

# iet

isle  
education trust

## Candidate Information Pack

South Axholme Academy  
Teacher of Computing

**klpa** kirton lindsey  
primary  
Academy

**bspa** burton upon stather  
primary  
Academy

**apa** alkborough  
primary  
Academy

**ca** coritani  
Academy

**eпа** epworth  
primary  
Academy

**sa** south  
axholme  
Academy



# About IET

The Isle was created when local ancient settlers in North Lincolnshire combined their communities enabling individual inhabitants to live safely and thrive. Isle Education Trust is proud to have built itself on these foundations and is a community of schools who grew from the mutual recognition that by working together to build communities we can inspire each other to be excellent.

Isle Education Trust (IET) was formed when South Axholme Academy and Epworth Primary Academy became partners to support and develop excellence in the local education community. Soon after, the benefits of belonging to a wider community all working together with a common purpose attracted Coritani Academy to join the Trust.

Isle Education Trust is an education community, driven by the belief that individuals and communities flourish together when they

- are **respectful** of their communities and the individuals within them.
- work together to **inspire excellence** in one another in order to thrive.
- are **resilient** to challenges and dare to be excellent.

At Isle Education Trust each academy has its own mind-set which underpins all that they do. Our students are at the heart of everything we

do, and we aim to ensure every single one of them has the support and guidance they need in order to reach their full potential.

We believe that every individual matters – learners, staff, parents and governors. The Trust places equal emphasis on enjoying learning inside and outside of the classroom. We feel passionately that all students should have the opportunity to be involved in a broad range of activities, regardless of gender, background or religion. In this way students gain a breadth of experience to enable them to develop into highly sought after individuals in whatever route they take upon leaving the Trust.

IET is committed to supporting academies to achieve this goal by celebrating what is unique about each setting, whilst providing structures and mechanisms to reduce pressures on Principals and leaders by absorbing roles such as finance, HR, Estates Management, IT and other statutory obligations in to the IET Centralised Services team. As a result, Principals are able to devote their time and energy to managing teaching, learning and the quality of education within their academy so that it is the very best that it can be.

- We believe that we can **inspire excellence together** and are a place where **communities matter** and **individuals thrive**.





# Welcome from the CEO

Dear Prospective Colleague,

Thank you for your interest in joining Isle Education Trust. Whether you are at the start of your teaching journey or bringing a wealth of experience, I'm delighted that you're considering becoming part of our community.

At Isle Education Trust, our vision is simple yet powerful: Inspiring Excellence Together. We believe in creating environments where individuals thrive and communities flourish. Across our 6 academies - South Axholme Academy, Coritani Academy, Epworth Primary Academy, Alkborough Primary Academy, Kirton Lindsey Primary academy and Burton upon Stather Primary Academy—we are united by a shared commitment to high standards, inclusive practice, and a deep sense of belonging.

Our values are not just words on a page—they shape how we work, how we support one another, and how we grow. We ask every member of our team to:

**Be respectful** – acting with honesty, consistency, and care.

**Be resilient** – embracing challenges and daring to be excellent.

**Be inspirational** – leading by example and lifting others through our actions.

We know that great teachers change lives. That's why we invest in your development, champion your wellbeing, and celebrate your successes. Whether it's through high-quality CPD, collaborative networks across the Trust, or leadership pathways, we are committed to helping you thrive professionally and personally.

Our academies are vibrant, welcoming places to work—where innovation is encouraged, support is ever-present, and every voice matters. If you share our belief in the power of education to transform lives, I warmly invite you to explore the opportunities within our Trust.

We look forward to the possibility of welcoming you to our team.

Warm regards,



**Sarah Sprack**  
CEO  
Isle Education Trust



# Welcome from the Principal

Dear Prospective Colleague,

As Principal of South Axholme Academy, I am proud to lead a school with a rich history and an exciting future. Established as South Axholme School in 1961, we now serve approximately 930 students. In 2012, the school became an academy, and the following year took a lead role in forming Isle Education Trust. The small size of the Trust enables close collaboration whilst allowing us to maintain autonomy over our curriculum and teaching to best meet the needs of our students and community.

