



# South Pennine Academies

An excellent education for everyone

## APPLICATION PACK

Teacher - English  
Date: 01/09/2026





## CONTENTS

WELCOME .....	3
ABOUT SOUTH PENNINE ACADEMIES .....	4
JOB DESCRIPTION.....	6
PERSON SPECIFICATION .....	8
SAFEGUARDING NOTICE.....	10
PARTNERS OF THE SPA TRUST.....	12
OUR ACADEMY PARTNERS & SCITT.....	13

- Submit your application by 9am on 25<sup>th</sup> February 2026
- If you have any queries regarding the application process, please contact our HR on [hr@spacademies.org](mailto:hr@spacademies.org)
- Interviews: Week beginning 9<sup>th</sup> March



# WELCOME

Dear Potential Colleague,

Thank you for taking an interest in joining South Pennine Academies. I hope the following pages will give you a flavour of what our Trust has to offer. SPA is a family of 11 school partners; this includes 3 secondary and 8 primary schools located in Calderdale, Kirklees and Oldham. The Trust also operates Huddersfield Horizon SCITT, which is rated as a 'good' ITT provider by Ofsted.

As a Trust we are ambitious and outward facing. We are committed to providing a high-quality education for our pupils, allowing them to achieve their full potential irrespective of their starting points. Our academies are an integral part of their local communities - and we are passionate about equalizing life chances by eliminating the disadvantaged gap in educational achievement through exceptional pedagogy, enrichment and digital innovation.

In recent years we have focused on our centralisation agenda bringing all HR operations (including payroll), finance, estates and operations under the direct leadership of the Trust. This enables senior leaders to concentrate more on what they know best - learning and teaching - allowing us to bring about greater capacity and efficiency across our schools.

The next stage is to embed our vision of 'an excellent education for everyone' underpinned by our core values.

We are committed to the recruitment, development and retention of high-quality staff, ensuring they have access to excellent professional development opportunities with the aim for SPA to be an employer of choice.

The team at South Pennine Academies are committed to delivering school improvement through the development of effective partnerships with our academies, the communities we serve and external organisations. Our academies are an

integral part of their local communities. We value the diversity and distinctive opportunities that working within our local communities brings. Development of local solutions to meet local needs is a key aspect of our work.

Strong collaborative working brings drive, expertise and capacity to all elements of our school improvement work, allowing school to support to flourish. By working together, we provide a high-quality educational experience and give everyone the best possible chance to achieve. Improving the life chances of all our students is central to our vision.

Outstanding learning starts with strong and effective leadership and high performing staff. We are committed to ensuring that we recruit, develop and retain high quality staff, ensuring all have access to excellent professional development opportunities. We always aim to be an employer of choice.

We are looking for a passionate, energetic and dedicated candidate with a strong character and someone who has the ability to motivate and inspire young people, to achieve their full potential. Most importantly, we are keen to hear from candidates that are driven by a strong sense of purpose and their genuine ambition to help the academy improve standards even further.

If this is a position that appeals to you, and you have the passion to make a positive impact, then we would very much like to hear from you.

If you wish to discuss any of the opportunities we have on offer, please contact us at [HR@spacademies.org](mailto:HR@spacademies.org) or call 01484 503110.

We also invite you to visit our website [www.southpennineacademies.org](http://www.southpennineacademies.org) to learn more about the Trust.

Yours sincerely  
**Alison Black**  
Chief Executive Officer



# ABOUT SOUTH PENNINE ACADEMIES

## OUR VISION AND VALUES

- Develop a group of closely partnered academies
- Ensure all academies are world class Centres of Excellence for Teaching and Learning
- Ensure the Trust plays a pivotal role in improving the life chances of students
- Develop local solutions and partnerships to meet local needs
- Promote school improvement with inclusion and diversity at its core



South Pennine Academies believes in school improvement through a partnership model. This brings drive, expertise and capacity to the school improvement agenda. We recognize and encourage each academy's unique characteristics and ethos, reinforcing their individual identities within their respective communities.

## WHY JOIN US

- **Partnerships:** The Trust is committed to developing partnerships with our academies, the communities we serve and external organisations.
- **Family of schools:** Each SPA school is unique and serves a distinct community, which is central to our approach to school improvement.
- **Collaboration:** We promote strong collaboration to bring drive, expertise and capacity to the Trust which allows our academies to flourish.
- **Ambition:** We are committed to providing the very best educational experience for our pupils to succeed and achieve.
- **Inclusion:** we place inclusion at the heart of everything we do as we are committed and passionate about making a positive impact on the communities we serve.
- **Strong culture:** We have established a positive school culture focused on integrity, ambition and inclusion.



# How to Apply

Thank you for taking time to read about the Trust. If you wish to apply you should:

- Complete the application form fully, via My New Term [www.mynewterm.com](http://www.mynewterm.com) ensuring all details are accurate and all declarations are signed.
- Please ensure you enclose at least two professional referees with one being your current employer and any other employer in the last two years (with professional email addresses if possible).

