



Lord Grey Academy
Lord Grey Can



CAREERS & PSHE STRATEGIC LEAD AND TEACHER OF PSHE

MPS/UPS

Required for Easter/July 2025

Application pack contents

- Information about the Faculty
- Advert
- A job description
- A person specification

“Lord Grey Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.”



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Careers

Our careers programme is a particular strength which is reflected in Lord Grey Academy routinely achieving 100% in our Compass Evaluations. Careers is a highly valued aspect of our school provision which is reflected in its resourcing which includes a dedicated space and office in our Library, a Careers Officer and an administrative assistant. Careers education is delivered through tutorial, PSHE and a vast array of enrichment, extracurricular and speakers events and there is a strong network established with local community businesses, organisations and further and higher education providers including an established link with DHL and an annual funded Outward Bound residential in partnership with DHL.

PSHE

PSHE is taught in dedicated curriculum time with our curriculum model consisting of one lesson per week at KS3 and one lesson a week at KS4. At KS4, PSHE is delivered as PSHE/RE in collaboration with the Humanities faculty and leader of RE. The PSHE curriculum is enriched further with speakers events, the assembly and tutorial programme. Lord Grey also benefits from working with the Grace Foundation with a dedicated on-site Ethos Team who offer mentoring, intervention and student leadership programmes, for example through the creation of our half termly Lord Grey TV bulletin and a student led Anti-Bullying Ambassadors programme. At Lord Grey, the PSHE curriculum has parity of esteem with the academic curriculum making an invaluable contribution to ensuring all students at "Lord Grey Can".



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ADVERTISEMENT

CAREERS & PSHE STRATEGIC LEAD

TLT MPS/UPS TLR 2c £8,279 Easter/ July 2025

We require a Careers & PSHE Strategic Leader to start in Easter or July 2025. The successful candidate will be a well organised and an outstanding PSHE classroom practitioner, keen to develop their leadership skills across the whole Academy through a TLR responsibility for Careers and PSHE for the Academy. This is an exciting opportunity to have a significant impact upon the personal development of our students at Lord Grey and work with the Vice Principal for Quality of Education and Personal Development to deliver an outstanding curriculum that ensures all students at Lord Grey Can both whilst with us and in their future lives.

As strategic lead of PSHE, your role will be to lead, promote and develop the PSHE/RSE offer to ensure we deliver a programme that meets statutory requirements and beyond. You will be passionate about raising the profile of PSHE/RSE and in delivering a personal development curriculum that is as ambitious, coherent and sequenced as the academic curriculum.

The role of the careers leader is to plan and implement a strategy for developing a careers programme for the school that meets all eight of the Gatsby benchmarks of good practice and prepares young people for the choices and transitions in education, training and employment, supported by a careers office and dedicated admin support.

Specific responsibilities will include:

Careers

- to have strategic oversight of careers education and with the Careers Officer, lead, manage, develop, track and be accountable for CEIAG through the taught and wider curriculum in order to ensure the highest possible standards of careers education.
- to line manage the Careers Officer to ensure the Gatsby Benchmarks are met and Compass+ and UNIFROG are fully utilised and impactful
- to ensure all students in Y11 and Y13 receive impartial guidance on their next steps and are supported in reaching their destinations
- to liaise with Careers Office and admin support to prepare reports for Governors



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PSHE

- Overall responsibility for the leadership, promotion and development of Personal, Social, Health Education and curriculum across the school.
- Overseeing the provision of relationship and sex education (RSE) and citizenship under the statutory guidance for schools.
- Ensure a holistic approach is taken to personal development within the PSHE curriculum through the delivery of topics and lessons covering CEIAG, safeguarding/child protection and strategies for positive mental health and wellbeing..
- Have overall accountability for the delivery within the Department.

The right candidate will be totally aligned to our values of encouraging all students to be ambitious, determined, independent, respectful and successful and completely committed to promoting our mantra of Lord Grey Can!

A lesson observation and a formal interview will form the selection criteria. A vacancy booklet, information for candidates booklet and the application form are all available on the vacancies section of Lord Grey Academy's website: <http://www.lordgrey.org.uk/general-information/vacancies/>

Please note the application form and information for candidates booklet are available on the right hand side of the above link. Details on how to apply for this post are in the How to Apply Section of this booklet. Please do look at our recruitment video of our staff talking about working at Lord Grey and our document: *Why work at Lord Grey?*

Completed application form and covering letter should be submitted to Human Resources at Lord Grey Academy or emailed to hr@lordgrey.org.uk by 9am on **Monday 3rd February 2025. Interviews to be held on Thursday 6th February 2025.**

Only successfully short listed candidates will be contacted.

