

# SEATON VALLEY FEDERATION



**TEACHER OF RE / PSHE  
PERMANENT  
FULL TIME 1.0 FT**

**ASTLEY  
COMMUNITY  
HIGH SCHOOL**



Astley Community High School is part of the Seaton Valley Federation of Schools. The other members of the federation are Whytrig Middle School, which is co-located with Astley in Elsdon Avenue and Seaton Sluice Middle School. The three schools share a single governing body.

We are also about to embark on an exciting new chapter. Northumberland County Council has recently announced plans for a multi-million pound investment to create a brand new building for Astley Community High School and Whytrig Middle School, which we will be moving into in September 2025.

*I have a very simple philosophy when it comes to the type of schools that I want to lead. Simply put, I want them to be outstanding in everything that they do and ensure that students attend a school where they are safe, happy and successful.*



**John Barnes, Executive Headteacher**

# What it's like to work here

*"Working at Seaton Valley Federation is like working with family. It is a supportive environment where you're trusted to get on with your job because you're the expert."* **Gary Taylor, Business Manager, Data & Curriculum Support**

*'I joined the Seaton Valley Federation as a newly qualified teacher and felt supported and encouraged to reach my full potential from my very first day. We have a fantastic team across all three schools who all motivate one another, ensuring that we go from strength to strength as one big team'* **Lucy Shield, Teacher of English**

*"I feel proud and valued to be a part of Seaton Valley Federation. The federation fosters a collaborative environment where everyone feels valued and heard. The team is incredibly supportive, and I truly enjoy coming to work each day."* **Luscia Sykes Teacher of Business & ICT**

*"I joined Seaton Valley Federation two years ago and I would say that the most important elements of working across our three schools are firstly that you are trusted to do the job you are employed to do, secondly, you are part of a welcoming and supportive team and thirdly the variety of the role is amazing - no two days are the same."* **Angela Hall, Partnerships and Marketing Officer**

*"You really do feel that there is a supportive environment working at Seaton Valley Federation. They put faith in you to do your job and you are not micromanaged. Staff here look out for one another and will help you out as best they can."* **Martyn Simpson, Teacher of PE**



# The Role

**Astley Community High School**  
**Elson Avenue**  
**Seaton Delaval**  
**NE25 0BP**  
**0191 2371505**

<b>Job Role</b>	<b>Teacher of RE / PSHE</b>
<b>Type Of Contract</b>	<b>Permanent, Full Time 1.0FTE</b>
<b>Salary / Scale</b>	<b>Main / Upper Pay Ranges £31,650 to £49,084</b>
<b>Required From</b>	<b>1 September 2025</b>

## **Small enough to care, big enough to make a positive impact**

As a 13-18 school in south east Northumberland with good standards of teaching and behaviour and a strong commitment to improvement, we believe passionately that every student should be enabled to succeed in all aspects of school life. Building on our 'Good' rating by Ofsted, we continue to strive for further improvements.

This role is for an excellent RE / PSHE practitioner to focus on delivery in years 9, 10 and 11 and make a positive contribution to school life and meaningful impact on the lives of our students. With a strong sense of purpose and drive to improve student attainment and progress, you will join a small but committed team and will be supported to further develop your career and professional practice. The post would be suitable for an ECT or an experienced teacher.

The role is based in the Humanities faculty, a friendly team of seven teachers, who are committed to delivery high quality lessons across the range of subjects (Geography, History, French and RE). Staff are keen to develop new teaching methods and resources for the pupils we teach. Our schools have developed a consistent approach to differentiation, questioning, feedback and stretching the most able.

Student behaviour and attitudes to learning are good throughout the school and we need a highly motivated individual who can enable students to exceed their expectations and have high aspirations for their futures.

Although this post is primarily to teach at Astley Community High School, you may also be required to teach at Whytrig Middle School as both schools share an Executive Headteacher and the same site.

Visits to the school are also warmly welcomed and encouraged. Please contact Richard Goodman, Head of School on 0191 2371505 or email [vacancies@svf.org.uk](mailto:vacancies@svf.org.uk) to make an appointment.

