



Teacher

# Recruitment Pack



Nurturing inclusive learning communities

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## CEO WELCOME

Dear Applicant,

Thank you for your interest in this vital post of Teacher at Ethos Academy Trust. We hope that the information contained within this pack provides sufficient information and helps you to decide if you have the right qualities, skills and experience to apply for this position.

The overarching aim of Ethos Academy Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

We have six Academies: Ethos College, Reach Academy, Evolve Academy, Engage Academy, Elements Academy and Enrich Academy and we have high aspirations for future growth.

Thank you for your interest in Ethos Academy Trust and we will look forward to receiving your application.



Chris Davis  
CEO, Ethos Academy Trust



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## HEADTEACHER WELCOME

Dear Applicant,

Engage Academy is based in Batley, West Yorkshire and is a part of Ethos Academy Trust. Engage Academy is a well-established alternative provision in Kirklees, specialising in supporting Key Stage 1 and 2 pupils with wide-ranging social, emotional and mental health (SEMH) needs.

At Engage Academy, we believe that all pupils deserve the opportunity to be supported to re-engage with learning and school life. We achieve this within a stimulating, safe and welcoming environment, where the curriculum is personalised to meet the differing needs and interests of all our pupils. Our staff pride themselves on offering a nurture-based approach and a high-quality educational provision that supports pupils to achieve positive outcomes and become ready to move onto further success in their next educational setting.

We are committed to ensuring that our staff are fully equipped to deliver a personalised, aspirational offer that meets the needs of all pupils. We therefore have a comprehensive staff training programme to enable our team to continue to develop their knowledge, skills and practice, with a high focus on supporting all aspects of SEMH needs.

We are seeking to appoint a Teacher to join our strong and dedicated team. The successful applicant must be dedicated to supporting our pupils to reach their full potential. I would like to thank you for your interest in Engage Academy and I look forward to receiving your application.

Thank you for your interest in Engage Academy.

*A. Ward*

Alison Ward

Headteacher, Engage Academy

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Nurturing inclusive learning communities

**Ethos College** provides long-term full-time education places for Key Stage 4 pupils (ages 14 to 16) with wide ranging Social, Emotional Mental Health (SEMH) needs.

Our mission at Ethos College is to create a secure and stimulating learning environment in which all students are valued and respected, their learning is promoted, and their strengths are nurtured. Our focus is to prepare young people for transition to post-16 education, employment or training.



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**Evolve Academy** is a KS2 and KS3 school that supports students with wide-ranging Social, Emotional and Mental Health (SEMH) needs. We currently have two school bases: one in Wakefield and the other in Castleford. Some of our students have been permanently excluded from Wakefield primary or secondary schools. We also work in partnership with Wakefield mainstream schools to offer a 12-week placement for students who may require short-term step-out provision before returning to their mainstream school.

Our aim is to provide a supportive and nurturing environment that will enthuse and engage students in education. We strive to ensure that our students have clear pathways to their next educational setting, supporting schools to ensure that their varying long-term needs can be effectively met, whether this is in a mainstream or more specialised school environment. Our long-term aim is for students to be empowered to develop into responsible citizens beyond their school years.



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**Elements Academy** opened in September 2022, and is a special school based in Rotherham for students in KS2 to KS4 who have social, emotional and mental health (SEMH) needs. All pupils attending the academy have an Educational Health and Care Plan (EHCP) in place.

We provide a community that is safe, respectful and aspirational and the nurture principle is at the heart of everything that we do. We offer a curriculum that empowers students to gain the skills, knowledge and resilience they need to be happy and successful individuals. At Elements Academy, we place equal value upon academic and personal development and, whilst we know our students have barriers to overcome, we are committed to giving them the skills to overcome them.



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**Reach Academy** is a well-established school for children in Key Stage 3 (ages 11 to 14) with Social, Emotional Mental Health (SEMH) needs. All pupils attending the academy have an Educational Health Care Plan (EHCP) in place. Our nurture principles underpin our practice and ensure that we meet the individual needs of every pupil. We are committed to improving the life chances of pupils by removing barriers to engagement and achievement. Our aim is to create a secure and inspiring environment where every child is empowered to take ownership of their learning and their futures.



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**Engage Academy** is a school for primary aged children in EYFS 2 and Key Stages 1 and 2 (ages 4-11) with SEMH needs. All pupils attending the academy have an Education, Health and Care Plan (EHCP). We offer a nurturing, safe, inclusive and friendly environment where the building of trusting relationships is paramount. We have extremely high expectations and achieve good academic progress across the curriculum with an emphasis placed on improving pupils' reading, writing and maths skills through personalised and creative learning opportunities.