Join an Academy part of a highly supportive and growing MAT. Lord Grey joined Tove Learning Trust in April 2018 and is situated in Bletchley on the outskirts of the growing city of Milton Keynes. We achieved our GOOD OFSTED status in Summer 2022. Since then we have gone from strength to strength with improving GCSE and level 3 results; a football partnership with Paris St- Germain and winners of MK Inspiration Awards 'Inspiring Secondary School' 2023 and MK Educations Awards 'Secondary School of the Year'; 'Maths Team of the Year' and 'Lifetime Achievement Award' November 2023. The right candidate will join us on our exciting journey and enable us to continue to provide a great education for our amazing students as we prepare them for adult life. We have a strong collegial team who create a real atmosphere of collaboration and community who embody - Lord Grey Can!

Tove Learning Trust

The trust is committed to ensuring that all students achieve as highly as possible and we work hard to offer stimulating environments that enable every learner to progress and flourish. We have a small central team and a committed Board of Trustees that are focused on delivering outstanding outcomes. We aim to have academies that are excellent communities of learning where students thrive on success. There are seven secondary schools and one primary school in this growing Trust.

The Academy is committed to safeguarding children. The successful applicant will require an enhanced DBS check.



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JOB DESCRIPTION

Our motto is: Lord Grey Can. Our Core Values are: Determination, Ambition, Curiosity, Integrity and Civility. Our expectations are high and we believe that Lord Grey Can! It is expected that the post holder will carry out his/her responsibilities within this philosophy.

The job description defines the responsibilities of the post holder as being:

- under the reasonable direction of the Associate Principal to carry out the professional duties of a Head of Department and teacher.
- to comply with “Health and Safety” at Work legislation
- all teaching staff must adhere to all aspects of the Teachers’ Professional Standards
- a commitment to ensure the effective implementation of the school’s Safeguarding and Child Protection Policy
- job descriptions are subject to review and amendment

Specific tasks in addition to those of a School Teacher:

As the Careers and PSHE Strategic Lead with a Teaching and Learning Responsibility, specific responsibilities will include:

- To develop and enhance the PSHE and Careers curriculum to drive engagement, ambition and enjoyment for all students.

Careers

- to have strategic oversight with our Careers Officer to lead, manage, develop, and be accountable for the CEIAG through the curriculum and wider across the Academy in order to ensure the highest possible standards of careers education.
- to line manage the Careers Officer to ensure the Gatsby Benchmarks are met and Compass+ and UNIFROG are fully utilised and impactful
- to ensure all students in Y11 and Y13 receive impartial guidance on their next steps and are supported in reaching their destinations
- to liaise with Careers Office and admin support to prepare reports for Governors

PSHE

- Overall responsibility for the leadership, promotion and development of Personal, Social, Health Education and curriculum across the school.
- Overseeing the provision of relationships and sex education (RSE) and citizenship under the statutory guidance for schools.
- Ensure a holistic approach is taken to personal development within the PSHE curriculum through the delivery of topics and lessons covering CEIAG, safeguarding/child protection and strategies for positive mental health and wellbeing.
- Have overall accountability for the delivery within the Department.

Roles and Responsibilities

Careers

Leadership

- To line manage the Careers Officer and administrator.
- To work closely and communicate effectively with the Vice Principal Curriculum and Personal Development, other members of the Leadership Team (LT) and the relevant pastoral team members as well as ensuring the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the School Improvement Plan/School Evaluation.
- Prepare and implement a careers guidance development plan
- Understand the impacts of changing education landscapes for careers guidance



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Management

- To support, facilitate and monitor the progress of the departmental improvement plan to ensure it makes a significant contribution to the School Improvement Plan and Careers Strategic plan.
- To support and assist team members to ensure they understand and are actively implementing the key aspects of the school's behaviour and inclusion policies
- To provide regular updates to the Leadership Team and other bodies (e.g. Governors) to ensure they are fully aware of all successes, issues and concerns in the department
- Review and evaluate careers guidance and provide information for school improvement planning, Ofsted, and other purposes
- Report on guidance advice to senior leaders and governors
- Ensure compliance with the school's legal requirements to provide independent careers guidance and publish the relevant information on the school's website.

Knowledge

- To know and understand the Gatsby Benchmarks and how to utilise Compass+ to support meeting all benchmarks.
- To develop a clear working knowledge of Unifrog and ensure students can use this effectively.
- Establishing and developing links with employers, FE colleges, apprenticeship providers and universities
- Secure funding for careers-related projects
- Maintain and grow a network of alumni who can help with the school's careers programme
- Commissioning careers guidance services
- Managing links with the SEMLEP, Careers Hub in and other external organisations.

PSHE

Leadership

- To ensure that dignity, respect and acceptance characterise all aspects of the PSHE curriculum: recognising and embracing students' differences and challenging and addressing negative stereotypes and behaviours
- To ensure that the school is correctly educating its students in all years (7 to 11) on the topics of PSHE, safeguarding, child protection, RSE, citizenship, careers and mental health and wellbeing.
- To work alongside the Deputy Head (Culture), SLT, Mental Health lead (SLT) and Heads of House to ensure that the school's assembly and tutor programme for houses and years contributes to the PSHE curriculum and together enforce and support the topics of PSHE, RSE, Citizenship, Safeguarding/Child Protection, Mental Health, Career and school values.
- Be a champion within the school community for the PSHE and Careers department, advocating the subject's value within the curriculum

Management

- To liaise with the PSHE Association, local networks and other outside agencies to promote the subject and develop excellent practice
- To develop, monitor and evaluate schemes of work for PSHE; to prepare age-appropriate, purposeful learning resources and ensure their successful implementation
- Oversee common standards of practice across PSHE teaching at the school; ensure that all staff are familiar with the school's PSHE policy

Knowledge

- To have in-depth subject knowledge, passion and interest in the subject and its importance to student development.



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Guidance documents:

- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance – [click here](#)
- DfE Personal, social, health and economic (PSHE) education – [click here](#)
- DfE Citizenship programmes of study – [click here](#) & [click here](#)
- PSHE Association – [click here](#)

Related guidance documents:

- DfE Careers guidance – [click here](#)
- DfE Promoting children and young people's mental health and wellbeing– [click here](#) & [click here](#)
- DfE Keeping children safe in education (KCSiE) – [click here](#) & [part 1 click here](#)

Signed: _____

Date: _____



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PERSON SPECIFICATION

| Experience and Knowledge | Essential | Desirable | How evidenced |
|---|-----------|-----------|---------------|
| Qualified teacher status or the credentials to gain QTS or to teach in the UK. | ✓ | | A I |
| Up to date knowledge and understanding of teaching and learning strategies. | ✓ | | A I |
| Up to date knowledge of the Gatsby Benchmarks, Apprenticeships and CEIAG | | ✓ | A I |
| Up to date knowledge of the PSHE curriculum and National Curriculum and SRE guidelines from DFE | | ✓ | A I |
| Up to date knowledge of school systems to support students in their learning, e.g. SEN, Pastoral and Assessment systems in schools. | ✓ | | A I |
| Qualifications | Essential | Desirable | How evidenced |
| Level 7 Careers Leader qualification - or willing to undertake the training | | ✓ | A I |
| Skills and Abilities | Essential | Desirable | How evidenced |
| An effective classroom practitioner with a history of strong outcomes over a period of more than 3 years. | ✓ | | A I R |
| The ability to work in partnership with others. | ✓ | | A I |
| Organisational and administrative skills. | ✓ | | A |
| Good written and oral skills. | ✓ | | A I |
| IT literate. | ✓ | | A I |
| The ability to lead a team of colleagues. | ✓ | | A I |
| The ability to lead on curriculum and resource management. | ✓ | | A I |
| Personal Related Skills | Essential | Desirable | How evidenced |
| Belief that barriers to learning can be overcome | ✓ | | A I R |
| A commitment to professional standards | ✓ | | A I R |
| A commitment to quality and continuous improvement | ✓ | | A |
| The ability to work under pressure. | ✓ | | A I |
| Confidentiality: awareness and judgement | ✓ | | A I R |
| A team orientated approach | ✓ | | A |
| Management experience in a school setting | ✓ | | A R |
| Experience to call colleagues to account on professional standards within your Key Stage. | ✓ | | A I |

A – Application form I – Interview R - Reference



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JOB DESCRIPTION - Classroom Teacher

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The job description defines the responsibilities of the post holder as being:

- under the reasonable direction of the Principal to carry out the professional duties of a school teacher
- to comply with "Health and Safety" at Work legislation
- all teaching staff must adhere to all aspects of the Teachers' Professional Standards
- a commitment to ensure the effective implementation of the school's Safeguarding and Child Protection Policy
- job descriptions are subject to review and amendment

Classroom Teacher – Standard Responsibilities

Purpose of the Job

- To ensure student progress in the learning of PE and second subject through good quality teaching
- To achieve very positive outcomes for all students in public examinations, demonstrating a significant contribution to each student reaching their Target Grade
- To maximise progress for all classes taught by you

Teaching and Learning

1. To teach PE and second subject in Key Stages 3 and 4 and, if appropriate, in the Sixth Form
2. To teach in line with faculty and academy policies on e.g. assessment, teaching and learning, homework, student behaviour
3. To contribute to learning opportunities within the formal and extended curriculum
4. To ensure student progress against prior attainment, at least in line with national averages and progress targets
5. To contribute to the profile of your teaching subject(s) within the Academy
6. To be responsible for a classroom or teaching area and its impact on learning (e.g. through superb displays) and the organisation of learning resources for yourself and within your department
7. To regularly review and evaluate teaching and learning in lessons and across schemes of work
8. To enhance learning in your subject area(s) through use of Information and Communication Technology as a teaching and learning tool
9. To involve parents in behavioural issues in line with academy policies
10. To ensure the effective and efficient deployment of classroom support
11. To work as a member of designated teams and to contribute to the building of teams within the Academy
12. To take part in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy.