We are committed to safeguarding and promoting the welfare of children and young people. It is essential that all staff and volunteers share this commitment. An enhanced criminal records check from the Disclosure and Barring Service is required for all posts.

# Job Description

<b>Post Title</b>	<b>Teacher</b>
<b>School</b>	<b>Astley Community High School</b>
<b>Payscale</b>	<b>Main / Upper Pay Ranges</b>
<b>Responsible To</b>	Relevant member of SLT or TLR postholder and to relevant Student Progress Leader/Head of School, as a form tutor
<b>Responsible For</b>	<b>N/A</b>
<b>Job Purpose</b>	To be accountable for the progress and attainment of own students through effective teaching and learning and consistent implementation of school policies and departmental guidelines.

## Duties and key result areas:

### General

- Carry out the professional duties of a teacher as set out in the School Teachers' Pay and Conditions Document.
- Carry out teaching duties in accordance with relevant policies, departmental guidelines, schemes of work and the National Curriculum.

### Generic Teaching and Learning Responsibilities

- Establish a purposeful and safe learning environment and manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline and a supportive culture in line with the agreed behaviour policy.
- Plan effectively in the short, medium- and long-term and prepare effective learning sequences, lessons and work across a series of lessons to ensure coverage of the curriculum and that the needs of all learners are met. Plan and prepare homework and other out of class work.
- Be aware of and apply a range of teaching and learning approaches which identify, build upon and develop pupil learning styles, and the ability to learn independently.
- Teach across a range of abilities and ages commensurate with the teacher's experience and skills.
- Assess, record and report on the development, progress and attendance of learners and analyse relevant data to promote the highest possible aspirations for learners and target expectations and actions to raise learners' achievements. Set accurate targets for pupil improvement and monitor progress towards these. Provide timely, accurate and constructively feedback on learners' attainment, progress and areas for development.
- Liaise effectively with parents/carers through informative oral and written reports on pupils' progress and achievements according to the agreed assessment and reporting schedule. Discuss appropriate targets with parents/carers and encourage them to support their child's learning, behaviour and progress.
- Demonstrate ongoing development and application of teaching practice, expertise and subject competence to enrich the learning experience within and beyond the teacher's assigned classes or groups of learners.
- Attend continuous professional development activities when required to update knowledge of the National Curriculum, syllabus changes and national initiatives which impact upon teaching, pastoral or other responsibilities.
- Communicate effectively and work collaboratively within and beyond the classroom with support staff (including directing their day-to-day work and planning lessons), teachers, other professionals, parents, carers, agencies and communities, to enhance teaching and learning and promote the positive contribution and wellbeing of learners.
- Contribute to the development and implementation of priorities, policies and activities in order to enable school development plan priorities to be achieved.
- Promote and implement policies and practices that encourage mutual tolerance, respect for diversity and the core values of the Seaton Valley Federation of Schools.

- Undertake the role of form tutor, if required to do so, and follow the guidance given by the Assistant Head – Student Support and Student Progress Leaders.
- Carry out supervisory duties before school, at break or after school as required.
- Attend department and other school meetings as required.

**In addition, Upper Pay Range teachers are expected to:**

- Make significant contributions to implementing workplace policies and practice and to promote their implementation.
- Give advice on the development and wellbeing of children and young people, if required.
- Promote collaboration between colleagues and contribute to their professional development through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- Make a significant contribution to school improvement planning and evaluation.

**Whole School Responsibilities**

- Promote the safeguarding and welfare of children and young persons the post holder is responsible for, or comes into contact with. Be aware of school policies and other guidance on the safeguarding and promotion of wellbeing of children and young people. Take appropriate action where required.
- Ensure that whole school policies are effectively implemented including health and safety, equal opportunities, e-safety, confidentiality and data protection.

The schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. You are therefore under a duty to use the schools' procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the school: the pay level has been established on this basis.

**Work Arrangements**

Transport requirements:	None.
Working patterns:	As identified in the relevant School Teachers' Pay & Conditions Document
Working conditions:	Normally based indoors other than teaching roles requiring significant work outdoors e.g. PE.



