



# The Polesworth School

ENSURING EXCELLENCE

Dordon Road, Dordon, Tamworth, Staffs, B78 1QT  
01827 702 205



## Teacher of History

### Candidate Information



# The Polesworth School

## ENSURING EXCELLENCE

Dear Applicant,

### Teacher of History

Many thanks for your interest in becoming a Teacher of History at The Polesworth School. This is a permanent role and we are looking to fill this vacancy from September 2026.

Polesworth is truly a community based comprehensive school. We have approximately 1500 students on roll which includes a large and thriving sixth form. We have extremely high standards and expectations and our ethos is underpinned by the three Rs of Ready, Respectful and Responsible.

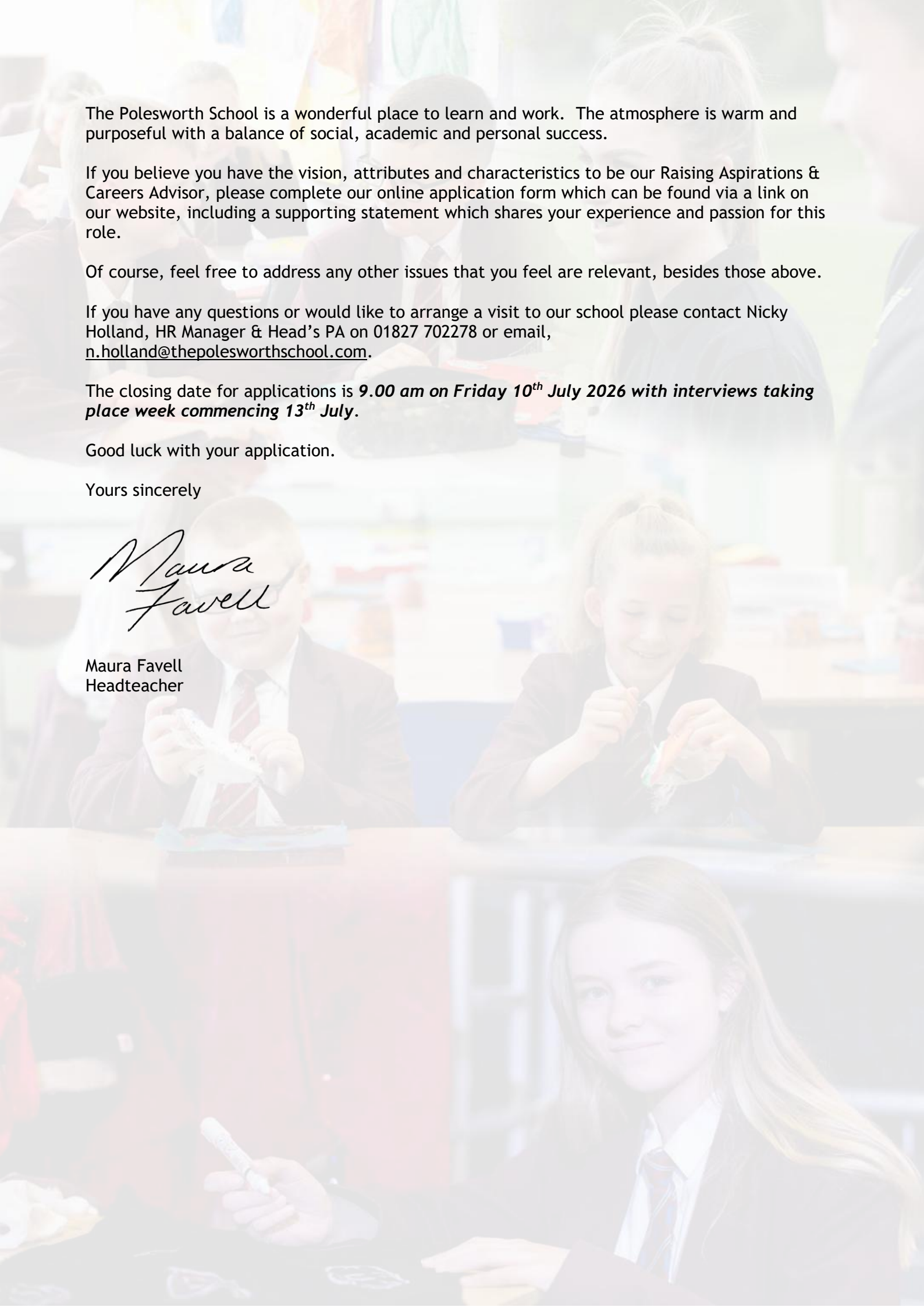
Staff work tirelessly to ensure that all students are able to develop their confidence, resilience and desire to achieve so that they become well-rounded and well-educated individuals who are able to contribute positively to society and realise their full potential.