Continuous Professional Development (CPD)

1. To take responsibility for personal CPD needs within the Academy's Appraisal framework
2. To monitor the impact of CPD on your own teaching and learning
3. To seek advice and support within Academy policies
4. To be familiar with and contribute to the Academy Improvement Plan and Academy Self-Evaluation systems.



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Curriculum and Assessment

1. To plan appropriate lessons to meet the learning needs of all students including those of: the higher prior attaining, Looked After Children, of EAL and 'groups within groups' students and of those students with Special Education Needs or who are Pupil Premium
2. To evaluate and review lesson plans
3. To contribute to the planning of Subject Schemes of Learning
4. To create and manage resources for the teaching of lessons
5. To assess students' work and progress against their prior attainment, progress in other subjects and against national norms in line with faculty and Academy policies
6. To use assessment to inform curriculum planning, teaching and learning
7. To assess accurately to help students meet their Target Grades
8. To act on feedback from examination boards on the quality of marking, moderation and assessment
9. To assess students' work accurately and regularly with good quality feedback on how to improve, given in a variety of ways
10. To work within Academy curriculum policies on key themes e.g. Citizenship, Enterprise, Literacy, Work Related Learning, British Values and Prevent agenda
11. To inform and involve parents in their children's learning in line with Academy policies and procedures.

Management Information and Its Use

1. To maintain appropriate records and to provide relevant accurate and up-to-date information
2. To complete the relevant documentation to assist in the tracking of students
3. To track student progress, analyse data and use information to inform teaching and learning, on time and as per the Academy calendar of assessment, with all deadlines met on time.

External Communication

1. To take part in Open Evening, Information Evenings, Parents' Evenings, Subject Teacher Meetings and liaison events with partner schools
2. To contribute to the development of effective subject links and other links with external agencies
3. To contribute to extra-curricular activities, and to support them with attendance, where possible.

Other

1. To undertake Academy duties in line with Academy policies and procedures
2. To cover lessons and registration sessions for absent colleagues in line with the Academy Cover Policy, based on the concept of rarely cover, and in exceptional circumstances
3. To attend assemblies as required
4. A commitment to ensure the effective implementation of the Academy's Safeguarding and Child Protection Policy
5. To comply with any other reasonable requests from the Principal when there are exceptional circumstances
6. To undertake such duties as may from time to time be reasonably assigned by the Principal.

Form Tutor Responsibilities

1. The post holder is expected to be a Form Tutor or Co-Tutor

Signed: _____

Date: _____



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PERSON SPECIFICATION

| Experience/Knowledge | Essential | Desirable | How evidenced |
|--|------------------|------------------|----------------------|
| Qualified teacher status or the credentials to gain QTS or to teach in the UK | ✓ | | A |
| Up to date knowledge and understanding of teaching and learning strategies | ✓ | | A I |
| Up to date knowledge of the national curriculum and public exam syllabuses in PE and second subject. | ✓ | | A I |
| Up to date knowledge of school systems to support students in their learning, e.g. SEN, pastoral and assessment systems in schools | ✓ | | A I |
| Skills and Abilities | Essential | Desirable | How evidenced |
| An effective classroom practitioner | ✓ | | A I R |
| The ability to work in partnership | ✓ | | A I |
| Organisational and administrative skills | ✓ | | A |
| Good written and oral skills | ✓ | | A I |
| IT literate | ✓ | | A |
| Personal Job Related Skills | Essential | Desirable | How evidenced |
| Belief that barriers to learning can be overcome | ✓ | | A I R |
| A commitment to professional standards | ✓ | | A I R |
| A commitment to quality and continuous improvement | ✓ | | A |
| The ability to work under pressure | ✓ | | A |
| Confidentiality: awareness and sound judgement | ✓ | | A I R |
| A team orientated approach | ✓ | | A |
| A commitment to equal opportunities, all aspects of the Equality Act and to narrowing the gap on inequality | ✓ | | A I |
| A commitment to follow all of the Academy's Health and Safety requirements | ✓ | | A I |
| A commitment to ensure the effective implementation of the Academy's Safeguarding and Child Protection Policy | ✓ | | A I |

A – Application form I – Interview R - Reference