Located in the historic market town of Epworth, North Lincolnshire, between Doncaster and Scunthorpe and within easy commuting distance of Rotherham, Sheffield, Leeds, East Yorkshire and Lincoln, South Axholme Academy draws students from over 25 primary schools across North Lincolnshire, Nottinghamshire, and Doncaster. We are regularly oversubscribed, which reflects the confidence families place in us.


Our academic outcomes consistently exceed the national average, reflecting our strong commitment to excellence. Equally important is nurturing the whole child by developing not only academic potential but also confidence, character, and wellbeing. Beyond the classroom, our vibrant calendar offers a wide range of events and enrichment opportunities, from sponsored walks and drama productions to sports clubs, educational visits, and community celebrations like Christmas carol concerts and senior citizens parties. Central to our ethos is the South Axholme Mindset—being Ready, Respectful, and Resilient—which guides everything we do and inspires everyone to Expect Excellence.

Knowing our students, staff, and families well allows us to provide a broad, balanced, and inclusive curriculum tailored to individual needs. As part of our commitment to support, we are developing a new study hub with North Lincolnshire Council, providing a smaller, focused environment for students who benefit from additional support.

South Axholme Academy is a vibrant, ambitious and welcoming school with a strong track record of excellence in all areas. As Principal, it is an honour to lead this community as we continue the next phase of our journey, one that I am confident will be filled with even greater success.

If you would like any further information about the role, or would like to arrange a visit, do get in contact by emailing [admin@southaxholme-iet.co.uk](mailto:admin@southaxholme-iet.co.uk) or by ringing us on 01427 87212. I would be delighted to talk to you about our wonderful school!

Every best wish,



**Stephanie Hamilton**  
Principal  
South Axholme Academy



# Job Description

<b>Job Title</b>	Teacher of Computing
<b>Salary</b>	MPS/UPS
<b>Job Details</b>	Permanent Post
<b>Location</b>	South Axholme Academy
<b>Required</b>	September 2026
<b>Application Close</b>	Tuesday 19 May 2026 – 9.00am
<b>Interview Date</b>	Thursday 21 May 2026

## Job Purpose

To deliver high-quality, engaging Computer Science lessons that promote strong Computing skills to KS3 and KS4 students. The role supports students’ academic achievement and personal development in line with South Axholme Academy’s core values of being *Ready, Resilient, and Respectful*. As part of a committed teaching team, you will contribute to a culture of high expectations and continuous improvement, preparing students to succeed in further education, employment, and life.

You will report to the Director or Data and Outcomes.





# Key Responsibilities and Accountabilities

## Teaching and learning

- Deliver consistently high-quality teaching in line with the Academy's schemes of learning, curriculum intent, and relevant examination board specifications, ensuring excellent outcomes for all learners.
- Plan and deliver engaging, well-structured lessons that promote high levels of challenge, participation, independence, and progress for students of all abilities.
- Employ a range of evidence-informed teaching strategies, aligned with the Academy's Teaching and Learning Framework and underpinned by Rosenshine's Principles of Instruction.
- Demonstrate excellent subject and curriculum knowledge, modelling high standards of literacy, numeracy, communication, and academic scholarship within lessons.
- Adapt teaching effectively to meet the diverse needs of students, including those with SEND, EAL, disadvantaged backgrounds, and varying prior attainment profiles, ensuring equitable access to the curriculum and sustained progress for all learners.
- Use effective questioning, modelling, retrieval practice, scaffolding, and adaptive teaching strategies to address misconceptions and support long-term retention of knowledge.
- Maintain high expectations for behaviour, attitudes to learning, presentation, and classroom routines, creating a safe, inclusive, and purposeful learning environment where students can thrive.
- Work collaboratively with colleagues to plan, evaluate, and refine schemes of learning, lesson resources, and curriculum materials that support coherence, progression, and high-quality teaching.
- Use student performance data effectively to identify gaps in learning, inform classroom practice, and support targeted intervention strategies that raise attainment across all key groups of learners.
- Work closely with teaching assistants and other professionals to ensure appropriate support, challenge, and inclusion within the classroom.
- Set meaningful and appropriately differentiated classwork, homework, and cover work to ensure continuity of learning and sustained academic progress.
- Promote independent learning, resilience, critical thinking, and positive attitudes towards learning through engaging and ambitious classroom practice.
- Engage positively with professional development, instructional coaching, and collaborative practice in order to continually enhance teaching effectiveness and student outcomes.
- Consistently model professionalism, reflective practice, and high standards of classroom practice in line with the Teachers' Standards and the Academy's expectations for teaching and learning.

## Assessment and reporting

- Provide timely, meaningful, and subject-specific feedback in line with the Academy's and department's marking and feedback policies, ensuring it supports student progress and closes gaps in understanding.
- Monitor, track, and analyse student progress using Academy systems, identifying trends and underachievement at both class and individual level, and implementing appropriate strategies and interventions to secure improvement.
- Communicate effectively and professionally with all stakeholders, including pastoral teams, senior leaders, teaching assistants, parents/carers, and external agencies, to support student progress, wellbeing, and engagement.

## Wider Professional Responsibilities

- Collaborate effectively with colleagues within the other departments, the pastoral team, and other relevant staff across the Academy to support student progress and uphold the Academy's values and expectations.
- Contribute to departmental development by creating and sharing high-quality teaching resources, supporting the ongoing improvement of teaching and learning across the subject.
- Engage fully in performance management, including the target-setting process, and actively participate in subject-specific professional development opportunities.
- Offer constructive input and ideas during department meetings and other professional forums, supporting a culture of continuous improvement and collaboration.
- Fulfil the role of a form tutor, providing daily pastoral care, monitoring student well-being, attendance, and academic progress, and acting as a key point of contact between the Academy and parents/carers.
- Promote the personal development of students through structured tutor time activities, aligned with the Academy's values of being Ready, Resilient, and Respectful, and contribute to the delivery of the General Studies programme where appropriate.





## We expect all Trust staff to:

- Work with all students ensuring equality of opportunity for all.
- Take responsibility for Safety and Welfare of all students, raising any concerns following the Academy/Trust protocols and procedures.
- Work proactively and effectively in partnership with all stakeholders.
- Carry out a share of statutory supervisory duties.
- Treat students with dignity and build relationships always rooted in mutual respect and observing proper boundaries appropriate to the professional position.
- Participate in CPD relevant to the role.
- Accompany teaching staff and students on visits, trips and out of school activities as required.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English and numeracy.
- Participate in arrangements for examinations and assessments.
- Take an active role in promoting good behaviour in and around the Academy/Trust.
- Ensure that students adhere to the uniform code and apply sanctions when this code is breached.
- Develop an academy learner mind-set – the attitudes, skills and learning habits needed to become an inspired, confident and independent learner.
- Be a positive role model and demonstrate consistently and effectively the positive attitudes, values and behaviour which are expected of students.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Regularly review the impact of their work and its impact on students' progress, attainment and well-being, refining approaches where necessary and responding to advice and feedback from colleagues.
- Proactively participate with arrangements made in accordance with the Appraisal Policy.
- Have professional regard for the practice, ethos and policies of the Academy/Trust and maintain high standards in your own attendance and punctuality.
- Always operate within the stated policies and practices of the Academy/Trust.
- Contribute positively and effectively to the whole Academy/Trust ethos.
- Cooperate with other staff members to ensure a sharing and effective use of resources to the benefit of the Academy, individual departments and students.
- Attend and participate in appropriate calendared meetings.
- Take responsibility for own professional development and duties in relation to Academy policies and practices.
- Ensure compliance with data protection laws and safeguarding procedures.
- Carry out any other duties as directed by your Line Manager as may from time to time be agreed in accordance with the nature of the job described above.
- Liaise effectively with staff, students, parents and governors.
- Ensure compliance with Health and Safety at Work Act 1974 and all other policies related to health and safety, and to ensure compliance with the Data Protection Act 1988.

