

Our Purpose

Vision

Pursue ambitious goals, lead purposeful lives, and make a lasting impact on society.

Why are we here?

At Sarum Academy, we draw inspiration from the Church of England's vision for education, which emphasises wisdom, hope, community, and dignity. These principles are deeply embedded in our ethos, guiding us to create an environment where every individual can thrive in body, mind, and spirit.

We want all students to be **"WORKING HARD, ACHIEVING MORE"**
"Whatever you do, work at it with all your heart." - Colossians 3:23-24

Guided by faith and grounded in respect, our aim is to inspire all individuals to be ambitious, work diligently, and achieve excellence. We foster a culture that equips everyone with the character, knowledge, and skills to **pursue ambitious goals, lead purposeful lives, and make a lasting impact on society.** This is our vision.

Our Commitment to Students

Our staff are dedicated to fostering a sense of belonging, joy, and purpose for every student. We ensure holistic support—academically, emotionally, and spiritually. Our curriculum is enriched with opportunities for creativity, exploration, and reflection, supported by a strong pastoral system that nurtures wellbeing and character development.

As a Church of England academy, we encourage students to explore life's deeper questions, develop moral courage, and grow in faith. Together, we aim to shape individuals who embody wisdom, compassion, and hope, making a positive difference in the world around them.

Job Description

Core Responsibilities:

- **Champion the School Vision and Values:** Embody our collective purpose.
- **Bring to life an Exceptional Curriculum:** Contribute to a top-notch curriculum that ignites curiosity.
- **Deliver Outstanding Lessons:** Teach high-quality, engaging lessons that captivate students.
- **Excellence in Assessment:** Facilitate high-quality assessment for learning to ensure student success.
- **Evaluate and Innovate:** Continuously evaluate the impact of the curriculum and its implementation, and strive for improvement.

Personal Qualities:

- **Student-Centered:** Always put pupils first in every decision and action.
- **Ambitious for All:** Hold high aspirations for every student.
- **Optimistic:** Maintain a positive outlook and inspire others with your enthusiasm.
- **Resilient:** Stay strong and adaptable in the face of challenges.
- **Composed:** Keep calm and collected, even in stressful situations.
- **Creative Problem Solver:** Approach challenges with innovative solutions.
- **Analytical Thinker:** Use data and insights to drive decisions and improvements.
- **High Standards:** Set and uphold high standards for yourself and others.
- **Trustworthy:** Build and maintain trust through integrity and reliability.

Person Specification

Qualifications:

- Qualified Teacher Status (QTS).
- Degree in History or a related subject

Experience:

- Proven experience teaching History at secondary school level, including KS3 and KS4.
- Demonstrated ability to use assessment data to inform planning and improve student progress and outcomes.
- Experience creating a stimulating, inclusive and engaging learning environment that supports all learners.

Professional Skills:

- Strong subject knowledge and passion for History education.
- Excellent lesson planning, classroom management and delivery skills.
- Ability to use a range of assessment strategies to monitor, evaluate and report on student progress.
- Strong organisational and time-management skills.
- Effective communication and interpersonal skills with students, colleagues and parents.
- Knowledge of current developments and best practice in History education.
- Ability to develop and implement innovative and engaging teaching strategies.
- Confidence in using digital learning tools and educational technology to enhance teaching and learning.

Professional Development:

- Commitment to continuous professional development and reflective practice.
- Willingness to contribute to whole-school initiatives and extracurricular activities.
- Open to feedback and proactive in seeking opportunities for improvement.
- Engagement with professional networks or associations linked to History education is desirable.

Community Engagement:

- Ability to build positive relationships with parents, carers and the wider school community.
- Willingness to contribute to enrichment opportunities, educational visits and school events.
- Experience organising or contributing to History enrichment activities, outreach programmes or partnerships with local organisations is desirable.



Safer Recruitment & Equality

Safer recruitment and equality

Sarum Academy Safer Recruitment Procedure

Sarum Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All applicants will be subject to a full Disclosure and Barring Service check (DBS) before any appointment is confirmed.

Disclosure

Sarum Academy requires all employees to undertake an enhanced DBS check. You are required, before appointment, to disclose any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal record will not necessarily debar you from employment - this will depend upon the nature of the offence(s) and when they occurred.

Shortlisting

Only those candidates meeting the requirements of the Person Specification (evidenced in the Application Form) will be taken forward from application.

Interview

Those shortlisted will be invited to attend an interview process which may include (post dependent) lesson observations, tasks or role specific activities; further shortlisting may take place after lesson observations prior to moving forward to formal interviews with the Headteacher. During the interview process candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference checking

References from current employers will be taken up for shortlisted candidates and, where necessary, employers may be contacted to gather further information.

Probation

All staff will be subject to a probation period of four months. The Academy Trust may, at its discretion, extend this period for up to a further two months. During this probationary period your performance and suitability for continued employment will be monitored. At the end of your probationary period you will be informed whether you have successfully completed your probationary period.

A commitment to encourage diversity

Sarum Academy is committed to eliminating discrimination and encouraging diversity. Our aim is that our workforce will be truly representative of all sections of society and that each employee feels respected and able to give their best. To that end we are committed to provide equality and fairness for all in our recruitment and employment practices and not to discriminate on any grounds.