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**Enrich Academy** is a well-established education provision for Key Stage 4 students (aged 14-16), specialising in supporting students with Social, Emotional and Mental Health (SEHM) needs as well as supporting young people aged 14-16 who are unable to attend a mainstream setting. Our nurture-based philosophy underpins our practice and ensures that we meet the individual needs of every student.

At Enrich Academy, our aim is to provide a caring, stimulating, safe and welcoming environment where learning is enjoyable. We also ensure our teaching is personalised to the needs of students by customising the curriculum to challenge ability and raise aspirations.

We aim to improve student wellbeing and the life chances of our young people, and all our students are supported to fulfil their individual potential whilst developing the confidence and skill required to succeed in post-16 education, employment or training.

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## TRUST MISSION

Ethos Academy Trust is uniquely positioned with a clear strategic focus on Social Emotional and Mental Health and wider Special Educational Need provision. Our Academies are nurturing and inclusive communities, underpinned by a genuine value led culture where pupils and staff thrive and grow to their full potential.

## OUR CORE VALUES

|  |   |
|--|---|
|  <h3>Leading<br/>with integrity</h3> <ul style="list-style-type: none"><li>• Championing honesty and transparency</li><li>• Building trusting relationships</li></ul> |  <h3>Encouraging<br/>freedom and responsibility</h3> <ul style="list-style-type: none"><li>• Working collaboratively</li><li>• Investing in effective partnerships</li></ul> |
|  <h3>Thinking<br/>innovatively</h3> <ul style="list-style-type: none"><li>• Finding creative solutions</li><li>• Meeting individual needs</li></ul>                 |  <h3>Improving<br/>continuously</h3> <ul style="list-style-type: none"><li>• Raising standards</li><li>• Developing strong and effective leaders</li></ul>                 |
|  <h3>Celebrating<br/>achievement</h3> <ul style="list-style-type: none"><li>• Improving academic progress</li><li>• Enriching personal development</li></ul>        |  <p><b>ETHOS</b><br/>ACADEMY TRUST</p> <hr/> <p>Nurturing inclusive learning communities</p>  |

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## WHY WORK FOR THE TRUST?

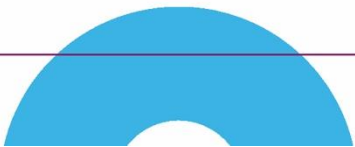
Ethos Academy Trust spans West and South Yorkshire, with all our Academies in close proximity to one another and in easy reach of main motorways and the cities and towns of Leeds, Wakefield, Huddersfield, Bradford and Rotherham. The proximity of our Academies is such that it lends itself to close and collaborative working.


At Ethos Academy Trust, we are committed to providing a top-class education and we put the needs of all the children and young people within our community at the heart of what we do. Our staff are pivotal in this and in recognising, achieving and bringing to life our vision and values.

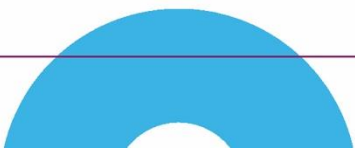
As such, we are committed to providing our staff with high quality professional development which can be evidenced through a variety of channels. We have numerous examples of staff who have developed and progressed their careers with the Trust. We fully embrace the fact that if we invest in our staff and their futures, we will create an environment where staff are happy, inspired and ambitious, which in turn means that they are able to create positive, engaging and life changing learning experiences for pupils

Ethos Academy Trust is fully committed to supporting and enhancing the wellbeing and mental health of all stakeholders. Across the Trust there are regular opportunities for staff to come together outside of their normal working day in a social or other activity capacity.

As an employer, we are able to provide the following benefits to all members of staff:

- A chance to work at a unique Trust with a clear direction and commitment to working with Social Emotional and Mental Health need and wider SEND pupils.
  - The Trust maintains nationally agreed terms and conditions in relation to pay and conditions for teaching and support staff and continues to subscribe to local holiday patterns and allowances within the local authority of each academy.
  - Opportunities to collaborate with colleagues across academies and within the Central Trust teams and other Multi Academy Trusts on a local and/or regional basis.
  - Structured and informal opportunities to develop skills and opportunity to progress, share best practice (locally and nationally).
  - Access to Teacher and Local Government Pension Schemes.
  - Access to 24/7 Employee Assistance Programme which includes counselling and physiotherapy services.
  - All staff have 1:1 sessions with their managers every half term and complete a Wellness Action Plan at least annually.
  - All staff are required to have an annual appraisal.
  - We recognise and reward staff who have gone over and above with our half termly values driven staff awards.
  - Opportunity to have your say and to contribute to Academy related developments via annual staff survey, regular “pulse” surveys and Academy Liaison Groups.
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- Access to employee salary sacrifice schemes such as Cyclescheme, Techscheme and discounted shopping.
  - Additional day off after 5 years' service with the Trust





I was inspired to pursue a career with children who have SEMH needs through my experience of teaching music as an unqualified Teacher. I joined the Trust thirteen years ago as an Inclusion Worker and was subsequently promoted to Senior Inclusion Worker, before being supported to secure a teaching qualification. More recently I was able to complete training to become a SENDCo and I am currently SENDCo for Reach Academy. The Trust and management team within Reach Academy not only supported my ambition to become a fully qualified Teacher, they continue to offer opportunities for my ongoing personal and professional development.

