



Ellesmere Park  
High School  
*Enriching Lives, Inspiring Ambitions*

# RECRUITMENT PACK

Head of PE



Consilium  
Academies  
*Enriching Lives, Inspiring Ambitions*

# Welcome from the CEO

Dear Candidate,

Thank you for your interest in the position of Head of PE at Consilium Academies.

At Consilium, we believe in enriching lives and inspiring ambitions through:

- Partnerships
- Opportunity
- Integrity
- Excellence
- Equity
- Being people-centred

We believe in the unique value of each individual – whether that be staff or student – and are dedicated to ensuring each member of our Trust achieves their full potential. As a result of this, we work collaboratively with our stakeholders and external organisations to foster relationships that will enhance opportunities for all our members across the Trust.

At Consilium we're people centred, and want everyone in our Trust, whether teaching or support staff to have access to exceptional professional development. that's why we created our Centre for Professional Learning, which is available for every single colleague across the Trust. here, our colleagues have access to bespoke training opportunities and resources tailored specifically for their needs.

We believe every student, no matter their background, is entitled to an excellent education with an equal opportunity to fulfil their potential. It is only through this vision that we can provide an environment where every pupil can thrive.

As part of our MAT, our Academies follow the collective aims of:

- Ensure everything we do has a focus on helping pupils achieve their potential academically, socially, and emotionally
- Instil a passion for life-long learning and continued improvement so our Academies, staff, and students can grasp their aspirations and ambitions
- Create a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed
- Ensure all stakeholders are seen as partners in our work with the communities we serve

Consilium Academies is going through a huge period of development with rapid growth and opportunities for all staff; I can't think of a better time to join us.



David Clayton  
Chief Executive of Consilium Academies.

# Welcome from the Headteacher

Dear Candidate,

Thank you for your interest in working at Ellesmere Park High School.

Our aims as a school are founded on the values that are encapsulated by our motto 'Vibrant, Inclusive, Proud'. We will ensure that all of our students experience the fullness of life by:

- Providing them with an exciting, engaging and rich education;
- Recognising and celebrating the unique nature of every child in our community;
- Celebrating the successes of our school and our community to the full.

I am very clear in what I want our school to deliver to our current and future students: the education that they deserve in a school that prepares them for successful and enriching lives. They deserve the very best education that can be provided. My leadership of the school will be defined by a desire to deliver this, to serve our community and to help make the ambitions of our community and young people a reality.

We are seeking to appoint a qualified, creative and enthusiastic individual to join our motivated team in a School that is committed to offering a warm, friendly and purposeful setting for all our students to flourish.

I can't think of a better time to join Ellesmere Park High School as we look forward to an exciting and bright future.

I look forward to hearing from you.

Kind regards,

J I Ross  
Headteacher



## About the School

Ellesmere Park High School is a co-educational academy, part of Consilium Academies, based in Salford, with approximately 750 students on role.

Our values of Vibrant, Inclusive, Proud are at the core of everything we do.

**Vibrant:** Our school is a vibrant school, where all are encouraged to be expressive, creative and enjoy their learning in a positive atmosphere.

**Inclusive:** Our school is an inclusive school, where all are valued and thrive in a safe, caring and supportive environment. We welcome everyone to our diverse community and encourage friendly and mutually respectful relationships.

**Proud:** Our school is a proud school, where all aspire to be successful in whatever they do. We strive to enable all to be lifelong learners, equipped to fulfil our dreams.

We aspire to make education lively, memorable and exciting. Ellesmere Park welcomes and nurtures people from diverse backgrounds with wide-ranging talents and abilities, and we actively strive to remove barriers.

Ellesmere Park High School will always strive to fulfil each child's potential and provide our students with a broad and balanced curriculum which will enable them to move on to college or work with the right skills and qualifications needed to maximise their life chances.

# About the Trust

## The Consilium Mission

*"Enriching Lives, Inspiring Ambitions"*

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve.

We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom.

We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-centred approach to education.

Consilium Academies is a Multi-Academy Trust consisting of nine schools based across three hubs in Salford, South Yorkshire, and the North East of England.

We believe in inclusivity, both in the schools and communities we serve and are committed to working with our Academies to ensure our ethos is realised on a daily basis.

- The lives of our young people should be enriched by care, experience, and opportunity. This is achieved by;
- helping children and young people to succeed to their potential academically, socially, and emotionally;
- instilling a passion for lifelong love of learning and continued improvement so that our academies, staff, and students achieve their aspirations and ambitions;
- creating a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed;
- ensuring all stakeholders are seen as partners in our work within the communities we serve.

The Trust operates a Central Team led by our Chief Executive, David Clayton. The team provide direct services to our schools as well as Trust-level accountability, leadership, and management. We operate a strong partnership model and our partner schools are instrumental in the continual growth and development of our Trust. We work with our schools in a supportive way that does not detract from the individual identity of a school, instead allows them to grow and focus on student achievement and success.

## **WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:**

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 33 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Perkbox. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants
- An excellent Centre for Professional Learning for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspirations

# Centre for Professional Learning

The core driving force behind the Consilium Centre for Professional Learning is a desire to provide students with the best possible education, and the belief this can only be achieved if every colleague, regardless of role or career stage, has access to the high-quality professional development they deserve.

Every colleague, whether teaching or support staff, will be supported and developed through the professional development review process, which replaces traditional forms of performance management.

The professional development review process is focussed on the aspirations of the individual, ensuring that every colleague receives the support and development they deserve to achieve their own aspirations for their careers.

We believe our team of support staff are vital to ensure our schools are well-resourced, safe, compliant, and work as well as they can for the benefit of our students. In addition to the professional development review process, we commission and fund industry-standard qualifications for colleagues in support roles and are also able to support and fund teaching assistants, higher-level teaching assistants, and colleagues in student-facing pastoral and safeguarding roles, to qualify as teachers should they wish.

The Centre for Professional Learning works with and supports in-school leads for professional development to craft the best and most appropriate whole-school offers for their colleagues. We don't impose a central 'curriculum' for professional development, because the needs and priorities of each school are different.

However, we want to support each school to give due focus to whole-school priorities, with departmental training, middle leader training, and one-to-one development and coaching supporting fewer, more in-depth, whole-school messages.

All teaching staff will receive the following 'universal' offer from their school:

Regular whole-school training, driven by the school's priorities and the in-school professional development lead, with support from the Centre for Professional Learning. This will be designed with the context of the school in mind with subject-specific and individualised training to suit the career stage and expertise of specific teachers. Regular subject-specific training within subject teams. This will draw on the whole-school training and ensure it is considered through the lens of applicability to specific subjects, year groups, and classes.

Regular teacher-specific training. This will be owned and run by in-school teams, and may take the form of 1-to-1 instructional coaching or teacher learning communities, and is supported by the Centre for Professional Learning.

Access to the relevant subject and other networks across the Trust, according to their role within school

In addition to this 'universal' offer, all colleagues across the Trust, whether teaching or support staff, have access to bespoke programmes of CPD matched to their own aspirations for their career. We partner with external organisations to enhance our offer to staff, and will support staff with recognised qualifications where appropriate. We are keen to work with a range of partners who use the best available evidence to design rigorous professional development.

All Early Career Teachers (those in their Newly Qualified or Recently Qualified years) at Consilium Academies receive regular support from a mentor, regular instructional coaching, and regular training alongside their NQT or RQT cohort both within their school and across the Trust, with the opportunity to develop relationships with their peers across the Trust as part of our Early Career Teacher Networks.

We believe offering colleagues a strong induction to the teaching profession is of vital importance. We want to set our colleagues up for a long and successful career in education, and help them to provide the best experience possible for our students.



# About the Role

**Job Title:** Head of PE

**Start date:** April 2022 or earlier by agreement

**Contract:** Permanent

**Salary:** MPS/UPS + TLR 2b (£4,789)

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We are seeking to appoint an ambitious, enthusiastic and talented teacher who would be an inspirational leader for PE.

This post is suitable for an experienced teacher who is able to obtain the best outcomes for their pupils and is looking to take the step of leading a well-established department.

This is an important middle leadership role with the responsibility to work with the members of the department to ensure the highest standards of teaching and learning. A commitment to excellence and the ability to enthuse, engage and motivate pupils and staff would make you an ideal candidate.

This is an exciting opportunity to work within a successful department with excellent facilities, a supportive wider Trust team and a committed Local Academy Board.

The successful candidate will present the best possible example of professional standards to colleagues.

To apply please download and complete the attached application form. Please note we do not accept CV's. We ask that all completed application forms are sent to Laura Byron at [laura.byron@consilium-at.com](mailto:laura.byron@consilium-at.com)

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

**The closing date for applications is Friday 28<sup>th</sup> January 2022 at 9am.**

**Interviews will take place on a date to be agreed.**

Consilium Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

*Please note: If you have not been contacted within one week of the closing date please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.*

## Job Description

Job Title:	Head of PE
Reports to:	Leadership Team
Based at:	Ellesmere Park High School
Grade:	MPS/UPS + TLR 2b

### Main purpose of the Role

- To deliver a curriculum to students according to their educational needs, including the setting and marking of work.
- To assist and support student academic progress and emotional development.
- To work with colleagues as appropriate to raise standards of achievement and attainment.
- To lead the development of the PE Department.

### Core Responsibilities & Tasks

#### Main Duties

- To maintain the highest professional standards as set out in the Teachers' Standards document.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by students in school and elsewhere.
- To be accountable for leading, managing and developing the curriculum area.
- To review, develop and refine schemes of work and encouraging links with other subjects where appropriate.
- To assess records and reports on the attendance, progress, development and attainment of students, and produce such records as are required.
- To monitor progress against the targets and ensuring appropriate action plans are in place where issues are identified.
- To provide and/or contribute to oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that PE subject specialism are reflected in the teaching and learning experience of students.
- To use a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus.
- To provide a positive, conducive and safe learning environment, encouraging high standards in punctuality, presentation or work and relationships.
- To set high expectations for students' behaviour and maintain a good standard of discipline through well focussed teaching, fostering positive relationships and implementing the schools Behaviour for Learning Policy.
- To set appropriate work for use by supply or substitute staff in the event of staff absence

#### Operational/Strategic Planning

- To assist in the development of appropriate syllabus, resources, schemes of work, marking policies and teaching strategies.
- To contribute to the department's development plan and its implementation.
- To plan and prepare courses and lessons.
- To be responsible for continuously improving the quality of teaching and learning within the department.

#### Staffing

- To take part in the school staff development programmes, by participating in arranged training for professional development.
- To continue personal development in the relevant areas, including subject knowledge and teaching methods.
- To ensure the effective and efficient deployment of classroom support.



- To hold staff accountable for their teaching and outcomes.
- To work as a member of a designated team and to contribute positively to effective working relationships within the school.

**Quality Assurance**

- To help implement school quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation within the department area in line with agreed school procedures; including evaluation against quality standards and performance criteria. To seek, implement modification and improve where required.
- To monitor and evaluate the teaching in the department, take the initiative in identifying strategies to support consistency of practice and be a lead practitioner in the team.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

**Management Information**

- To maintain appropriate records and to provide relevant accurate and up-to-date information to SIMS – registers, behaviour log etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

**Communication and Liaison**

- To communicate effectively with the parents/guardians of students as appropriate.
- Where appropriate, to communicate and cooperate with persons or bodies outside the school.
- To follow agreed policies for communication in the school
- To take part in parents' evenings
- To work closely with the SENCO to ensure appropriate subject targets are set, and to match curricular materials and approaches to pupil needs.
- To contribute to the development of effective subject links with external agencies.

**Management of Resources**

- To contribute to the process of the ordering and allocation of equipment and materials.
- To lead the department to identify resource needs, and to contribute to the efficient/effective use of physical resources.
- To cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of departments and students.

**Pastoral System**

- To be a Form Tutor to an assigned group of students.
- To promote the general progress and wellbeing of individual students.
- To liaise with the Pastoral Team/Head of Year to ensure the implementation of the school's pastoral system.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons, and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and progress files, and other reports.
- To alert the appropriate staff of issues/concerns/problems concerning students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents/guardians of students, and with persons/bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHE and citizenship, and enterprise according to school policy.
- To apply the Behaviour for Learning Policy so that effective learning can take place.
- To ensure that appropriate safeguarding procedures are in place and applied.

**School Ethos and Other**

- To play a full part in the life of the school community, to support its distinctive mission and ethos, and to encourage staff and students to follow this example.
- To ensure that appropriate safeguarding procedures are in place.
- To participate in the school extra-curricular programme.

## Corporate 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
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust's activities
- To plan, monitor and review health and safety within areas of personal control
- To participate in the Trust's Performance Management process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues

## Additional Notes

- The duties and responsibilities listed in this job description provide a summary of the main aspects of the role. This is not an exhaustive list and the post holder may be required to carry out other tasks, as deemed appropriate to the grade and nature of the post.
- This job description is current at the date indicated below but, in consultation with the post holder, it may be changed by the Headteacher to reflect or anticipate changes in the post commensurate with the grade or job title.
- Due to the routine of the academy, the workload may not be evenly spread throughout the year. Flexibility of hours, and a flexible attitude and willingness to assist others in the team, when required is necessary.
- Where the post holder has a budgetary responsibility, it is a requirement of the role to work within the Academy's financial regulations.
- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. All staff will be subject to an enhanced DBS (Disclosure and Barring Service) check.

Person Specification		
	Essential	Desirable
<b>Experience</b>		
Evidence of teaching at an outstanding level along with the ability to reflect on lessons and continually improve own practice	X	
Experience of having designed, implemented and evaluated effective, imaginative and stimulating schemes of work and project based learning activities	X	
Experience of working in more than one school / experience as a middle leader		X
Qualified Teacher Status; degree level or higher	X	
Ongoing CPD such as middle leader/senior leader course		X
A knowledge of and enthusiasm for your subject; the desire and ability to convey this to the students of the school.	X	
A good working knowledge of teaching and learning reflected in own practice, including experience of raising attainment.	X	
A willingness to participate fully as part of a faculty team, being an effective team member and leader who demonstrates resilience, motivation and commitment to drive up standards of achievement	X	
Ability to lead on assessment, evaluation and attainment of all pupils. Understands and interprets complex pupil data to drive lesson planning	X	
Able to set and deliver high expectations for accountability and consistency and embed a culture of learning amongst staff and pupils that creates an ambitious, purposeful and highly motivating environment	X	
Excellent classroom practitioner who models, mentors and monitors workplace behaviour	X	
A commitment to student support and guidance.	X	
A willingness to participate in extra-curricular activities	X	
To be involved in In-class support across the curriculum and an interest in study skills.	X	
A firm commitment to comprehensive education, with a willingness to teach more than one subject across all abilities.	X	
<b>English Fluency</b>		
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad	X	
Passing an English or Welsh spoken language competency test or possessing a relevant spoken English or Welsh qualification at CEFR Level B1 or above, taught in English or Welsh by a recognized institution abroad (and from September 2017 this includes Welsh second language GCSE	X	

## Person Specification

<b>Qualifications and CPD</b>	<b>Essential</b>	<b>Desirable</b>
Qualified Teacher Status; degree level or higher	X	
Recent successful teaching experience	X	
Leadership experience		X
<b>Experience, Knowledge and Skills</b>	<b>Essential</b>	<b>Desirable</b>
Experience of teaching across the full age and ability range of an 11-16 school	X	
A knowledge of and enthusiasm for your subject; the desire and ability to convey this to the students of the school.	X	
A good working knowledge of teaching and learning reflected in own practice, including experience of raising attainment.	X	
A willingness to participate fully as part of a faculty team, being an effective team member and leader who demonstrates resilience, motivation and commitment to drive up standards of achievement	X	
Ability to lead on assessment, evaluation and attainment of all pupils. Understands and interprets complex pupil data to drive lesson planning	X	
Able to set and deliver high expectations for accountability and consistency and embed a culture of learning amongst staff and pupils that creates an ambitious, purposeful and highly motivating environment	X	
Excellent classroom practitioner who models, mentors and monitors workplace behaviour	X	
A commitment to student support and guidance.	X	
A willingness to participate in extra-curricular activities	X	
To be involved in In-class support across the curriculum and an interest in study skills.	X	
A firm commitment to comprehensive education, with a willingness to teach more than one subject across all abilities.	X	
<b>Personal Attributes</b>	<b>Essential</b>	<b>Desirable</b>
To be committed to ensuring that every pupil is given the opportunity to achieve their potential and meet the high expectations set for them	X	
Enthusiasm to inspire in students a desire to learn and participate	X	
Ability to have the vision to plan ahead and to get things done	X	
Full working knowledge of the National Curriculum requirements for PE	X	
To be able to work as a member of a team	X	
To be able to work effectively with pupils, staff, parents and members of the community	X	
To make a significant contribution to extra-curricular sports clubs	X	
Interest in innovation in the classroom including interactive whiteboard skills		X
To be able to assist in the planning and organisation of school trips/visits		X
Able to form and maintain appropriate relationships and personal boundaries with children and young people	X	
Emotional resilience in working with challenging behaviours	X	

Positive attitude and authority in maintaining discipline within both the practical and classroom environment	X	
<b>English Fluency</b>	<b>Essential</b>	<b>Desirable</b>
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad	X	
Passing an English spoken language competency test or possessing a relevant spoken English qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad.		X

