The biggest asset The Axholme Academy has is its staff; the biggest asset they have is their health and wellbeing. We aim to identify ways in which we can work together to make sure our school is a safe, caring and happy place to work which enhances individual wellbeing, through personal fulfilment and professional identity.

We believe that this will in turn benefit our students and our community. We spend more daylight hours in school than at home, so it is important that we can have ownership of many of the decisions that affect us and that we have agency in our working lives. Our approach to supporting staff wellbeing is detailed in our staff wellbeing policy.

At The Axholme Academy we aim to promote a healthy work-life balance for all staff, where hard work and dedication, as well as the challenges of working in the context of a one form entry school, are recognised.

We aim to do this by:

- Producing calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload.
- Investing in staff CPD, including professional and academic qualifications, such as NPQML, NPQSL or Masters courses.
- Reducing workload:
  - No expectation to mark every piece of learning or write extensive comments.
  - No formal lesson observations
  - No grading of lessons

- Engaging staff in annual wellbeing questionnaires to listen to and identify their needs.
- Enforcing the rule that no emails should be sent out before 08:00, after 18:00 or at the weekends.
- There is no expectation for staff to respond to emails or carry out work outside of typical school working hours (08:00 - 18:00).
- Offering easy access to occupational health/professional mental health support and employee assistance where necessary.
- Offering staff meeting time to complete specific tasks, such as medium term planning, action planning and theme week planning

