



Recruitment Pack

TEACHER OF ADT
FEBRUARY 2026



The Halifax Academy

www.thehalifaxacademy.org



At The Halifax Academy we have the courage to do things differently. Our ground-breaking approach to education takes children through five phases from reception to year 11, creating a fully integrated school journey from ages 4- 16. This is your chance to join a friendly, community- focused through school and founding Academy of the Impact Education Trust, helping us to shape the future of education.

The position of Teacher of ADT offers the right candidate a fantastic opportunity to deliver a highly creative curriculum with impact, driving improvements that raise levels of student aspiration, achievement and self-belief. As part of our Performance & Design faculty, you will be joining a team at the heart of our academy that embodies our 'Heart Mind Connect' values, nurturing students not just to succeed academically but to think creatively, critically and confidently about the world around them. We champion a broad, balanced and ambitious curriculum that inspires imagination and encourages young people to find and use their own voice to change the world. Within the Performance & Design faculty we strive for excellence, celebrate artistic exploration and support each other to make moral, spiritual and intellectual sense of the world through dynamic, memorable learning experiences.

We are a high performing team with strong values, work ethic and mutual sense of purpose. We care about the little things, enjoy learning together and share unrelentingly high standards. We are incredibly proud that our school has been awarded the Investors in People Platinum Award - the only through school in the country to attain this level.

We are looking for someone who can bring something special to our school. Someone who is enthusiastic and a reflective practitioner with a passion for teaching and learning.

The Halifax Academy is a different kind of school and we are looking for people who are committed to exploring new approaches, and reshaping education. We would love you to come and meet us so that we can get to know you and give you the chance to find out more.

As Headteacher of our through school, I genuinely believe (and constantly remind the students) that I have the best job in the world. If you would like to be able to say that too, then this could be the role for you.

A handwritten signature in black ink, appearing to read 'Matt Perry', is written over a white background.

Matt Perry
Headteacher

Flexible School Fridays

The Halifax Academy is a Flexible Working Ambassador school. From September 2024 we will be adopting the Flexible School approach.

What is a Flexible school?

Flexible schools work the same number of hours but in fewer days. This means the school works normally 9 out of 10 days. On the second Friday of every week, the school works differently – more flexibly – providing benefits for all members of The Halifax Academy community.

Why are we doing this?

The world is different and changing fast. New ways of working and living, and the development of new technologies, mean that the school system, designed for Victorian factories and mills, is outdated and ripe for change. A more flexible approach drags the education system into the 21st Century and better prepares all of us for life in the decades ahead.

What does it mean for staff?

By allowing us all to work differently when appropriate, a flexible school approach means that life's emergencies can be better managed and that the treadmill of a school term can be slowed – rather than careering headlong into exhaustion at half term. The flexible school creates time for deeper professional learning, more thoughtful preparation and planning, more time spent with your team. Ultimately, it means improved wellbeing, capability and retention.





The Halifax Academy has three key values:

Heart, Mind, Connect

HEART:
BE KIND, JOIN IN

- I communicate **respectfully** and **kindly**
- I **consider** how my actions affect others
- I offer **comfort** and seek **support** when needed

MIND:
BE CURIOUS, TRY HARD

- I take **responsibility** for my learning, arriving **on time** and **all set**
- I am **curious** and **keen**, **taking part** and **trying hard** in all lessons
- I work **resiliently** through **challenges**, responding thoughtfully to **feedback**

CONNECT:
BE PROUD, SPEAK UP

- I work **cooperatively** with others
- I **speak up** and use my **voice** for good
- I take **care** and **pride** in our environment and our community



Teaching & Learning at The Halifax Academy

Voice

Talk is important at our school where pupils are encouraged to find their own voice to change the world. We teach pupils how to speak with clarity and conviction, how to listen carefully and how to take part in powerful and productive conversations. Talk infuses every aspect of our school curriculum whether that be storytelling, role play, performing or listening carefully to each other. We enable pupils to learn about what matters, and to understand how to effect real change in their school, their community and the world.

Coaching

Coaching lies at the heart of our professional development. We provide staff, across all roles, with the time and space to take part in meaningful professional conversations. The ability to reflect on what we do and how we do it, and to collaborate with our peers, drives our approach to school improvement, and in particular to classroom expertise. We know that however excellent our current approach, we can always improve.

Subject Specialism

We use every opportunity to connect students with subject specialists both inside and outside the school. The through-school approach helps us to offer students the chance to see their learning through the eyes of experts and to experience learning which has been developed and delivered by specialists.

Creativity

We are a school that loves art and see creativity as a vital tool for developing imagination, building relationships, exploring the world around us and encouraging problem solving skills. Our art curriculum has been developed by specialists and is delivered across all year groups by our highly successful team of practitioners. Pupils are supported in taking risks, giving and receiving feedback and producing beautiful outcomes.

