



# Application Pack

**Teacher of Religious Education  
(Maternity Cover – September 2026-  
December 2026)**



**Start date: September 2026**

**Salary: ECT/MPS/UPS**

**Closing date: 13 April 2026**





## Teacher of Religious Education

(Maternity Cover September 2026- December 2026)

Manor Drive Secondary Academy is a new school in the north of Peterborough, Cambridgeshire. The school welcomed its first cohort of 120 Year 7 students in September 2022 and is adding a new Year Group each September until full. Manor Drive is an ideal place to enhance your career, in a committed team with high expectations. Whilst being an innovative and dynamic Academy, we have traditional values and high standards both for our students and staff. Staff are extremely supportive with ambitions of exceptional outcomes for all.

We are looking for:

- A well qualified, industrious team player who has a passion for Religious Education and the ability to bring it to life in the classroom.
- The ability to teach Religious Education across Key Stage 3 and Key Stage 4.
- The capability to support and challenge students enabling them to achieve outstanding results.
- The ability to be flexible and willingness to embark on a new challenge





# Message from Chair of Governors

Dear applicant,

Thank you very much for your interest in the post at Manor Drive Secondary Academy. This post is an exciting opportunity to work in a wonderful secondary school.

We want all our students to become independent and confident young people, who are sensitive to others, interested in the world around them and prepared for the challenges ahead.

The Governors have an important role in supporting the Headteacher in the delivery of a great education, framed by our core values: Knowledge, Strength, Respect and Ambition.

We are looking for colleagues who can lead by example, holding and articulating the Academy's vision and values and focusing on providing an excellent education for our students.

Thank you again for your interest in Manor Drive Secondary Academy and Four Cs MAT and I hope that the information contained within this pack provides information to help you to decide if you have the right qualities, skills and experience to apply for this exciting position.

Yours sincerely,

Jonathan Theobalds  
CHAIR OF GOVERNORS





# Message from Headteacher

Thank you for your interest in this role at Manor Drive Secondary Academy.

I am incredibly proud to be the Headteacher of our innovative, vibrant and growing school. Our students are very well mannered, respectful of each other and proud of their school. Relationships with parents are constructive and parents are keen to support the school and the children's learning. The staff are highly skilled, with a wealth of experience and expertise. We are all determined to ensure that students make exceptional progress in all facets of their life.

We have a strong commitment to developing our students as a whole; not only achieving excellent examination results but through our Enrichment curriculum and in preparing them for their adult lives. This was commended in our recent OFSTED inspection, with Personal Development being graded as outstanding.

We are looking to appoint dynamic, enthusiastic and inspirational colleagues to join our growing team. I hope that having browsed our website and reviewed the information provided you will be interested in applying for this post. If you have any questions or wish to arrange a visit to the school, please contact Penny Noble on [pnable@manordrivesecondary.org.uk](mailto:pnable@manordrivesecondary.org.uk)

This is an incredibly exciting time to join Manor Drive Secondary Academy to play a vital role of ensuring that we provide outstanding opportunities to the students in our school.

Yours sincerely,

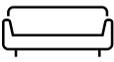
Jo Sludds  
HEADTEACHER





# Staff Wellbeing and Benefits

Manor Drive Secondary Academy is committed to attracting, developing and retaining top talent to achieve high performance. Vital to pursuing this aim is the recognition of employees for exceptional performance, behaviour and achievements. Our offer encourages such recognition of individuals and teams through a range of formal and informal methods. We are committed to encouraging positive work environments that promote the physical and mental wellbeing of our staff. The capability, capacity and comfort of our colleagues is a priority for us.

	All teaching staff, and some support staff (depending on role) are provided with a touch screen laptop with inking device.
	Staff gym with new facilities is available to all staff.
	Employee Assistance Programme is available to all staff which offers free legal, money advice and personal support and guidance.
	Staff wellbeing quiet room for use by all staff if required. We recognise that you may need time to reflect or 'take a moment' sometimes.
	Multiple staff rooms around the building.
	Free car parking on site.
	Seasonal and ad-hoc staff incentives such as Christmas Staff advent calendar, staff breakfasts, coffee mornings and other staff organised events.
	Excellent professional development, guidance and support.



# Working at MDSA

The staff are highly skilled, with a wealth of experience and expertise. We are all determined to ensure that students make exceptional progress in all facets of their life. We are committed to encouraging positive work environments that promote the physical and mental wellbeing of our staff. The capability, capacity and comfort of our colleagues is a priority for us. In a recent survey, 100% said they were either happy, really happy or loved their job! We asked staff to give us feedback about what it is like to work at MDSA, here are some of their wonderful comments:

## Quotes from Staff

"I love the atmosphere at Manor Drive Academy, it is so friendly and feels like such a positive community. Every day I walk into school I feel excited at what the day might hold which is not something I have always felt in other school I have worked in. We have some amazing students at Manor Drive and staff that go above and beyond to work with them. The wellbeing of staff and students is one of the key elements of the school DNA which makes it not just a safe place for staff and students but also a place full of possibilities.

