

JACK HUNT ACADEMY

Hard work Integrity Kindness



Candidate Pack



KEYS
ACADEMIES
TRUST

About the School

A Welcome from the Headteacher



Dear applicant

Thank you for your interest in this exciting role. The post offers the opportunity to make a real difference to the lives and aspirations of the students in our care.

At Jack Hunt Academy, we have a strong ethos centered on the belief that every student has the right to a first-class education, and we consistently promote high expectations for all our students. We want all our learners to leave JHA well educated; of good character; and ready for ambitious next steps. Our core values are:

- Hard Work
- Integrity
- Kindness

Jack Hunt Academy is a vibrant place of learning, underpinned by expert teaching of a challenging and broad curriculum. We provide high levels of pastoral care and support via our fantastic Year system, as well as a comprehensive PSHE programme. We believe that for students to thrive, they need to be happy, safe and receive high levels of support.

We think that enrichment opportunities are important for all students, and our offer in this area is extensive. We believe in high standards of behaviour and conduct, and our school is a happy and calm place to learn where positive relationships flourish. We are a diverse and inclusive school, and we are committed to comprehensive education.

Academic success is very important to us, and we have a strong track record. Our students achieve well and many progress into our successful and flourishing Sixth Form. Our students have strong destinations after leaving Jack Hunt Academy. However, academic success is only part of our purpose. We also provide excellence in music, drama, sport, and the arts and we value all practical and creative pursuits. We also develop the qualities that are important in any young person such as self-reliance, courtesy, respect, initiative, and determination.

We are an outward facing school. We are proud to belong to Keys Academies Trust, and this gives us the opportunity to collaborate with other schools. We also work with an extensive network of education providers, businesses, and charities within Peterborough and beyond. These networks allow us to offer our students a rich blend of opportunities.

If you think that this post at Jack Hunt Academy could be for you, we would love to receive your application.

Yours sincerely,

Jon Hebblethwaite,
Headteacher

For more information about this post, or to organise a visit to the school, please contact the HR department at recruitment@jhs.pkat.co.uk

Welcome from the Chief Executive Officer

Dear applicant

I am delighted that you are interested in applying for this role.

Keys Academies Trust is a forward looking, improving and innovative multi-academy trust, working across a group of primary and secondary schools. We have a strong central infrastructure, including school improvement, SEND, finance, HR, estates and IT, designed to enable our schools to focus on what matters most – high-quality education. We are outward facing, collaborative and committed to contributing positively at local and sector level, recognising that we are strongest when we work together.

Working together as a multi-academy Trust has allowed us to use the expertise across our 5 schools to meet our common goals to give our pupils and students an inclusive, innovative learning community that respects and benefits everyone and has aspirational plans for the future. Our goal is to unlock the potential and create strong life chances for all the children we educate.

Our Trust is entering an exciting new chapter as we create Deacon Keys Trust through a merger with Thomas Deacon Education Trust. This will bring together two organisations with a shared commitment to delivering exceptional education for our learners. This merger creates an ambitious, forward-looking Trust across 12 schools (3 secondary, 8 primary, 1 AP) with a strong foundation and a great opportunity to improve outcomes for the communities we serve.

I hope that, by reading this information pack and by considering how your own skills match those needed to meet this fulfilling role, you will feel inspired to apply for the post.

Visits to our Trust are encouraged; meeting the staff will, I am sure, give you a clearer picture of the opportunity that this role offers.

I hope very much that you will consider applying to what is a dynamic and ambitious Trust.

Best wishes

David Atter
CEO



About the Trust

Our Trust is entering an exciting new chapter as we bring together two organisations with a shared commitment to delivering exceptional education for our learners. This merger creates an ambitious, forward-looking Trust with a strong foundation and a great opportunity to improve outcomes for the communities we serve.

Our schools are diverse, united by a shared vision to unlock potential and create strong life chances for all. We celebrate individuality whilst working collaboratively, ensuring every school retains its unique identity within a culture built on inclusiveness and continuous improvement.

