



Candidate Pack
Teacher of Religious Studies &
Lead Coach



Co-op Academy
Belle Vue

Welcome from the Principal

Thank you for your interest in applying for the role of Teacher of Religious Studies as a Lead Coach at Co-op Academy Belle Vue. As a member of our Middle Leadership Team, this role offers an opportunity to work in close partnership with the Principal and the Senior Leadership Team to provide vision, leadership and management for the academy, and to help ensure that standards across the school are outstanding.

Co-op Academy Belle Vue opened in September 2021 and is built upon the shared values and 'ways of being' that underpin all Co-op Academies ; Be yourself, always - Do what matters most - Show you care - and Succeed together. Our academy is:

- A cooperative community where students from different backgrounds, beliefs and cultures grow together, developing the skills and character they need to be successful beyond their time at the academy
- A community where staff work together to create an inclusive, welcoming and highly ambitious learning environment
- A community where local residents and organisations are empowered to work together for the success of all.

At Co-op Academy Belle Vue, we do things differently and better. We deliver an outstanding well rounded quality of education for our students with an entitlement of the most powerful knowledge for all. The implementation of our curriculum is securely embedded and our intent statement is consistently implemented. We are committed to creating something special, a culture of high expectations with the ways of being and our CARE principles at the heart of everything we do.

The ideal candidate is someone who is enthusiastic about their subject, stays up to date on the latest research and developments, and has a genuine love for their discipline. They set the bar high for student behaviour and attention, are highly organised and dependable, and have a strong grasp of curriculum design and effective teaching methods. They are committed to a curriculum that emphasises a strong foundation of knowledge.

The school has developed a well-crafted and ambitious curriculum and teachers have a firm understanding of how this should be delivered. Teachers' choice of learning activities encourages pupils to be reflective and inquisitive thinkers.
Ofsted 2024

Our goal is to provide an exceptional educational experience for our students and to foster a community where everyone feels valued and supported. To achieve this, we are looking for an expert in this field, someone who will lead and model excellence consistently. As a leader, you will be dedicated to creating an environment where students feel inspired to learn, where teachers feel supported to teach, and where everyone feels invested in the success of the school.

We are looking for a leader who has already demonstrated excellent leadership, management and communication skills, and the ability to effectively drive forward change which ultimately impacts positively on the outcomes of pupils and the overall standards of the academy. Exceptional teamwork, high standards and a capacity for hard work will be at the core of your success. You will

be a creative thinker with an ability and determination to develop Co-op Academy Belle Vue as a beacon of excellence in all areas, in order to secure high quality outcomes for all pupils.

The successful candidate will have recent experience and evidence of substantial impact on the improvement of a school or academy in areas relevant to this role.

I would highly recommend you visit the Academy prior to your application. Please see below availability. To arrange a visit please contact emily.mitchell@coopacademies.co.uk

15th January 3.15 pm

21st January 9.00am

29th January 3.15pm

Scott Fletcher
Principal

The deadline for applications is 12 noon on 30th January 2025
Interviews will be held 4th February 2025



Job Title : Teacher of Religious Studies & Lead Coach

Salary / grade range	MPS / UPS + TLR 2b £5,351
Location	Co-op Academy Belle Vue
Reports to	Associate Assistant Vice Principal & Head of Department

Purpose of role:

The Teacher of Religious Studies & Lead Coach will ensure the highest standards of learning, development and achievement for their students and will take responsibility for the education and welfare of all students at Co-op Academy Belle Vue. The Teacher of Religious Studies has responsibility for the education of students for whom they are timetabled to teach. This leader will work within a lead coaching team on the delivery of a comprehensive research leadership programme which develops leadership capacity to successfully deliver a world class curriculum.

Key accountabilities (and specific duties / responsibilities):

Set high expectations which inspire, motivate and challenge all students

- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of all students
- Deliver on the implementation of our CPD and coaching programme so that it has a positive impact on the implementation of the curriculum and that it impacts successfully on rapidly raising standards across the academy.

Promote good progress and outcomes by all students

- Promote high standards of attainment, progress and outcomes for all students
- Plan scaffolded teaching to build on students' capabilities and prior knowledge
- Guide students to reflect on the progress they have made and their emerging needs and adapt classroom practice if necessary
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- Encourage students to take a responsible and conscientious attitude to their own work and study
- Deliver with the Vice Principal and Associate Assistant Principal to embed a personalised approach to pedagogy across the academy embedding Teach Like a Champion techniques effectively and consistently, ensuring they have a positive impact on outcomes.
- Devise, develop and review monitoring techniques for pedagogy alongside the Vice Principal so that they are accurate and identify and spread good and better practice across the academy, whilst also addressing underperformance appropriately and rapidly.

Leading Progress and Outcomes

- Working with the quality of education team to implement the strategic development of pedagogy so that it is world-class.
- Working with the quality of education team to implement a culture of pedagogical experimentation and advancement.
- Working with the quality of education team to develop a team of expert leaders to coach across the departments.
- Promote the role that expert teacher knowledge has in good learning.