**SARAH SIMMONDS**, SENDCO - REACH ACADEMY

During my 8 years of employment with Ethos Academy Trust, I have been supported to access a number of professional opportunities and, after securing a teaching role, I became a member of the Senior Leadership Team at Ethos College and was supported in undertaking the NPQSL to help me enhance my leadership skills, understanding and practice. From January 2024, I moved to the position of Head of School at Reach Academy.

The Trust is committed to providing relevant and meaningful professional development opportunities to support the career progression of the staff team. I have always felt highly valued and supported by the Trust in everything that I do. It is an absolute privilege to work for a Trust that is so invested in supporting its staff to be the best that they can be and help to transform the lives of so many young people.

**JACK GHEE**, HEAD OF SCHOOL - REACH ACADEMY



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## ADVERT FOR A TEACHER

Teacher  
MPS/UPS plus SEN2  
Part time working Wednesday, Thursday and Friday  
Permanent  
Closing date: Wednesday 8 July 2026 at 9am

### Applicants

This is an exciting opportunity to join Ethos Academy Trust, where we aim to deliver the very best educational experiences for pupils across the primary and secondary age range. Our academies are welcoming, calm and purposeful and, within a nurturing ethos, our learners are stretched academically, supported pastorally and developed socially and emotionally.

We are looking to appoint a Teacher to join our passionate and hardworking team at Engage Academy.

If you are looking for a new and rewarding challenge in education and you are committed and passionate to making a difference, then we look forward to hearing from you.

Closing date: Wednesday 8 July 2026 at 9am  
Interview date: Tuesday 14 July 2026

If you require further information or would like to arrange a visit, please contact Gemma Harvey on [gharvey@eat.uk.com](mailto:gharvey@eat.uk.com)


You can apply for the vacancy at <https://www.eat.uk.com/recruitment-portal/current-opportunities/>

### Safeguarding statement

Ethos Academy Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including an Enhanced DBS check (including Children's Barred List) and past employment references.

Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.

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## TEACHER JOB DESCRIPTION

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|------------------------------|--|
| <b>Job title</b>             | Teacher  |
| <b>Location</b>              | Engage Academy, Batley   |
| <b>Hours</b>                 | Part time working Wednesday, Thursday and Friday   |
| <b>Reports to</b>            | Headteacher  |
| <b>Staff responsible for</b> | Non-teaching staff (Inclusion Workers)   |
| <b>Closing Date</b>          | Wednesday 8 July 2026 at 9am   |
| <b>Salary/Grade</b>          | MPS/UPS plus SEN2  |
| <b>Job Purpose</b>           | You will run a class group of pupils; planning and delivering outstanding learning opportunities. This will be achieved whilst securing a nurturing and supportive environment with high expectations for all pupils to enable them to achieve their full potential. |

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## KEY OBJECTIVES AND ACCOUNTABILITIES

### Main Duties

- Plan and implement an ambitious, personalised curriculum, for groups and individuals to re-engage them in learning, supporting individual learning pathways in response to SEND (SEMH / CCI) needs and ensuring high quality outcomes.
- Develop an inspiring nurturing environment conducive to learning.
- Have responsibility for reporting pupil progress to parents and agencies, through home reports and SEN reports/plans.
- Set individual targets (academic and SEND), review and report on progress for all pupils.
- Use tracking tools to provide a clear assessment of pupils' SEMH development needs and track their progress towards set targets.
- Liaise with colleagues to ensure high quality provision is delivered and best practice is shared across the Trust.
- Provide a stimulating, educational environment for specific groups of pupils with a range of needs.
- Develop a positive ethos that ensure a calm environment through the effective implementation of the academy's communication and behaviour policy.
- Attend meetings as required by the Head Teacher.
- Contribute to the maintenance of up-to date records within the Trust.
- Support pupils and their parents/carers in enabling them to make the most of the educational opportunities offered by the Trust.
- Contribute towards curriculum development and differentiation across the academy.
- Liaise with other agencies when appropriate i.e., Social Services, Educational Psychology, the Virtual School, CAHMS, SENDACT etc.
- Keep abreast of developments in all areas of the National Curriculum, Special Educational Needs and teaching and learning.
- Participate in continuing professional development (CPD) and performance management in line with Trust policy and practice.
- Carry out any other duties, appropriate to the level reasonably expected of a teacher paid an equivalent SEN allowance, relating to the efficient organisation of the service.
- Take reasonable care of the health and safety of self, other persons and resources whilst at work.
- Co-operate with management of the Trust as far as is necessary to enable the responsibilities placed up on the Trust under Health and Safety at Work to be performed e.g., operate safe working practices.
- Carry out professional duties of a teacher outlined in the most recent Teacher's Pay and Conditions document, including Teachers Professional Standards, as directed by the Head Teacher.
- Research, prepare and select teaching resources that meet the diversity of pupils' needs and interests.
- Effectively use Information Communication Technology (ICT) to enhance learning activities and increase pupils' competence and confidence.
- Adhere to the Trust's policies and ensure they are applied consistently.