This is not an exhaustive list of tasks and job descriptions will be continually reviewed and changed according to the needs of the Trust.

Post holders will be expected to be flexible in undertaking duties and responsibilities attached to their post and may be asked to perform duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility. This job description is provided for guidance only and does not form part of the contract of employment.



# Person Specification:



Education, Qualifications and Relevant Experience	Essential	Desirable
Degree with Qualified Teacher Status (QTS) in English or recognised equivalent.	A	
Experience of working in a secondary school		A
Evidence of recent participation in a range of CPD.		A I
Specialist Knowledge and Skills	Essential	Desirable
Evidence of being an excellent teacher with a record of raising achievement.	A I	
Strong subject knowledge with the ability to adapt lessons to meet the needs of different groups of learners.	A I	
Knowledge of National Curriculum expectations.	A I	
Confident user of data with the ability to measure the impact of in-class interventions.		A I
Interpersonal and Communication Skills	Essential	Desirable
Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	A I	
Ability to work collaboratively and effectively within a team.	A I	
Emotionally resilient.	A	
Well-developed interpersonal and communication skills (including written, oral and presentation).	A I	
Strong behaviour management skills.	A I	
Able to develop and maintain good relationships with staff, parents/carers and the wider community.	A I	
Personal Qualities & Essential Attributes	Essential	Desirable
High standards of professionalism, punctuality, appearance and behaviour.	I	
Ability to demonstrate discretion, confidentiality and commitment.	I	
Enthusiasm, determination and insistence on high standards.	I	
Flexibility.	I	
Equal Opportunities	Essential	Desirable
A commitment to promoting equality and diversity, providing an inclusive and co-operative environment in which all students and individuals working for and on behalf of the organisation feel respected and able to give of their best.	A	



Safeguarding

Essential

Desirable

Committed to promoting the welfare of all children and creating a safe environment in which children can learn; considering, always, what is in the best interests of the child.

A I

Health and Safety

Essential

Desirable

Aware of Health & Safety and Safeguarding as appropriate to role.

A I

KEY

A = assessed through the application process

I = assessed through the interview process





# Trust Benefits:



## Pension Scheme

All staff are enrolled in either the Teachers' Pension Scheme or Local Government Pension Scheme, whichever is relevant.



## Continuous Professional Development

IET offers numerous opportunities for continued CPD for **all** staff including NPQs and apprenticeships



## Cycle to Work Scheme

Eligible staff may apply to purchase a new bike, e-bike or cycling accessories through this salary sacrifice scheme, making significant savings.



## Staff Wellbeing

This is a priority for the Trust. All staff have access to a free Employee Support Package, including 24/7, 365 days a year online and telephone support covering areas such as mental health, bereavement, financial advice and counselling.



## Healthcare

All staff have free access, 24/7, 365 days a year to an online doctor.



## Flu Vaccinations

All staff can request a free voucher for a flu vaccination in the Autumn term.



## Discounts

Through our employee benefits platform, staff can make significant savings through discounts and vouchers in a range of areas including restaurants, supermarkets, retail and holidays.



## Appointment Process

### How to apply

To apply for this post via My New Term, visit the IET website:

**[Isle Education Trust - Vacancies](#)**

Please note that the personal statement you provide as part of this process must be **no longer than 1000 words.**

Receipt of early applications from candidates with the appropriate experience, qualifications and personal qualities may result in an early interview being offered.

Isle Education Trust promotes equality of opportunity and welcomes applications from all sectors of society.

Isle Education Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All posts at Isle Education Trust are subject to an Enhanced Disclosure and Barring check.