Wellbeing

Our curriculum teaches pupils to be well in mind and body, and to build happy relationships with others within the school and wider community. We encourage students to collaborate with each other and teach emotional intelligence and empathy. We connect pupils with nature through carefully designed outdoor areas and through the use of natural learning resources throughout the curriculum. We care about staff wellbeing and work hard to make sure teachers are happy and thrive.

Developing Staff

Professional Learning & Ethical Leadership

At The Halifax Academy, we take staff development and wellbeing extremely seriously. We are a school made up of people who want to give pupils 'a voice to change the world.' To do this we believe in creativity with rigour; finding new approaches and different ways of thinking, implementing them with excellence, and constantly testing, reviewing and reflecting on our practice.

The ways we support staff personal and professional development are as follows:

- We offer a teacher enquiry model of professional development, that engages teachers as researchers of their own practice, using coaching as the drum beat of professional life. Teachers work in collaborative coaching trios exploring a range of themes, relevant to themselves and their pupils.
- All staff have the opportunity to take part in a Learning Enquiry to reflect on an aspect of the school's work and to make a genuine impact on policy and classroom practice.
- We make sure that teachers have the time, space and resources to learn, reflect and take risks.
- We take a long-term view of learning, not expecting quick fixes, and recognising that changing professional practice can be difficult and that it takes time to show real impact on learning.
- We check in regularly on teacher wellbeing, and are committed to the idea that you can both innovate and thrive, if challenged, nurtured and supported through a carefully managed culture of feedback. All staff have regular Valued conversations and are encouraged to shape their own professional learning. We aim to help all staff become the best professionals they can be, developing them in the round by focusing on behaviours, skills and knowledge.
- We offer a wide range of leadership opportunities and there are many opportunities for individuals to access leadership courses; the school is a partner of Best Practice Network, delivering a wide range of courses including NPQSL and NPQML.



Heart



Mind



Connect

What we are looking for....

We are committed to the ongoing development of our staff and believe in developing leaders at all levels, in all roles. Valued, our professional learning review, is built around our values of Heart, Mind, Connect, allowing individuals to drive their own learning. Staff take ownership of their development through self-evaluation against professional standards and by using The Ethical Leadership Framework as a tool for positive behaviours. We want all colleagues to be inspired and supported to realise their full potential.

CREATIVITY

Living out our values - MIND

- We will develop our problem solving skills and resourcefulness to enable staff and students alike to challenge themselves, release their creativity and achieve to their full potential.
- We will provide opportunities to stretch individuals in order for them to take responsibility for their own learning and develop independent thought, in order to take on different and challenging roles within our school and communities.
- We will ask questions and learn from one another and develop our critical analysis skills to make sound, reason-based decisions and judgements.

• **DEFINITION** Ability to adapt to and work with a variety of situations, individuals and groups - able to think on your feet and not being disconcerted or stopped by the unexpected.

• **WHY IS IT IMPORTANT?** To respond to the different and changing demands and work across a range of activities, now and in the future. Flexibility in interpreting rules, procedures and policy to ensure the needs of both staff and students are met to maximise their contribution.

BELIEF

Living out our values - CONNECT

- We will provide clarity of vision which will enable us to develop shared goals with everyone feeling empowered to pass on their skills and knowledge to the benefit of the wider community.
- We will develop inspiring leaders with the emotional intelligence to work collaboratively with and respect people from a diverse range of cultures and backgrounds.
- We will ensure everyone is part of the team with clear roles and expectations.

• **DEFINITION** This is about encouraging, inspiring and supporting others to develop self-belief and the capability to help them realise their full potential. It involves being totally clear with others about what has to be achieved, to what standard, by when, within what budget (where appropriate), and then making their accountability for making it happen clear.

• **WHY IS IT IMPORTANT?** Leaders are responsible for ensuring their teams understand what is required and why, for providing or arranging appropriate support and coaching and delegating appropriately so that individuals are confident to take on more responsibility. It is important to ensure objectives are achieved and that everyone is doing their job to the required standard. A key part of the success of the school is managing poor performance when this is not happening.

COURAGE

Living out our values - HEART

- We will expect and value integrity and people should feel safe to speak up for what they believe and know their voice will be heard.
- We will develop a keen sense of what is right and wrong and seek to tackle injustice wherever we find it, whilst ensuring we are tolerant of different views.

• **DEFINITION** This is about having the belief in one's ability to do the job, providing opinion or judgement when necessary and being prepared to take a decisive course of action.

• **WHY IS IT IMPORTANT?** This behaviour is particularly important to those jobs where individuals are placed in challenging circumstances and where their opinion or advice may be questioned. It enables individuals to stand their ground and to work independently without constantly referring to others for advice. Individuals who demonstrate courage are prepared to take on new or different challenges in their role. Courage is about having confidence in one's knowledge and ability and the resilience to do difficult things because it is right to do them.