### General

- Act with integrity, honesty and professional competence and understand the importance of confidentiality.
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- Have a positive attitude towards working with vulnerable young people including ability to be understanding, responsive, calm and supportive.
  - Carry out your duties with due regard to current and future Trust and academy policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, induction and on-going performance development and through Trust communications.
  - Take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting the Trust's responsibilities under the Health and Safety at Work Act
  - Demonstrate day to day commitment to the Trust's vision, mission and core values.
  - Carry out such reasonable additional duties as may from time to time as determined by or on behalf of Trust Senior Leaders or the Trust Board.



## PERSON SPECIFICATION

|   | Key Criteria  | Essential (E) / Desirable (D) |
|---|---|-------------------------------|
| <b>Knowledge, Education and Training</b>  | Hold qualified teacher status   | E                             |
|   | Have evidence of recent, relevant CPD   | E                             |
|   | Willingness to lead CPD sessions for staff  | D                             |
|   | Evidence of nationally recognised nurture-based training/qualifications   | D                             |
| <b>Relevant Experience</b>                | Experience of nurturing principles and how they can be applied to develop and deliver outstanding practice within a nurture-based setting | E                             |
|   | Evident understanding and application of quality first teaching   | E                             |
|   | A proven track record of raising attainment and relevant strategies   | E                             |
|   | Experience of managing and using pupil attainment and tracking data   | E                             |
|   | Experience of initiating and implementing strategies to improve parental involvement in their children's learning                         | E                             |
|   | Experience of working with pupils with social, emotional and mental health difficulties either in mainstream or special schools           | E                             |
|   | Experience of liaison and co-operation with other professional agencies.  | E                             |
|   | Experience of motivating hard to reach learners   | E                             |
|   | Experience of managing small teams of staff to ensure high quality outcomes through effective deployment of resources                     | D                             |
| <b>Aptitudes, skills and competencies</b> | Proven track record as an outstanding primary/nurture classroom practitioner  | E                             |
|   | Ability to articulate a clear vision for high quality teaching and learning in an AP setting  | E                             |

|                        |   |   |
|------------------------|---|---|
|                        | Have good communication skills and a positive outlook   | E |
|                        | Ability to develop and maintain effective professional relationships with all members of the school community and outside agencies      | E |
|                        | Emotional resilience in working with pupils with exhibit challenging behaviour  | E |
|                        | Be able to work under pressure and prioritise to meet deadlines   | E |
| Any additional factors | The post holder may be required to work outside of normal school hours on occasion with due notice                                      | E |
|                        | Willingness to be flexible and adaptable in a variety of situations   | E |
|                        | Willingness to undergo an enhanced DBS check and sign up to the DBS service on an annual basis  | E |
|                        | Commitment to ongoing personal training and development   | E |
|                        | Willingness to work offsite with pupils and families  | E |
|                        | Full driving licence and willingness to drive the school minibus and also transport pupils on own vehicle and obtain business insurance | E |
|                        | Understanding of relevant policies/codes of practice and awareness of relevant legislation  | D |

### Equality and Diversity statement

Ethos Academy Trust treats all applicants for employment in the same way regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

### Disability statement

Ethos Academy Trust is committed to promoting equality of opportunity for people with disabilities. We continue to review our processes and procedures to ensure individuals with disabilities receive full and fair consideration for all types of vacancies at the recruitment stage and during their employment.

Individuals who apply to the Trust for employment will receive fair treatment and be considered solely on their ability to do the job. Where required reasonable adjustments will be applied. During employment the Trust, wherever possible, will retain the services of an employee who is or has become disabled.

### Online checks for shortlisted candidates

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In accordance with DfE Keeping Children Safe in Education 2024, an online search, including social media, will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process.

**GDPR**

A copy of our Privacy Notice is available via our website: [www.eat.co.uk](http://www.eat.co.uk)



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Ethos Academy Trust  
c/o Reach Academy  
Field Hill Centre  
Batley Field Hill  
Batley  
WF17 0BQ

