



Bishop Alexander Academy
A L.E.A.D. Academy

Candidate Information Pack

Teacher

Bishop Alexander Academy





Welcome from the Headteacher

I am proud to have been Headteacher of Bishop Alexander Academy for 10 years, working with remarkable pupils, dedicated staff, and supportive families. The people truly make this academy special.

Our pupils are enthusiastic, resilient, and caring, embracing mistakes as learning opportunities. They take pride in their school and play active roles as Subject Ambassadors, Lunchtime Leaders, and Active Citizens. We have a committed staff team who inspire and care for our pupils, supported by a strong Governing Body that values education and staff welfare.

I warmly encourage you to visit and experience our caring, yet challenging ethos in practice.

Nicky Spencelayh, Headteacher



About Bishop Alexander Academy

We are a one-form entry academy with 198 pupils, which consists of a modern school building with extensive grounds. There is a diverse community, with 13 different home languages spoken, and pupils come from a range of backgrounds. We are passionate about pupils being able to 'see' themselves in our curriculum, and we pride ourselves on our inclusive ethos.

Our curriculum follows a two-year cycle and starts literally 'on our doorstep', in that it is about our local community and Newark itself. We feel that the children need a sense of belonging and pride in where they live before they learn and appreciate the wider world. Our curriculum themes are carefully chosen and reflect the needs of our pupils. The whole school follow the same theme and come together at the end for a common purpose.

We believe that our pupils deserve the best education possible, and this is only possible through talented and well-trained staff. They have a wealth of CPD opportunities both within the academy and through L.E.A.D Teaching School Hub. Staff say they value these opportunities to develop.



Benefits of being part of the Trust



Annual leave

Teachers enjoy up to 13 weeks annual leave during school holidays. This is in addition to any bank holidays or statutory holidays.

Support staff benefit from an enhanced holiday allowance, starting at 26 days up to a maximum of 36 days, pro-rata for term time only staff. The allowance is dependent on the role and amount of service increasing after 5 and 10 years service.



Competitive salary

All Trust roles (except apprentices) offer a minimum hourly rate above National Living Wage, with salary progression.



Pension scheme

Teacher's Pension Scheme or LGPS, with generous minimum employer contribution of 17.4% plus life cover.



Online GP service

24/7 access to online GP consultations, providing advice, diagnosis, referrals, and ongoing support for all staff.



Flu vaccinations

Free seasonal flu vaccinations for employees who are not otherwise eligible, ensuring health and wellbeing.



CPD

Individual development plus high quality professional development through the L.E.A.D. Teaching School Hub for teachers.



Employee Assistance Programme

Free 24/7 support for employees, offering counselling and resources for emotional, financial, and legal issues.



Free eye test

Free eye test every two years for regular computer users, reimbursed through expenses to promote wellbeing.



Occupational Health

FREE services available to support employee well-being and promote a healthy work environment.



Physiotherapy services

Access to free physiotherapy to aid recovery, support physical health, and promote overall employee wellbeing.



Access to discounts

Exclusive discounts and cashback on travel shopping, insurance and utilities through the Blue Light Card, Discounts for Teachers and Teacher Perks.



Travel expenses

Business travel expenses reimbursed at the HMRC maximum mileage rate to support staff travel needs.

Job Description



Teacher

Location:	Bishop Alexander L.E.A.D Academy, Wolsey Road, Newark
Salary:	MPS
Closing date:	Friday 21 st November 2025
Interview date:	W/C 24 th November 2025
Start date:	Monday 5th January 2026

Teaching

- 50.2. Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.
- 50.3. Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- 50.4. Participate in arrangements for preparing pupils for external examinations.

Whole school organisation, strategy and development

- 50.5. Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- 50.6. Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- 50.7. Subject to paragraph 52.7 supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.

Health, safety and discipline

- 50.8. Promote the safety and well-being of pupils.
- 50.9. Maintain good order and discipline among pupils.

Management of staff and resources

- 50.10. Direct and supervise support staff assigned to them and, where appropriate, other teachers.
- 50.11. Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- 50.12. Deploy resources delegated to them.

Taken from the Teachers' Pay and Conditions Document 2020 DfE

Job Description



Job Purpose:

- To exemplify excellent classroom practice that results in high standards of learning and achievement for pupils/students in your care.
- To support the Senior Leadership Team in establishing a culture that promotes excellence, equality and high expectations of all pupils/students and the L.E.A.D Trust values.
- To ensure that your professional practice is informed by rigorous self-evaluation and that it continuously improves learning and pastoral outcomes.
- To ensure that you provide a safe and happy environment that promotes the welfare of children.
- To ensure all safeguarding and child protection policies are adhered to fully and without reservation in line with statutory duties.
- Duties and Responsibilities: Teaching and learning**
- Set high expectations for all pupils/students which inspire, motivate and challenge pupils/students.
- Establish a safe and stimulating environment for pupils/students, rooted in mutual respect.
- Set goals that stretch and challenge pupils/students of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils/students.
- Promote excellent learning behaviours in the pupils/students so that they work hard in the academy and in completing tasks set for homework.

Promote good progress and outcome

- Be accountable for all pupils/students' attainment, progress and outcomes assigned to them.
- Be aware of pupils/students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils/students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how children learn and how this impacts on the organisation of the classroom and teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.
- Encourage pupils/students to develop study skills in order to learn more effectively and with increasing independence.

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subjects and curriculum areas taught, foster and maintain pupils/students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subjects and curriculum areas and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in all work produced.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Job Description



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

- Know when and how to differentiate appropriately.
- Understand how a range of factors can inhibit pupils/students' ability to learn, apply this understanding to overcome these restrictions to learning.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils/students' education at different stages.
- Have a clear understanding of the needs of all pupils/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.