Polesworth is heavily oversubscribed and comprises a staff of over 200 people. Our Strategic Leadership Team consists of the Headteacher, a Senior Deputy Head, a Deputy Head, four Assistant Headteachers, the Head of Finance & Operations and the HR Manager. Heads of Department and Heads of Year are line managed by members of SLT.

Pastorally, the school is organised horizontally with every student belonging to one of our four Houses: Arden, Stratford, Kenilworth and Warwick. There is a healthy rivalry across the Houses in a wide variety of activities. The House system supports our ethos of social, academic and personal achievement.

Key Stage 3 students study all National Curriculum subjects together with Personal Development. We teach French and German and all Year 7 students are taught in mixed ability and broad ability groups. In Year 8 broad ability grouping is sustained. Students follow a common core of English, English Literature, Maths, Science, RS, PE and Personal Development at KS4. In addition, they take option subjects according to the Pathway they have been allocated. Tomlinson Hall Sixth Form Centre offers a very wide range of 'A' Levels and vocational courses.

We have a great deal of experience in the further development of all our staff. Our appraisal approach is one of coaching under the banner of 'Growing Great People'. We operate under a Trust wide staff development programme entitled "Developing People" and our induction programme for all new staff is superb!



The Polesworth School is a wonderful place to learn and work. The atmosphere is warm and purposeful with a balance of social, academic and personal success.

If you believe you have the vision, attributes and characteristics to be our Teacher of History, please complete our online application form which can be found via a link on our website, including a supporting statement which addresses the following points:

- How do you believe your experience to date has prepared you for this role?
- Your views on the role of the Form Tutor
- Your understanding of outstanding History Teaching.

Of course, feel free to address any other issues that you feel are relevant, besides those above.

If you have any questions or would like to arrange a visit to our school please contact Nicky Holland, HR Manager & Head's PA on 01827 702278 or email, [n.holland@thepolesworthschool.com](mailto:n.holland@thepolesworthschool.com).

The closing date for applications is **9.00 am on Tuesday 16<sup>th</sup> June 2026**.  
Good luck with your application.

Yours sincerely



Maura Favell  
Headteacher

## *Our Values & Vision*

These are our values. They can be thought of as our 'non-negotiables' - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for the school.



## *Our Young People*

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

***Social:*** They have developed and sustained excellent friendships and an ability to build mutual respect with others. They know how to behave and conduct themselves so that they are ready for the next stage in their lives

***Academic:*** They have developed intelligence and a broad range of knowledge and skills that equip them for the next stage in their lives.

***Personal:*** They have personal attributes and talents that have been nurtured at school often beyond the day to day planned curriculum. They have pride and confidence in who they are and what they can achieve. They have developed essential character virtues and a crucial sense of possibility.



## *Our Staff*

All members of our staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationship, working together to enhance professional growth and the consequent achievements of the young people in our care. All staff have clarity and certainty about the direction our school and trust are taking and be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures our schools are among the best in the country.

# *Teacher of English*

**Post:** Class Teacher - The Polesworth School

**Responsible to:** The Headteacher, Strategic Leadership Team (SLT) and the Governing Body

**Responsible for:** The post holder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities

**Salary:** MPS 1- 6 or UPS 1-3, in line with the Community Academies Trust Pay Policy.

**Location:** The Polesworth School

## **Main purpose of the role:**

- Be responsible for the learning and achievement of all pupils in the class ensuring equality of opportunity for all;
- Be responsible and accountable for achieving the highest possible standards in work and conduct;
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils;
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2012);
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

## **Duties and responsibilities**

- All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document.
- Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process.
- Working with the Headteacher and leadership team, to implement the strategic vision for primary education across the CAT family of schools so that they ensure excellence.