- Do not enclose additional CVs.
- Ensure you complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of our Trust.
- Please ensure that you also include information on how you will develop the role and how your previous experience has equipped you for this.

The academy is committed to safeguarding and promoting the welfare of all students, and staff must share this commitment. The appointment is subject to a satisfactory enhanced Disclosure & Barring Service check and the Academy's Safer Recruitment policy and procedures. Please note two references will be taken up prior to the interview process; please ensure your referees are prepared and aware of your application.



# JOB DESCRIPTION

## Classroom Teacher – English

**Reporting to:** Curriculum/Subject Leader

**Salary:** MPS/UPS

**Term:** Full time

**Location:** School Based

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The school teachers' pay and condition document and the Teachers' Standards constitute the class teachers job description at Moor End Academy.

Extracts below are taken from School Teachers' Pay and Conditions Document and the Teachers' Standards is appended.

Teachers are required to follow policies and procedures as laid down in the Staff Planner, Staff Handbook and related documents on the VLE.

### Part 6: Teachers Professional Responsibilities

#### Teachers other than a Headteacher

A teacher (other than a headteacher) may be required to undertake the following duties:

##### Teaching

- Plan and teach lessons and sequences of lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- Participate in arrangements for preparing pupils for external examinations.

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

- 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.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes
- Subject to paragraph 52.10 supervise and so far, as practicable teach any pupils where the person timetabled to take the class is not available to do so.

##### Health, safety and discipline

- Promote the safety and well-being of pupils.
- Maintain good order and discipline among pupils.

##### Management of staff and resources

- Direct and supervise support staff assigned to them and, where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy resources delegated to them.

## Professional development

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

## Communication

- Communicate with pupils, parents and carers.

## Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school.

### In addition:

- Demonstrate a clear understanding of the form tutor role and participate fully (if requested / allocated a group) as a tutor, in the related LINKS and assemblies programmes.
- Support the Strategic Direction and Development of the Academy as directed by your line manager and SLT.
- Participate and contribute towards the faculty achieving plans that support the Academy Strategic Learning and Development Plan.
- Participate fully in all training opportunities offered.

## Accountability

- To the Curriculum Leader / designated line manager, Senior Leadership Team and Governing Body for effective fulfilment of the roles and responsibilities outlined above and appended.
- To provide objective information, and support to the Curriculum Leader, SLT and the Governing Body on Subject matters to enable them to meet responsibilities for securing effective teaching and learning, high standards of achievement, efficiency and good 'value for money' and to enable them to present coherent and accurate accounts of the academy's performance to a range of audiences including the DfE, OFSTED, the local community and others.
- Support the Curriculum Leader / designated line manager in creating and developing an organisation in which staff within the faculty recognise that they are accountable for the success of the academy.
- Assist the Curriculum Leader in ensuring that all parents are well informed about curriculum, attainment and progress and are able to understand realistic and challenging targets for improvement and to make a full informed contribution to achieving them.

## Footnotes

The above details are not exhaustive, and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to her/him by the Principal/Executive Principal or his/her representative. This job description may be reviewed at any time via consultation between the LAB and/or the SLT and the post-holder to meet the needs of the school.

# PERSON SPECIFICATION

E = Essential  
D = Desirable

A = Application Stage  
I = Interview and Assessment stage  
R = References

## Relevant Experience

Successful 'subject' teaching or teaching practice experience. E      A,I,R

## Education & Training Attainments

Qualified teacher status. E      A

Degree or equivalent qualification in 'subject' or a related subject area. E      A

Evidence of recent in-service training in the specialist subject and other related areas. D      A

## General & Specialist Knowledge

Able to demonstrate a thorough knowledge of 'subject' teaching. E      A,I,R

Able to demonstrate a knowledge of innovative approaches to the teaching of 'subject' E      R,I

## Skills & Abilities

Must be an effective teacher, skilful in communicating with individuals and have a positive presence in the classroom. E      R,I

Displays commitment to the protection and safeguarding of children and young people E      I

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**D = Desirable**

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## Any additional factors

Ability to teach 'subject' to GCSE level.	<b>E</b>	<b>I</b>
Must be confident, flexible, enthusiastic, approachable and able to inspire others.	<b>E</b>	<b>A</b>
Willingness to undertake professional development in the specialist subject and other related areas.	<b>E</b>	<b>A</b>
Willingness to assist in the development of extra-curricular activities.	<b>E</b>	<b>A,I</b>
Must be able to contribute to the work of departmental teams	<b>D</b>	<b>I</b>
Must be determined to raise achievement.	<b>E</b>	<b>A,I</b>
Ability to offer another subject would be advantageous.	<b>D</b>	<b>A</b>



# SAFEGUARDING NOTICE

## Important Safeguarding notice/ Statement of Intent

As part of your wider duties and responsibilities you are required to promote and actively support the Trusts 'responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable

South Pennine Academies is committed to ensuring a culture of safer recruitment and as part of that implement recruitment procedures that deter, reject or identify people who might abuse children. All Academies across the Trust adopt a consistent and rigorous approach in the recruitment and selection processes, with the aim of ensuring that those recruited are suitable for such an important and responsible role. The purpose of safer recruitment is ultimately to:

- Deter: From the beginning of the recruitment process, it is important to send the right message – that the organisation has a rigorous recruitment process and does not tolerate any form of abuse. Wording in adverts and recruitment information must aim to deter potential abusers.
- Identify and Reject: It will not always be possible to deter potential abusers. Therefore, careful planning for the interview and selection stage, in terms of asking the right questions, setting appropriate tasks and obtaining the right information can assist in finding out who is suitable for the role and who is not.
- Induct: Induction is an essential part of our recruitment process, we ensure that comprehensive induction processes are in place, together with appropriate policies and procedures, raising awareness through staff training and generally developing and maintaining a safe culture within the organisation will all help to prevent abuse or identify potential abusers. Academy is committed to safeguarding and promoting the welfare of all students and staff must share this commitment. Appointment is subject to a satisfactory enhanced Disclosure & Barring service check and the Academy's Safer Recruitment policy and procedures. Please note two references will be taken up prior to the interview process, please ensure your referees are prepared and aware of your application.

The intention of this policy is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to pupils within the organisation. The policy and the practical implementation of recruitment and selection processes also aim to meet all legislative requirements, any statutory or other guidance that may from time to time be issued in order to keep children safe and safer recruitment in education, as well as principles of general good practice.

As part of our shortlisting process, in accordance with KCSIE Guidance, an online search will be completed on all shortlisted candidates.

## Equality

The Board of Trustees and school are committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourable on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated.

We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

## Disabled applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personnel Specification. As an equal rights employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

## Privacy notice

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) (EU 2016/679) and the provisions of the Data Protection Act 2018 (DPA 2018). This policy applies to all personal data, regardless of whether it is in paper or electronic format. For further information please see the full privacy policy on our school website.



**South  
Pennine  
Academies**

An excellent education for everyone

The Gateway,  
Lowfield's Business Park, Lowfield's Close, Elland, HX5 9DX  
Telephone: 01484 503110, Email: [office@spacademies.org](mailto:office@spacademies.org)  
Website: [www.southpennineacademies.org](http://www.southpennineacademies.org)



## PARTNERS OF THE SPA TRUST

**South Pennine Academies is a charitable multi academy trust established in 2012. We currently work with eleven primary and secondary converter and sponsored academies located in Calderdale, Kirklees and Oldham. The Trust also operates Huddersfield Horizon SCITT, rated a good ITT provider by Ofsted.**

The team at South Pennine Academies are committed to delivering school improvement through the development of effective partnerships with our academies, the communities we serve and external organisations. Our academies are an integral part of their local communities. We value the diversity and distinctive opportunities that working within our local communities brings. Development of local solutions to meet local needs is a key aspect of our work.

### BENEFITS OF JOINING THE TRUST:

- **Professional Development** - The Trust is committed to developing all staff within their roles and creating continued fantastic opportunities for further career progression.
- **Pension** - Every employee of South Pennine Academies has access to the Teachers' Pension Scheme or the Local Government Pension Scheme.
- **Wellbeing Benefits** - Through our wellbeing provider, Smart Clinic, staff can access a number of generous wellbeing benefits including physiotherapy, cancer support, stress counselling support and weight management.
- **Free Will writing service** - Provided via solicitors Dunham McCarthy – a free and completely confidential service for all SPA employees. The free service is provided remotely, either by telephone or video call, at a time to suit you. You will have an adviser to help you complete each step from start to finish.
- **Free eye test vouchers** - All employees can request a Specsavers voucher from the Trust. This gives them a free eye test and up to £49 off glasses for VDU purposes only.
- **Annual Flu Vaccinations** - Annual Flu vaccinations offered to staff either by visit from nurse on site or via vouchers, accepted at various GP surgeries or pharmacies.
- **Flexible Days** - Our Trust is trailing a Scheme which allows all staff up to 2 days paid time off during term time for life events.

# OUR ACADEMY PARTNERS & SCITT



Joined on:  
17<sup>th</sup> August 2011



Joined on:  
1<sup>st</sup> September 2016



Joined on:  
1<sup>st</sup> September 2016



Joined on:  
1<sup>st</sup> September 2016



Joined on:  
1<sup>st</sup> March 2017



Joined on:  
1<sup>st</sup> September 2017



Joined on:  
1<sup>st</sup> March 2018



Joined on:  
1<sup>st</sup> September 2018



Joined on:  
1<sup>st</sup> October 2018



Joined on:  
1<sup>st</sup> February 2020



Kirkheaton Primary School  
play learn achieve

Joined on:  
1<sup>st</sup> February 2021