All in our Trust have high aspirations for, and high expectations of, every single pupil and student. We want them to be well-rounded, confident, caring young people with leadership skills who are motivated to achieve their best in lessons and beyond the classroom. We want them to be involved in school, local and global communities and leave us as life-long learners, equipped to build on their success and contribute positively to our future.

This is an exciting opportunity to join us at a pivotal moment in our journey.

Job Information

Teacher of English
Jack Hunt Academy

Salary: MPS/UPS

Type of role: Permanent

Closing date: 9am 12 October 2026

Start date: January 2027

Job Description

Job Purpose

To provide high quality lesson planning, preparation, teaching and assessment to allocated classes and students.

In respect of these duties the Subject Teacher is accountable to and supported by the Curriculum Area Leader.

Main Accountabilities:

Teaching and Learning:

- To teach assigned classes as appropriate.
- To develop appropriate materials and teaching methods which take acknowledge each student's individual needs.
- To treat all students fairly, with equality of regard for gender, religion, culture and social context.
- To plan lessons carefully, acknowledge the need for adaptive teaching and relevant schemes of work.
- To set and assess homework in accordance with school policy.
- To contribute to the teaching of whole school developments e.g. ICT, Numeracy, Literacy, Work Related Learning and Citizenship/PDE, incorporating them into lessons as per schemes of work.
- To ensure high standards of effort, accuracy and presentation are encouraged.

Behaviour Management:

- To apply the correct procedures to ensure good behaviour as outlined in the school's Behaviour Policy.
- To reward good behaviour and achievement in accordance with the school's Reward Policy.
- To ensure that mutual respect, self-discipline, mature behaviour and good work habits are encouraged.
- To create a classroom environment where all students feel valued.

Monitoring and Assessment:

- To assess work in line with the department assessment policy.
- To provide opportunities for students to assess, reflect on and improve their performance.

Health, Safety and Resources:

- To ensure that the classroom is a well organised learning environment.
- To ensure that classroom displays are up-to-date, motivating, in good condition and support learning.

- To ensure that classrooms are left tidy at the end of each lesson. To report any damage promptly to the Curriculum Area Leader.
- To contribute to the development of up-to-date resources for departmental use in the classroom and for communal areas of display.

This job description will be reviewed periodically.

This job description sets out the main duties to be covered in respect of remuneration at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify Trustee consideration of revising the allowance remunerated.

The above represents the key priorities and accountabilities for the role of Subject Teacher, but it is not an exhaustive list.

Person Specification

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples within their application.

Qualifications and Training

- Qualified teacher status and a degree.

Knowledge and Understanding

- Secure subject knowledge
- Ability to teach to GCSE or equivalent.
- Understanding of equal opportunities issues in schools.
- Knowledge and understanding of how to enhance literacy, numeracy, and ICT in teaching.

Experience

- Evidence of effective teaching to secondary age group.
- Experience of teaching a wide range of ability, including SEND and Gifted & Talented.
- Demonstrates a high regard for the safeguarding of children.
- Experience of successful strategies for the raising of student achievement/attainment.

Personal Qualities and Skills

- Able to communicate effectively orally and in writing.
- Able to form good relationships with students, staff, and parents.
- Proven classroom management skills.
- Able to work collaboratively within a team.
- Able to be well organised and efficient including completing agreed tasks within set timescales.
- Able to use ICT packages and systems.
- A commitment to the aims and values of the school.

The English Curriculum Area

English is taught by a dedicated and supportive team who work together to deliver a curriculum that develops our students' awareness of the world around us, their aspiration for the future and their excellence in English.

The curriculum area works collaboratively, as a team and with others, to realise the potential within ourselves and our students. We constantly seek opportunities to improve to enhance the progress our students can make; we do this through engaging with current thinking surrounding the delivery of English and the cognitive science that underpins learning. As a team, we share our views and research for all to have a voice and find solutions to any barriers to learning and progress.