UNDERSTANDING

Living out our values - CONNECT

- We will develop inspiring leaders with the emotional intelligence to work collaboratively with and respect people from a diverse range of cultures and backgrounds..
- We will promote and value effective teamwork.
- We will ensure everyone is part of the team with clear roles and expectations.

• **DEFINITION** Successful teamwork is about working co-operatively to achieve shared goals. It is built on self awareness and an understanding of how you and others work within a team, the impact of behaviour and strengths and limitations.

• **WHY IS IT IMPORTANT?** Within The Halifax Academy, we must work co-operatively together, sharing best practice, breaking down barriers, and communicating fully on new initiatives and priorities. Understanding oneself enables individuals better to understand and relate to one another.



Job Description

Post Title: Teacher of ADT
Salary: MPS/UPS
Reporting to: Director of Performance & Design

Core Purpose:

To deliver the curriculum effectively to secure improvements which raise levels of student aspiration and achievement.

Main Duties and Responsibilities:

- Demonstrate good or outstanding subject and curriculum knowledge.
- Plan and teach well-structured lessons adhering to the Academy's teaching and learning policy.
- Set high expectations which inspire, motivate and challenge students.
- Be accountable for students' attainment, progress and outcomes.
- Be responsible for creating, resourcing and sharing schemes of work and lesson plans.
- Guide students to reflect on their progress and emerging needs – adhering to the Academy's marking policy.
- Make accurate and productive use of assessment – pupil progress, setting targets, lesson planning and student feedback.
- Be accountable for implementing the Academy's Behaviour for Learning policy and play an active role in the day to day management of student behaviour through duty rotas as and when required.
- Contribute to the development, implementation and evaluation of faculty and house improvement plans.
- Use appropriate quality assurance strategies and effective self-reflection to continuously improve teaching and tutoring practice whilst ensuring effective implementation of Academy policies
- Ensure student data is accurate and up to date and used proactively to develop individual targets which enable students to monitor their own progress.
- Set high expectations and targets for students to drive up achievement.
- Supporting the Director of Faculty in embedding of the Academy's ethos and policies.
- Being proactive in forging links with parents, community figures and external organisations to ensure the diversity of the outside world is reflected in the student's experience of Academy.
- Make a positive contribution to the wider life and ethos of the Academy, including extra-curricular activities where appropriate.

All members of staff are expected to:

- Have proper and professional regard for the ethos, policies, and practices of the school.
- Have regard for the need to safeguard pupils' wellbeing and health & safety by following relevant statutory guidance, along with school policies and completing mandatory training on an annual basis.
- Demonstrate positive attitudes, values and behaviours.
- Demonstrate and maintain high levels of professionalism
- Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date.
- Support equal opportunities measures and promote anti-discriminatory practice

Person Specification

Attributes	Essential	Desirable	How identified
Knowledge & Understanding (Including any relevant or required qualifications)	Qualified Teacher Status. Degree; PGCE or equivalent qualification	Good Honours degree in a relevant discipline	Application
	Successful recent teaching experience at KS3 and KS4	Evidence of cross phase teaching eg: primary and secondary	Application & Interview
	Has a good knowledge and understanding of wider issues in education		Application & Interview
	Excellent ICT skills for teaching		Interview
	Excellent interpersonal & presentation skills	Experience of parental involvement /liaison	Application & Interview
	Excellent influencing skills and the ability to engage others in new ideas		Interview
	Knowledge and understanding of child protection & safeguarding procedures		Interview
	Ability to promote and develop positive relationships within and beyond the Academy		Application & Interview
Personal and Professional Conduct	Recent and relevant CPD activities	Evidence of successfully supporting colleagues to improve	Interview
	Shows commitment to professional and self-development		Application
	Willingness to be involved in coaching, mentoring and supporting colleagues		Application & Interview
	Experience of dealing with a variety of people and understands the need for effective relationships with parents, carers, partners and the community which enhance and support student learning	Evidence of developing successful partnerships	Application & Interview
	Experience of effective use of ICT in management and data handling		Application & Interview
	Ability to communicate effectively and work as part of a team	Experience of working with ethnic minority and or EAL pupils	Application & Interview
Working with others	Open-minded and flexible		Application
	Self motivated with excellent organisational skills and the ability to prioritise workload effectively under pressure		Application
	To be able to think creatively and imaginatively to anticipate and solve problems and identify opportunities		Interview
	Displays potential to provide direction, inspiration and strong leadership to others		Interview
	A high level of self-awareness – knows own strengths and areas for development		
	Willingness to undertake delegated duties when requested		Application
	The ability and willingness to run extra-curricular activities		Application
	Understands aims and vision of the Academy and is able to inspire, challenge and motivate		Application
	The ability to support the Headteacher (Secondary Phase) in developing a clear vision for the Academy and for engaging		Application