## **Teaching**

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English
- Have a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics

- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate regular marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and learning
- Use and understand relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate

### **Behaviour and Safety**

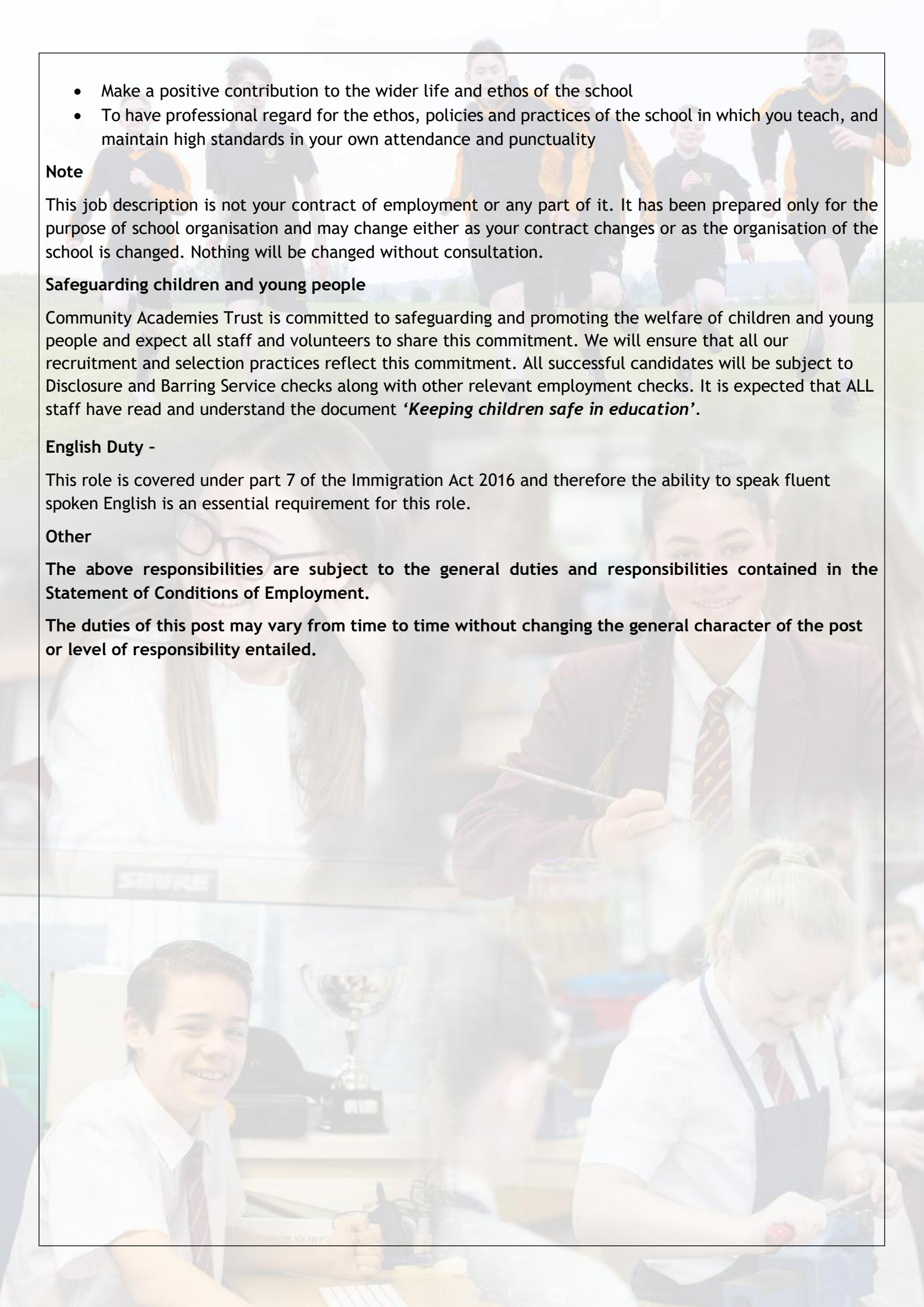
- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

### **Team working and collaboration**

- Participate in any relevant meetings/professional development opportunities, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team and CAT member and identify opportunities for working with colleagues and sharing the development of effective practice within own school and within the Community Academies Trust
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document
- Promoting the ethos of the Academy, as expressed in the mission and vision statements, is a shared responsibility to which teaching staff make a significant contribution.

### **Fulfil wider professional responsibilities**

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Perform any reasonable duties as requested by the Headteacher

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- Make a positive contribution to the wider life and ethos of the school
  - To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality

#### **Note**

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

#### **Safeguarding children and young people**

Community Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks. It is expected that ALL staff have read and understand the document '*Keeping children safe in education*'.

#### **English Duty -**

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

#### **Other**

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

## Teacher Person Specification

- **Qualifications**
  - Qualified teacher status or recognised equivalent.
- **Experience**
  - Teaching experience with the age range and/or subject(s) applying for.
  - Evidence of continuing and recent professional development relevant to the post.
- **Knowledge and skills**
- **The ability to effectively:**
  - Create a stimulating and safe learning environment.
  - Establish and maintain a purposeful working atmosphere. Plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach, other relevant initiatives and the school's own policies.
  - Assess and record the progress of pupils' learning to inform next steps and monitor progress.
  - Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote the diverse cultural and equality issues in the classroom.
  - Teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles.
  - Encourage children in developing self-esteem and respect for others.
  - Deploy a wide range of effective behaviour management strategies, successfully.
  - Communicate to a range of audiences (verbal, written, using ICT as appropriate).
  - Use ICT to advance pupils' learning, and use common ICT tools for their own and pupils' benefit.

## Commitment

- **Demonstrate a commitment to:**
  - Safeguarding and promoting the welfare of children and young people
  - Equalities
  - High quality, stimulating learning environments
  - Willingness to undergo appropriate checks, including enhanced DBS checks
  - Motivation to work with children and young people
  - Ability to create a happy, challenging and effective learning environment
  - Ability to form and maintain appropriate relationships and personal boundaries with children and young people
  - Ability to establish and develop close relationships with parents, governors and the community
  - Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline
  - Have a willingness to demonstrate commitment to the values and behaviours which flow from CAT ethos
  - Relate positively to and showing respect for all members of the school and wider community
  - ongoing relevant professional self-development

Dear Applicant

Thank you for your interest in joining The Polesworth School and to make a real difference for young people. **The Polesworth School** is an important member of our family of community schools.

Our Trust originated as The Polesworth School Academy Trust and then became the Community Academies Trust after going into partnership with Birchwood Primary School in November 2012. The Trust has grown since 2012 and now comprises 3 secondary schools and 12 primary schools in Warwickshire, Staffordshire and Telford.

Community Academies Trust currently operates in three hubs in North Warwickshire & Staffordshire, Warwick, Stratford-upon-Avon and Leamington Spa and Telford & Wrekin.

Our trust is a values driven organisation, believing fundamentally in the talent of young people and is driven to ensure local communities have exceptional schools. Trustees have set strategic objectives for the trust. These ensure that the schools in our trust are:

- Focused on achieving outstanding academic, personal and social outcomes for the children
- Committed to the moral imperative of community school improvement and shared system leadership
- Mutually supportive and fiercely loyal to each other
- Equal partners with all other schools irrespective of their phase, size or achievements
- Multi academy trust minded - our schools celebrate the success of others as well as themselves and share accountabilities
- Financially disciplined and committed to fulfilling their delegated responsibilities to the best of their abilities under a robust governance arrangement.

This culture and ethos ensure the young people in our care benefit from expertise and support shared across all our schools so that we can maintain our attention to our children's individual talents and potential. I use this story to illustrate my own personal commitment to the children in our schools:

*"As the old man walked the beach at dawn, he noticed a young man ahead of him picking up starfish and flinging them into the sea. As he caught up with the youth, he asked him why he was doing this. The answer was that the stranded starfish would die if left until the morning sun. The old man said that there were millions of starfish, and how could he possibly make a difference. The young man looked at the starfish in his hand and threw it into the waves to safety "it makes a difference to this one" he said.*

The main message from this story is clear - children will thrive if we all make sure we focus on them as individuals, get to know them well, meet their needs and be ambitious for them.

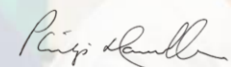
Our schools are orientated around ensuring excellent provision and are constantly reflecting on what is best for our professionals' working environment and for the young people in our care. All of us at our Trust want the children to achieve socially, personally and academically and leave school with a crucial sense of possibility - vital for success in life.

When you work with us, we are also keen that you will grow as a professional and benefit from our culture of professional development. Your wider professional development is very important to us and we have the capacity through our trust policy 'Growing Great People', trust school professional networks and the trust wide Institute of Education to support you in your work and career.

If you feel the trust is an organisation you would like to join and you can contribute to our future success, further information is available on the school website - [www.thepolesworthschool.com/vacancies](http://www.thepolesworthschool.com/vacancies) where you will find a link to our recruitment portal. We intend to carry out interviews shortly after the closing date deadline. If you would like to talk to someone about the position, please contact **Nicky Holland, HR Manager & Head's PA** - [n.holland@thepolesworthschool.com](mailto:n.holland@thepolesworthschool.com).

Good luck with your application.

Yours sincerely



Philip Hamilton OBE  
Chief Executive Officer



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