We deliver a knowledge-engaged and challenging centralised curriculum that aims to build student confidence, progress and attainment, and will lead our students on a journey to success, both academically and through personal growth. We believe that all students should be exposed to a wide range of voices, particularly at KS3, and have the opportunity to experience as many narratives as possible by promoting Adichie's message in *The Danger of a Single Story*.

For KS3, students learn in attainment classes set by ability with the underlying belief that readers are writers and writers are readers; therefore, knowledge of reading and writing is seen as a combination that enhances both crucial aspects of English learning. To develop the knowledge and skills of our students, we take all students on a journey through the history of English before focusing on critical moments in greater depth.

Our KS4 students follow the AQA GCSE English Language and Edexcel English Literature specifications in target grade groups. Our study of the GCSE content commences at the beginning of year 10 by developing the knowledge students need to be successful in their GCSEs, from the literature texts to the knowledge that underpins the skills required to be successful.

We also offer A levels in both English Literature and English Language and Literature and actively promote these throughout our curriculum. Offering English beyond KS4, and supporting university applications to English based subjects, is very important to us and will continue to be part of our provision.

The curriculum area has its own suite of classrooms in a new block and its own office space. As part of our school's innovative approach, we have introduced iPads into our classrooms with KS4 and 5. We use SparxReader and Carousel Learning and the full suite of Apple and Microsoft programs to enhance the learning experience of our students.

The English curriculum area is committed to delivering an exciting and challenging curriculum that enthuses our students and promotes lifelong learning and a love for literature. We are keen for students to experience our subject beyond the classroom; therefore, we explore opportunities for our students to widen their cultural capital and enhance the bond between our students and our subject.

How to Apply

For more information, and to access our online application form, visit our website at <https://www.keystrust.org/vacancies>

Or, for a short cut, scan the code below:



Please use the below links to access our Safeguarding Policies:

Safeguarding and Child Protection Policy (Trust): <https://www.keystrust.org/SafeguardingandChildProtectionPolicy>

Recruitment of Ex-Offenders Policy Statement: <https://www.keystrust.org/RecruitmentofExOffendersPolicy>

Work for Us

Our Trust culture is centred on valuing people, through supporting their ambitions and career paths, so that we are a respected and attractive employer. By creating a culture where staff feel respected, empowered and inspired, we create a positive learning environment.

We are keen to reward and recognize our staff and have developed a comprehensive range of employee benefits to achieve this.

Our staff benefit from:

- Professional Development and extensive CPD programmes
- Perkbox employee benefits platform providing big discounts on shopping, dining and entertainment
- Generous Occupational Pension Schemes
- Generous sickness benefits to support you in a time of need
- Free parking at all Keys schools
- Nursery provision
- Free on-site annual flu vaccination scheme
- 24/7 free and confidential Employee Assistance Programme
- Wellbeing programme and support
- Additional planning days
- iPads and Laptops for all teaching staff
- Open door listening policy to Senior Leaders

Our people vision:

- Our people are proud of our Trust and the difference we make to young people
- We are all hungry to learn and we offer career development and opportunities for all
- Everyone enjoys coming to work, we are inclusive and listen to our people
- Our leaders serve our people ensuring their professional and personal need are supported
- Our people go the extra mile because they feel well rewarded and valued and that we care

Safeguarding Statement

Keys Academies Trust (Keys) and Jack Hunt Academy are committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to an enhanced Disclosure & Barring check along with other relevant employment checks. Disclosure of any criminal convictions and an enhanced DBS check will be required for this post. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. The post may not be exempt from the Rehabilitation of Offenders Act 1974 as certain spent convictions and cautions are 'protected' and are not subject to disclosure. It is important that an applicant provides the School with upfront disclosure of all unspent convictions, cautions, reprimands or warnings. A failure to declare the above (that are not subject to the Disclosure and Barring Service filtering) may disqualify an applicant for appointment and may result in summary dismissal if the discrepancy subsequently comes to light.



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**Ledbury Road
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