Make accurate and productive use of assessment

- 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 pupils/students' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils/students regular feedback, both orally and through accurate marking, and encourage pupils/students to respond to the feedback.

Behaviour and safety and Personal Development

- Manage behaviour effectively to ensure a purposeful, stimulating and safe learning environment.
- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the site, 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 pupils/students' needs in order to involve and motivate them.
- Maintain good relationships with pupils/students, exercise appropriate authority, and act decisively when necessary.
- Carry out playground/bus and other duties as directed and within the remit of the current School teachers' pay and Conditions Document.
- Promote and safeguard the welfare of children and young people within the academy, raising any concerns by following the academy safeguarding policies and procedures.
- Promote British values, equalities and pupils'/students' spiritual, moral, social and cultural development.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the academy.
- Develop effective and collaborative professional relationships with colleagues, drawing appropriately on advice and specialist support.
- Deploy support staff effectively.
- Ensure that parents/carers and pupils/students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and wellbeing.

Job Description



- Provide the senior leadership team on request accurate, timely and coherent information about class, group or individual pupil progress and attainment in order to inform regular academy development planning.
- Carry out any such duties as may be reasonably required by the Headteacher.

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities which relate to the learners, curriculum or organisation of the academy including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the academy.
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document.

Administration

- Register the attendance of and supervise learners, before, during or after sessions as appropriate.
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary and responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management.

Resource Management

- Responsibility for the safe use and safe keeping of Academy and Trust resources in line with the requirements of the role.

Influencing and Managing Relationships

- Required to have positive working relationships with The Headteacher and Senior Leadership Team within the Academy and all other Trust schools as required.
- Positive working relationships with teaching and support staff, parents and other third party organisations as required.

Other Academy Specific Responsibilities

- Subject Leadership Role

Job Description

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

This job description is current at the date shown, but in consultation with you may be changed to reflect or anticipate changes in the job, commensurate with the grade and job title. This includes changes to National Teacher Standards and requirements of the professional role.

At L.E.A.D we have a strong vision and four core principles, to lead, empower, achieve and drive, which you will be expected to demonstrate in your working practices

Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria).

Qualifications and Attainments	Essential criteria	Desirable criteria
	• Qualified teacher with QTS or recognised equivalent. • Teaching experience within the age range and/or subjects applying for (NQT status may also be relevant)	

Skills and Knowledge	Essential criteria	Desirable criteria
	• Ability to create a stimulating and safe learning environment. • Ability to establish and maintain a purposeful working atmosphere. • Ability to plan, prepare and deliver the curriculum as relevant to the age and ability group/subjects taught. • Ability to assess and record the progress of pupils learning to inform next steps and monitor progress. • Ability to demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote inclusion in the classroom. • Ability to teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles. • Ability to deploy a wide range of effective behaviour management strategies. • Ability to contribute to a culture of collaborative working to develop professional practice.	• Ability to demonstrate current knowledge and understanding of national and local education issues.

Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria).

Experience	Essential criteria	Desirable criteria
	Demonstrable understanding of: • The developmental, emotional, social and educational issues of children and young people. • Awareness of the range of needs of children within the classroom. • Keeping children safe. Proven experience: • Experience within teaching environment at relevant age level. • Recent experience working with children and families.	• Management Information Systems e.g. SIMS, G4S, MyConcern

Personal Attributes	Essential criteria	Desirable criteria
	• Approachability, enthusiasm and creativity. • Honesty and integrity. • Discretion. • Patience, tolerance and sensitivity. • Flexibility. • Resilience. • Organisational skills. • Commitment to make a difference. • Demonstrable commitment to personal CPD.	

Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria).

Additional Information	Essential criteria	Desirable criteria
	• This role is subject to an enhanced DBS. • May be required to travel to other Trust locations or third-party services as part of the role.	• Hold a driving licence and have access to own vehicle.



How to apply

Closing date: Friday 21st November 2025
Interview date: W/C 24th November 2025
Contact email: admin@bishopalexanderacademy.co.uk
Contact number: 01636 680 040

Please send a completed application form and covering letter explaining your interest in the role and how you meet the person specification to the email above.

Applications will be reviewed upon receipt, therefore shortlisted candidates may be contacted in advance of the closing date.

L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.



About the Trust

L.E.A.D. Academy Trust was established by Diana Owen, CBE in 2011 using her considerable experience as an executive headteacher, National Leader of Education, Primary Strategy Consultant Leader, coach and mentor.

The Trust comprises 24 primary and 3 secondary academies across the East Midlands. All academies strive to achieve the highest standards of behaviour and conduct while providing outstanding teaching and learning.

Our values

The acronym L.E.A.D. embodies the four key principles at the heart of the Trust: strong leadership at every level; empowering everyone to aim high; providing the opportunity for all to achieve and constantly driving for improvement.



Lead



Empower



Achieve



Drive

“We are determined to bring about change and improvement to educational standards in the region by appointing visionary leaders who believe in the Trust’s vision and values and are committed to making a tangible difference to the lives of children and young people.”

Diana Owen, CBE Trustee and Chief Executive of L.E.A.D. Academy Trust.



24

Primary
Academies



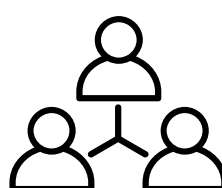
03

Secondary
Academies



05

Geographical
Regions



11,500

Pupils



1,650

Staff



Bishop Alexander Academy
A L.E.A.D. Academy

Bishop Alexander Academy
Wolsey Road, Newark, Nottinghamshire, NG24 2BQ

01636 680040