# Person Specification

Post Title: Teacher		School: Astley Community High School and Whytrig Middle School	
Essential	Desirable	Assess by	
Knowledge and Qualifications			
Qualified Teacher Status PGCE in Primary Education (or equivalent) Has good understanding of teaching/learning and behaviour management strategies Up-to-date knowledge of subject and curriculum requirements and examination/testing processes Evidence of relevant and on going professional development		A, I, O, R	
Experience			
Teaching of a range of subjects to pupils at Key Stage 2 Experience of using ICT effectively to support learning and raise attainment/accelerate progress Demonstrable track records of improving pupil outcomes	Experience as a form tutor and/or of pastoral work	A, I, R	
Skills and Competencies			
Good or outstanding practitioner Consistently meets or exceeds the national Teachers' Standards Has high expectations of pupils and is able to engage and motivate learners Able to set realistic and challenging pupil targets and accurately assess and review progress Accepts accountability for pupil outcomes Can plan, organise and manage own time effectively Has positive values and attitudes in relation to self and others Able to consistently implement school policies and follow departmental guidelines Able to work collaboratively as a member of a team and willing to share good practice Able to establish effective relationships with pupils, parents/carers, staff and external stakeholders Able to safeguard children and young people		A, I, O, R	
Other			
Willingness to be a form tutor and develop effective relationship with tutor group No adverse criminal record		A, I, R, C	

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. observation, case studies/visits, (c) recruitment and vetting checks e.g. DBS criminal record check

# Our Ethos and Values

As part of the Seaton Valley Federation we share the same ethos and vision and use this as a reference point for all we do. Our vision is:

- **To be exceptional in everything we do.**
- **To ensure that everyone attends a school where they are safe, happy, successful and have lots of opportunities.**
- **To provide a positive learning environment which allows everyone to achieve their potential**

We have three main themes to our ethos:

- **To know every child academically and pastorally as a complete young person.**
- **To treat everyone and everything with respect.**
- **To strive for everyone to be as good as they can be and to be proud of doing well.**

Our schools are small enough to care but big enough to deliver a positive impact.

All three schools in the Seaton Valley Federation share a set of core values. We expect that all members of our school community will:

- Develop their self-knowledge, self-esteem and self-confidence
- Respect the laws of England and will know right from wrong and ensure their actions reflect this
- Accept responsibility for their behaviour
- Show initiative and contribute in a positive way to the school community, the local community and society in general
- Show respect for each other and all other people
- Show tolerance and respect for different cultures and traditions and will never act in such a way that these cultures and traditions are abused or attacked
- Show respect for the rule of democracy and respect for the democratic principles of England.

## How To Apply

Interested in applying?

Follow the link below to complete our application form **by 9am on Monday 3rd March 2025.**

It is expected that interviews will take place on **Tuesday 11 March.**

Further information, how to apply and all of our current vacancies are available at:

[www.svf.org.uk/vacancies](http://www.svf.org.uk/vacancies)

# Safeguarding

Keeping our children and young people safe and secure is crucially important. We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

It is important during the recruitment process that we ensure candidates support this commitment. We will ask all applicants to tell us in confidence about any criminal convictions they have and the successful candidate will also need to obtain an enhanced certificate from the Disclosure and Barring Service (DBS). This does not mean that you cannot work here if you have a criminal conviction as we will take into account factors such as the age of the conviction, its relevance to the job and any mitigating factors before making a decision.

However we are aware that not everyone who is a risk to children will have a criminal conviction and therefore you should expect at interview that we will explore any gaps in your employment record, your motivations for working with children and young people and your ability to keep them safe from harm. We will also check this information in any references we receive, one of which must be from your current or last employer.



# Ofsted

We are very proud of the Ofsted Reports for our school

“Astley Community High School is a close-knit community where pupils are safe and happy. Pupils are proud to attend the school and enjoy positive relationships with staff. The school has high expectations for pupils. Pupils conduct themselves well. They greet visitors warmly and demonstrate excellent manners. The school is calm and orderly. In lessons, pupils work hard and listen carefully to their teachers. “As a highly inclusive school, staff have the same high ambition for pupils with special educational needs and/or disabilities (SEND) as they do for other pupils.”. **Ofsted 2025 (ACHS)**

For full reports visit <https://reports.ofsted.gov.uk>