The enrichment programme that we run means that there are so many options to explore and try out creative ideas for the students to get involved in. The senior team are genuinely concerned with making sure that staff are looked after and have the best opportunities to grow and develop. This is by far the best school I have worked in."

"MDSA is a place of work where staff wellbeing is a priority and not just lip service"

"I feel incredibly grateful for the unwavering and ongoing support and guidance I've received from my mentor and colleagues at MDSA throughout my teaching journey. Their encouragement and belief in my potential have been instrumental in my growth and progression."

"MDSA has a holistic approach to Staff wellbeing. Senior leadership take each staff member's workload, health, and wellbeing into account throughout the school year. There is an Open-door policy which allows us to feel safe and heard. I never get that 'Sunday night' feeling."

"When you spend so much time at work, it is incredibly important to feel happy and safe, not only physically but also psychologically. MDSA makes me feel not only safe, but valued and appreciated for being me, and all that that brings. I feel that my voice is not only heard but respected and valued. Staff are treated as equals, regardless of job title or role. Joining the MDSA family has been the best decision I could have ever made."

"I have never worked in a school where my subject has been so valued, which in turn has made me feel valued. The freedom, which I have been given to lead my department in a way which I see fit, has given me immense professional satisfaction and has helped me develop my own skills incredibly. I know that if I need anything, be it advice, resources or just a pep talk, my SLT are always there to listen and I have been extremely grateful for their actions, when I have been struggling with workload. I have never worked at a school which has valued my well-being as much as MDSA."

"I am proud to work at Manor Drive, a place that truly values and supports its staff and students. Since starting in September, I've felt incredibly welcomed, and I have been able to build great relationships with both colleagues and students. The school provides a strong sense of community and has supported me every step of the way in my teaching career. Manor Drive is an environment that prioritises both wellbeing and manageable workloads, making it a privilege to be part of a team that cares for the growth, health, and happiness of everyone involved."

"The environment that staff have created in Manor Drive School allow each member of staff to grow in their role in a safe and supported way. I started my role at Manor Drive after being in Education for 37 years. I started as a volunteer Mentor and found the work environment welcoming and supportive. So much so that I approached the Head to see if there were any roles I could apply for. I mentioned ELSA. I was welcomed, heard and felt appreciated right away. I was placed in the Wellbeing Team and given the role of ELSA."



## JOB DESCRIPTION – Main Pay Range

As a Main Pay Range teacher you are required to be competent in all elements of the Teacher Standards, to discharge the Teachers Responsibilities as set out in Part 6 Contractual Framework for Teachers of the School Teachers Pay and Conditions Document, and as may be amended by subsequent Documents, and to act in accordance with the school ethos, policies and practices, under the direction of the Headteacher:

### 1.0 Teaching

1. Plan and teach lessons and sequences of lessons to the class(es) you are assigned to teach within the context of the school's plans, curriculum and schemes of work in order to achieve target levels of pupil attainment, progress and outcomes;
2. Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
3. Set and mark work to be carried out by the pupil in school and elsewhere;
4. Participate in arrangements for preparing pupils for external examinations.

### 2.0 Whole school organisation, strategy and development

1. Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
2. Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
3. Supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so. (You will only rarely be required to provide such cover in circumstances that are not foreseeable).

### 3.0 Health, safety and discipline

1. Promote the safety and well-being of pupils in accordance with the school's Child Protection/Safeguarding and other relevant policies.
2. Maintain good order and discipline among pupils in accordance with the school's behaviour policy.

### 4.0 Management of staff and resources

1. Direct and supervise support staff assigned to you and, where appropriate, other teachers.
2. Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
3. Deploy resources delegated to you in accordance with the school's policies.

### 5.0 Professional development

1. Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff.
2. Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

### 6.0 Communication

1. Communicate with pupils, parents and carers in accordance with the school's ethos, policies and practice.

### 7.0 Working with colleagues and other relevant professionals

- 7.1** Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- 7.2** Participating in administrative and organisational tasks, including the direction or supervision of persons providing support for the teachers in the school, which require the exercise of your professional skills and judgment.

### 8.0 Fulfil wider professional responsibilities

- 8.1** Make a positive contribution to the wider life and ethos of the school;

Specific details of the accountabilities (eg the allocated curriculum and/or pupil development accountability under paragraph 2.2 above) should be recorded and reviewed annually by the appraiser.

This job description and related documents provides the standards and framework for Performance Management Objectives for a Main Pay Range Teacher which will be set under the school's Appraisal Policy before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the educational opportunities of pupils at that school.