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interests in these subjects and address misunderstandings and misconceptions
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, numeracy and oracy including the correct use of standard English, whatever the teacher's specialist subject

Plan lessons (in line with minimum expectations) and teach well structured lessons

- Improve knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set and assess homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum

Adapt teaching to respond to the strengths and needs of all students

- Know when and how to differentiate appropriately, using approaches which enable students to learn more effectively
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and implement strategies to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of scholar, and know how to adapt teaching and learning to support students' education at different stages of development
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- To plan for, direct and be responsible for the work of additional support personnel within the classroom to ensure that support impacts on the learning of students

Make accurate and productive use of assessment

- Make accurate and productive use of assessment in line with the expectations of the academy
- Make effective use of a range of assessment for learning techniques to measure progress in lessons
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure students' progress
- Use relevant data to monitor progress, set targets and plan subsequent lessons
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in both in classrooms and around the academy, in accordance with the academy's behaviour policy
- Have high expectations of behaviour, 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 students needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority and act decisively when necessary

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the academy
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively (where available)
- Take responsibility for improving performance through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents, carers and external agencies with regard to students' achievements and well-being

Personal and Professional Conduct

- Demonstrates a high standard of personal and professional conduct and uphold public trust in the profession by maintaining a high standard of ethics and behaviour in and outside of the academy in line with the academy's policy
- Has professional regard for and actively promote the ethos, policies and practices of the academy and maintain high standards in own dress, attendance and punctuality
- Understands and acts within the statutory frameworks which set out professional duties and responsibilities

As a teacher, it's expected that you adhere to the Teachers Standards, consistently exhibit excellent personal and professional conduct, maintain public trust in the teaching profession, and uphold high ethical standards both inside and outside of school.

This job description outlines the main duties and responsibilities, but not every task may be listed. You may be asked by the Head of Academy to perform similar tasks not specified here, and you're expected to comply with such reasonable requests.

This job description is current as of the date indicated, and the Head of Academy may make changes in consultation with you to reflect changes in the job, aligned with the grade and job title.

Personal attributes required (based on job description):

Attributes	All attributes are essential, unless indicated below as 'desirable'
Qualifications & Experience	<ul style="list-style-type: none">• Education to degree level or equivalent• QTS/QTLS and GTC registered• An excellent track record of recent, relevant professional development• Accountability for the performance of a cohort/class of young people• Experience of effective teaching and performance within the curriculum area.

<p>Skills, Ability, Knowledge:</p>	<ul style="list-style-type: none"> ● Understand the principles behind quality teaching and learning and their potential for raising standards for every child ● Understand and implement the principles and practices of highly effective planning and delivery ● Understand effective review and evaluation procedures ● Understand and implement effective strategies to ensure a calm and focused teaching climate ● Understand the importance of the application of ICT, literacy and numeracy to effective teaching and be committed to delivering these. <p>Desirable</p> <ul style="list-style-type: none"> ● Experience of Lemov's TLAC pedagogical approach ● An understanding of cognitive Religious Studies ● Understanding and implementing the effective use of Rosenshine's principles of instruction ● Effective use of visualiser for modelling
<p>Personal Qualities:</p>	<ul style="list-style-type: none"> ● A commitment to equality, diversity and inclusion ● Evident enjoyment in working with young people and their families ● Empathy in relation to the needs of the academy and the local community ● Ability to inspire confidence in staff, students and parents ● Sets high standards and is a role model for students and staff ● Adaptability to changing circumstances/new ideas. ● Is reflective in terms of own practice and willing to give and receive feedback <p>Desirable</p> <ul style="list-style-type: none"> ● Personal ambition, pride and self discipline ● Intellectual ability and curiosity ● Determination to succeed and the highest possible expectations of self and others ● Vision, imagination and creativity ● Personal impact and presence ● A commitment to maintaining the highest standards of attendance and punctuality
<p>Communication Skills</p>	<ul style="list-style-type: none"> ● Communicate the vision of the academy in relation to improvement plans ● Communicate effectively orally and in writing to a range of audiences.
<p>Decision Making Skills</p>	<ul style="list-style-type: none"> ● Make decisions based on analysis, interpretation and understanding of relevant data and information ● Demonstrate good judgement. <p>Desirable</p> <ul style="list-style-type: none"> ● Think creatively and imaginatively to anticipate, identify and solve problems.
<p>Self Management & Team Working Skills</p>	<ul style="list-style-type: none"> ● Prioritise and manage own time effectively ● Work under pressure and to deadlines ● Reliability, integrity, stamina, resilience and perspective.

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| | <ul style="list-style-type: none">● Work effectively as a member of a team● Deal sensitively with people and resolve conflicts● Seek advice and support when necessary.● Take responsibility for your own professional development. |
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Desirable

- Set and achieve ambitious professional goals
- Ability to motivate all those around you
- Ability to liaise effectively with other organisations and agencies.

This post is subject to an enhanced DBS check and references.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnership.