



Lord Grey Academy
Lord Grey Can



HEAD OF PE

MPS/UPS

TLR 2b £5,024 pa

Required for September 2023

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“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.”





Lord Grey Academy

Lord Grey Can



Welcome from the Associate Principal

Thank you for your interest in working at Lord Grey Academy.

You have made a great decision to pursue your career with us. We are committed to every member of staff and you will find a community of colleagues where support and development for you as you progress in your career is second to none. We have a strong staff who are committed to our young people and our pursuit for academic rigour with compassion.

Lord Grey Academy has been part of the Tove Learning Trust since April 2018 and we are proud of our commitment to ensure every student reaches their potential. Our GOOD OFSTED judgement in May 2022 recognises how leaders have created a focused learning community where pupils enjoy learning and can see that they're making good progress through the curriculum.

We are the third Paris St Germain Football Academy in the UK committed to teaching young people football the Parisian way. An exciting opportunity for staff, students and the community to get involved in the game and knowledge of nutrition, health, strength and conditioning.

Lord Grey Academy is an inclusive, vibrant and diverse learning community where students develop skills in, and beyond, the classroom to ensure they flourish. We ensure that every student has access to an outstanding education and is given the best opportunities to thrive.

We create a shared ethos and an "i can achieve" attitude through our core values and motto Lord Grey Can! Our motto, Lord Grey Can reminds all members of our community that there is no limit to our ambition and that imagination can become a reality. Our values of Determination, Ambition, Curiosity, Integrity and Civility are caught, taught and sought out so that we develop the character of Lord Grey students to prepare them for life beyond school. We have the highest expectations in all that we do and expect of others with strong pastoral, learning and behaviour systems in place to hold students into the pace of our Lord Grey way: the way we do things here.

I am excited to have such a strong body of staff to help continue this pathway towards realising our vision. We work collaboratively across all areas of the school- support staff, teaching staff, admin staff- with one aim to secure the very best futures for our young people. Our dedicated non-teaching pastoral team ensures all students are valued and included. Students and staff at Lord Grey build close relationships and foster a strong culture of learning.

The staff team supports each other well and there is a strong sense of togetherness and commitment to our motto and ambition. We are truly committed to reducing unnecessary work burdens for our staff and promoting a healthy work life balance. Wellbeing of staff and students is always a priority with our own Mental Health team, Ethos Team and staff socials as well as some perks, no emails at weekends and in evenings, a true open door policy so you can speak freely including anonymous staff surveys termly. As a result of these surveys, the leadership team truly listens to staff and over the last 18 months have centralised detentions, created automated systems for communication home and constantly review staff wellbeing to promote healthy work life balances.

We are a community.

We are a community who CAN and DO every day.

We look forward to meeting you.

Samantha Satyanadhan
Associate Principal

Jim Parker
Executive Principal





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Information about the Faculty

Lord Grey Academy has recently partnered with Paris Saint-Germain to become the PSG Academy UK hub for Buckinghamshire. An exciting opportunity for students to complete their KS5 studies, whilst building a strong pathway across areas including Strength & Conditioning, Nutrition, Player Wellbeing and Business. Students will be individually mentored by PSG Academy staff, and follow individualised player development programs. Students will also be able to gain work experience and further leadership opportunities, working with specialists and coaching staff from Paris. We have a Head Coach on site and the PE staff will be able to be coached on how to teach football the Parisian way!

The Wellbeing Faculty is a highly successful Faculty with the highest attainment in school at KS4 and 5. We currently teach Physical Education, Health and Social Care, Child Development and Public Services. As well as these subjects, the faculty also offers an extensive National Sports Leadership Programme. We have amazing staff throughout the faculty, as well as a Technician- assisting with equipment and resources. The Wellbeing Faculty has some of the highest achieving students in academic subjects. In the last few years, the KS5 Health and Social Care results were in the top 10 schools in the country. Last academic year, Wellbeing students had a positive residual of +0.98 in exam based subjects. As well as national academic success, numerous students achieved national recognition in the Step into the NHS schools' competition, and the Lord Grey GLAM Squad won the prestigious Youth Sport Trust National Team of the Year at the Girls Active Awards.

The Academy values the role of Physical Education extremely highly in the development of the students. Our curriculum model demonstrates our values of PE. We offer 2 hours per week to all students in KS3 and KS4, where students are set into single gender ability groups, and one mixed gender group. Staff are expected to deliver all sports/disciplines where applicable. The department also offers OCR CNAT Sport Science at KS4 and CTEC Sport and Physical Activity at KS5 for a large number of students - we currently have 2 groups in year 10, 2 in year 11, 1 in year 12 and 1 in year 13. Again, all staff are expected to contribute to the delivery of these specifications. KS4 students have the opportunity to complete the Level 2 Qualification in Community Sports Leadership and KS5 students have the opportunity to complete the Level 3 Qualification in Sports Leadership.

The extra-curricular activities we currently offer include all curriculum-based sports, as well as non-curricular sports such as UV Sports and trampolining. The PE department also runs a variety of trips to watch local and national sporting events. The sporting, leadership and extra-curricular achievements by students are celebrated each year at the Lord Grey Sports Personality of the Year Awards. Extra-curricular activities also continue across the faculty with Public Services expeditions, sports tours, Health and Social Care and Child Development trips, as well as the extra-curricular Sports Leadership, events and training.

Working with clubs in the community offer further opportunities to develop students all round sporting knowledge and expertise. In recent months, representatives from Bletchley Rugby Club, Bucks County Cricket and Box Clever have worked with the PE department, offering coaching and competitive opportunities, often to target specific groups across the school community.

Our faculty facilities are varied, with a sports hall, all weather netball courts, full size floodlit 3G Astro turf, traditional gymnasium, dance studio and an extensive sports field with rugby and football pitches in the winter, and a 400m athletics track, rounders and softball pitches in the summer. Facilities also include all weather basketball and tennis courts. The PE Department has achieved local and regional success over the last few years in many sports including: netball, football, dodgeball, softball, rugby and basketball.

Jo May
Head of Wellbeing Faculty





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Information about the role

The Wellbeing Faculty is one of the highest performing Faculties in the school across all key stages. Physical Education is a very popular option choice with our students at Key Stage 4 and Key Stage 5.

We are looking for an outstanding leader and practitioner, who is willing to drive forward the pedagogical development of all staff in the department, as well as uphold and improve outcomes for all students. We have been working on curriculum intent that focuses on competents and composites in Pe and we are excited with these early curriculum developments.

Physical Education is in a very good position with schemes of learning in place across the key stages. However, we are always looking to introduce new ideas to improve on aspects of teaching and learning, as the faculty team is keen to offer diversity and opportunities for our students. We welcome new ideas and enthusiasm from new staff and strive for continuous improvement. The Head of PE will coordinate and be responsible for Physical Education and Sport across all key stages. They will also be responsible for the vast extra-curricular sport programme on offer at Lord Grey Academy.

As we offer a diverse curriculum, we are keen to employ someone who has a range of skills that they can offer the faculty. We pride ourselves on high standards of teaching and learning and our excellent results reflect these high standards. The expectation is that every colleague in the faculty is a participating member of the team, and excellent provision is made to help each person to develop professionally throughout their career.

We are looking forward to welcoming an enthusiastic, proactive and appropriately qualified Head of Department. If you have any further questions please contact me on joanne.may@lordgrey.org.uk



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JOB DESCRIPTION - HEAD OF PE

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 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

Specific tasks in addition to those of a School Teacher:

As Head of Department with a Teaching and Learning Responsibility

To assist the Head of Faculty/LT Contact in the delivery of his or her role for negotiated tasks e.g. responsibility for a Department including responsibility for key stages within your department, for monitoring and evaluation, for able, gifted and talented students and EAL students, for student behaviour for learning, for schemes of work, for work related learning relevant to your area, for curriculum development, resources and other negotiated areas of responsibility.

Purpose of the Job

1. To provide effective leadership and management of a department and thereby build and maintain an effective teaching team which continually enhances the quality of learning and achievement.
2. To monitor and evaluate the teaching in the department and to take the initiative in identifying strategies to support consistency of practice.
3. Play a major role in the academy’s middle leadership and management assisting your Head of Faculty/LT Contact in creating a vision, sense of purpose and pride in the department and its work.
4. To ensure student progress is in line with national averages.
5. To ensure that courses are staffed and resourced effectively.
6. To ensure that staff teaching in your department are fully briefed as to the requirements of the appropriate specifications.
7. To ensure student entitlement to the Every Child Matters outcomes.
8. To act as a Team Leader within the Academy’s Appraisal Policy.
9. To identify and encourage the CPD needs of staff within your remit, in conjunction with the Head of Faculty/LT Contact.
10. To work individually and as part of a team.
11. To give and to seek advice and support within academy policies.
12. To be familiar with and adhere to academy policies and procedures.
13. To be familiar with and contribute to the Faculty Improvement Plan and faculty self-evaluation system.
14. To take an active part in mentoring ECTs, instructors and trainee teachers.



Teaching, Learning and Student Engagement

1. Teaching in line with department and Academy policies on e.g. assessment, teaching and learning, self study and student behaviour.
2. Monitoring and evaluation of student progress against prior attainment for all areas covered by your department.
3. Contribute to raising the profile within the academy of your department.
4. Responsibility for a classroom or teaching area and its impact on learning through, for example, display and the good organisation of learning resources.
5. Reviewing and evaluating teaching and learning in lessons and across schemes of work in your department.
6. Working with SEN, EAL and support staff (including prior discussion and planning) to maximise achievement within your department.

Curricular/Departmental Development

1. Accountable for the development and delivery of subjects within the department.
2. To develop clear curriculum intent and implementation ensuring a clear consistent pedagogical approach across the faculty. To ensure consistency of practice within the department.
3. Actively monitor and respond to curriculum development and initiatives at national, regional and local level.
4. Liaise with the Exams Manager and your Head of Faculty/LT Contact to maintain accreditation with the relevant examination and validating bodies.
5. Be responsible for the development of Key Skills in the subjects within your department's remit, such Literacy and Numeracy.
6. Ensure that the development of the subject is in line with national expectations.

Resource/Information Management

1. Manage the available resources of space, staff, money and equipment within the limits, guidelines and procedures laid down for deploying the department budget.
2. Work with the Head of Faculty/LT Contact to ensure that the department's teaching commitments are effectively time-tabled and roomed.
3. Ensure the maintenance of accurate and up-to-date information concerning the department on the management information system.
4. Make use of analysis and evaluate performance data provided including a good knowledge and usage of GO 4 Schools.
5. Develop departmental strategies and procedures (using national and academy guidelines) for teaching and learning for students with special educational needs.
6. Work with SENCO to set subject-specific targets, and match curricular materials and approaches to the needs of students.
7. Ensure that the department supports the academy's implementation of all current statutory requirements, e.g. Disability Discrimination Act, Access to Work, SEND, Equal Opportunities, Child Protection, and Equalities Act.

Stock/Resources Budget

1. Manage the department stock, teaching resources and finances efficiently, and obtain best value for money.
2. Maintain an inventory of all stock items and oversee the annual stock audit.
3. Carry out stock disposal in accordance with department and academy policies.
4. Store resources in such a way as to enable quick and easy access by all staff (and students where appropriate).



Liaison/Communication

1. Meet regularly and work with your Head of Faculty/LT Contact for professional support and develop effective departmental management.
2. Oversee and monitor the accuracy of exam entries and dates and work effectively with the Exams Manager and your Head of Faculty/LT Contact on this.
3. Act as the initial person for others to contact regarding all issues relating to the subject(s) within your department.
4. Liaise with colleagues from other key stages and sectors in order to provide a smooth transition between schools and phases for all students.
5. Liaise with curriculum coordinators in order to develop integrated schemes of work, e.g. Numeracy, Literacy, SEND, ICT and PSHE.
6. Inform staff about new developments and ideas related to the subject and the department.
7. Set and minute department meeting agendas and follow up on action points from those minutes.
8. Manage the provision of information to parent/carers and other staff about curricular choices, and choice of teaching groups for individual students and groups of students.
9. Provide helpful and accurate responses to parent/carers enquiries.

Health and Safety

1. Undergo Basic First Aid training and update courses, where appropriate.
2. Be aware of the responsibility for personal "Health, Safety and Welfare" and that of others who may be affected by your actions or inactions.
3. Cooperate with the employer on all issues to do with "Health, Safety and Welfare".

Continuing Professional Development – Personal

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the school curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Maintain a professional portfolio of evidence to support the Appraisal process – evaluating and improving your own practice.

Continuing Professional Development – Staff

1. Contribute to, and take a leading role in, the provision of high quality professional development through an effective Appraisal programme, making use of, where appropriate, other sources of expertise, e.g. LAs, outside training agencies, TOVE colleagues, etc.
2. Consider the expectations and needs of other members of staff, and in particular ensure that trainees and NQTs are appropriately monitored, supported and assessed.



PERSON SPECIFICATION - HEAD OF PE

Relevant experience	Essential	Desirable	How evidenced
Relevant experience as a successful teacher in a secondary school	✓		A I
Up to date knowledge and understanding of teaching and learning strategies	✓		A I
Up to date knowledge of the National Curriculum and KS4 and KS5 public exam syllabus' for the subject areas within your department	✓		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
Education and training	Essential	Desirable	How evidenced
Qualified Teacher Status or the credentials to gain QTS or to teach in the UK	✓		A
Degree in subject or related subject	✓		A
Evidence of a commitment to own professional development		✓	A
Specific skills	Essential	Desirable	How evidenced
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
The ability to lead a team of colleagues	✓		A I
The ability to lead on curriculum and resource management	✓		A I
The ability to lead within a curriculum area	✓		A I
Working effectively as a personal tutor	✓		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
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 department		✓	A I

A – Application form I – Interview R – Reference



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JOB DESCRIPTION - CLASSROOM TEACHER

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 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 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 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.



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



PERSON SPECIFICATION - CLASSROOM TEACHER

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.	✓		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



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Advertisement

HEAD OF PE

TLT MPS/UPS SCALE
TLR 2b £5,024 pa

We require for September 2023 a Head of PE within the Wellbeing Faculty. The ability to teach all key stages is a requirement of this post. The successful candidate will be an outstanding classroom practitioner, keen to develop opportunities to prepare all students to be fit for life through positive and meaningful experiences in Physical Education at Lord Grey Academy.

Specific responsibilities will include:

- Responsibility for and coordinating CTEC Sport and Physical Activity and CNAT Sport Science at KS5 & KS4.
- Responsibility for and coordinating Core PE at KS3 and KS4.
- Responsibility for extra-curricular sporting opportunities for students.
- Overseeing the daily organisation of PE at all key stages.
- Working with the team to maintain high standards within the PE Department.
- Curriculum intent and implementation whilst developing the very best Teaching and Learning strategies, routines and expectations with all PE staff.
- Embed a curriculum to suit the needs of all learners, whilst upholding the vision of 'Lord Grey Can'.
- Keeping abreast of all national initiatives in PE and Sport.

Why choose Lord Grey Academy?

- Culture of high expectations and a strong belief that all can achieve
- Very clear routines for learning so that teachers can teach and students can learn
- Culture of support and feedback for staff
- Highly visible student-centred Leadership Team
- Positive, supportive and friendly colleagues
- Weekly CPD and regular opportunities to benefit from working with other schools in the Trust.

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 candidate information booklet and application form are available on the vacancies section of Lord Grey Academy's website:
<http://www.lordgrey.org.uk/general-information/vacancies/>

Please note the application form is available on the right hand side of the above link.

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 Thursday 20th April 2023. Details on how to apply for this post are in the How to Apply Section of this booklet.

Only successfully short listed candidates will be contacted.





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Join an Academy on a rapid journey of improvement as 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. The right candidate will join us on our exciting journey to providing a great education for our amazing students as we prepare them for adult life. There is a great team to work with who are already on the path to making changes that will shape the future of the Academy.

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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Why work at Lord Grey?

At Lord Grey we have a strong sense of team. Staff support each other well and we have good systems and processes to make working as effective and efficient as possible. We have a strong commitment to supporting staff so that they can manage the very important work that we do. We don't underestimate the responsibility and sometimes stress that comes with working in a busy school environment.

How we support staff at Lord Grey

- No pressure to "put on a show" in lessons. A culture of typicality is reinforced by no lesson grading.
- Visible Leadership Team who are on hand to listen and support.
- Everyone has the highest expectations of behaviour, with all staff reinforcing those expectations.
- A clear system of sanctions which is applied consistently so staff don't have battles with students.
- Excellent pastoral support offered through our year teams.
- Specialised personalised CPD for all staff.
- Time for staff to put new things into action and a very careful approach to avoid initiative overload.
- Regular Staff, Faculty and Pastoral briefings to support good communication.
- Internal Intranet where all information is one place and data dashboards to support analysis of data.
- Headlines – a weekly whole staff email containing all the important information which reduces the number of emails in your inbox. No expectation to deal with emails outside of work hours.
- Comprehensive support for ECTs with dedicated mentors and regular meetings.
- Performance Management is tailored to faculty and individual needs. Data targets are not used punitively but aspirationally.
- We are constantly streamlining all systems and processes so they take less time.
- Open door Associate Principal - no concern is ever too small.
- Countless opportunities to get involved with the wider life of the Academy - Duke of Edinburgh, school performances, sports teams, music etc.
- Contributions of staff recognised through our colleague to colleague recognition awards and student thank you cards.
- There are regular staff wellbeing events organised for staff.

Lord Grey Academy is also in a great location. The Academy is situated on a large site in West Bletchley on the southern side of Milton Keynes. Bletchley itself is the home of 'Bletchley Park', where the WW2 'Enigma' code was broken – this site of historical importance and tourist attraction is just a few minutes' walk from the Academy.

Bletchley is a lively town on the outskirts of Milton Keynes, and offers plenty of accommodation, good shopping and good rail links to London and Birmingham. Milton Keynes is centrally placed with excellent transport links, by both road and rail, to the rest of England. Milton Keynes is one of the fastest growing cities in Europe and has superb shopping, many bars and restaurants and a very good theatre. With excellent cinemas, Xscape and the Snow Dome, MK Dons FC and a range of other leisure options, there is plenty to do in Bletchley and Milton Keynes. For those who prefer the countryside, there are many beautiful Buckinghamshire and Northamptonshire villages on the periphery of Bletchley.



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How to Apply

Please read through the information in the pack carefully and please do not hesitate to contact the Academy if you would like to arrange a pre application visit – we strongly welcome this! If you cannot make a visit, then please feel to phone us to talk about the post.

The application form can be found on the vacancies section of Lord Grey Academy's website <http://www.lordgrey.org.uk/general-information/vacancies/>

Please note the application form is available on the right hand side of the above link.

You should ensure that you complete all sections of the application form. There is a space on the form titled **Support of Application** and in here you should explain how your experience will help you to carry out the job that you have applied for and how you think you meet the criteria in the person specification. This section should be no more than 2 sides of A4.