## JOB DESCRIPTION – Upper Pay Range

Paragraphs 1 to 8 below are a Main Pay Range Teachers Responsibilities as set out in Part 6 Contractual Framework for Teachers of the School Teachers Pay and Conditions Document, and as may be amended by subsequent Documents. Main Pay Range teachers are required to act in accordance with the school's ethos, policies and practices, under the direction of the Headteacher.

In addition to the duties and responsibilities of a Main Pay Range Teacher you are, as an Upper Pay range teacher, required to be highly competent in all elements of the Teacher Standards, to ensure that your achievements and contribution to the school are substantial and sustained and to ensure that you discharge the Accountabilities under paragraph 9 and, if you are paid at the maximum of the Upper Pay Range, accountabilities under paragraph 10.

### **1.0 Teaching**

1. Plan and teach lessons and sequences of lessons to the class(es) you are assigned to teach within the context of the school's plans, curriculum and schemes of work in order to achieve target levels of pupil attainment, progress and outcomes;
2. Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
3. Set and mark work to be carried out by the pupil in the school and elsewhere;
4. Participate in arrangements for preparing pupils for external examinations.

### **2.0 Whole school organisation, strategy and development**

1. Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
2. Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
3. Supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so. (You will only rarely be required to provide such cover in circumstances that are not foreseeable).

### **3.0 Health, safety and discipline**

1. Promote the safety and well-being of pupils in accordance with the school's Child Protection and other relevant policies.
2. Maintain good order and discipline among pupils in accordance with the school behaviour policy.

### **4.0 Management of staff and resources**

1. Direct and supervise support staff assigned to you and, where appropriate, other teachers.
2. Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
3. Deploy resources delegated to you in accordance with school policies.

### **5.0 Professional development**

1. Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff.
2. Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

### **6.0 Communication**

1. Communicate with pupils, parents and carers in accordance with the school ethos, policies and practice.

### **7.0 Working with colleagues and other relevant professionals**

- 7.1** Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- 7.2** Participating in administrative and organisational tasks, including the direction or supervision of persons providing support for the teachers in the school, which require the exercise of your professional skills and judgment.

### **8.0 Fulfil wider professional responsibilities**

- 8.1** Make a positive contribution to the wider life and ethos of the school;



## JOB DESCRIPTION – Upper Pay Range

### 9.0 Upper Pay Range Accountabilities

1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

### 9.3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.

4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
5. Have a more developed knowledge and understanding of your subjects/curriculum areas and related pedagogy including how learning progresses within them than a Main Pay Range teacher.
6. Have sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people.
7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
8. Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice

### 10.0 Additional Accountabilities for the Maximum of the Upper Pay Range

In addition to the requirements of a Main Pay Range teacher and an Upper Pay Range teacher, teachers paid at the maximum of the Upper Pay Range are required to ensure that they:

- 10.1 Play a critical role in the life of the school.
- 10.2 Provide a role model for teaching and learning.
- 10.3 Make a distinctive contribution to the raising of pupil standards.
- 10.4 Contribute effectively to the work of the wider team.
- 10.5 Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

Specific details of the accountabilities (eg which workplace policies under paragraph 9.1 above that the post holder will contribute to implementing and promoting) should be recorded and reviewed annually by the appraiser.

This job description and related documents provide the standards and framework for Performance Management Objectives for an Upper Pay Range teacher which will be set under the school Appraisal Policy before, or as soon as practicable after, the start of each appraisal period.

The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. The objectives set for each teacher will, if achieved, contribute to the school plans for improving the school educational provision and performance and improving the educational opportunities of pupils at that school.



## PERSON SPECIFICATION

You should be able to demonstrate that you meet the following criteria:

E = Essential, D = Desirable

Measured by:

A= Application Form, R = Reference, I = Interview

QUALIFICATIONS		
E	Well qualified teacher – PGCE / QTS	A
EXPERIENCE		
E	Experience of teaching Religious Education across KS3 and KS4	A/R/I
E	Good practitioner	R/I
E	Experience in monitoring academic progress	A/R/I
D	Track record of success in examination results	A/R/I
EQUAL OPPORTUNITIES		
E	Understanding of performance difference between boys, girls and specific groups	R/I
D	Experience with strategies for dealing with performance	I
SKILLS		
E	Good communication skills	A/I
E	Interest in student welfare	R/I
E	Able to engage young people	A/R
E	Ability to prioritise	A/R
KNOWLEDGE		
E	Use data for pupil performance	R/I
E	Understand the use of assessment in improving performance	I
E	Excellent subject knowledge	A/R/I
DISPOSITION		
E	Ability to work within a team	R/I
E	Excellent personal skills	R/I
E	Flexibility	R/I
E	Passion for the subject	R/I
E	Able to use initiative	R/I
E	Conscientious attitude	R/I
E	Enjoys a challenge	R/I