



MALTBYLEARNINGTRUST
Exceptional Experiences. Successful Lives.



Head of Physical
Education (PE)

Recruitment Pack



Contents

- Welcome from the Principal	3
- Maltby Learning Trust	4
- The Academy Key Drivers and Curriculum Intent	5
- Our Physical Education Department	8
- Application Process and Employee Benefits	9
- Role Description	10
- Person Specification	15





Delivering **exceptional learning experiences** which enable all young people to thrive in a competitive world and lead **successful and fulfilling lives.** 

Dear Applicant,

Thank you for your interest in the post of Head of Physical Education at Maltby Academy. This is an exciting time to join our academy and the wider Maltby Learning Trust. You will be part of an ambitious and forward-thinking organisation, committed to delivering exceptional learning experiences that enable every young person to thrive, both now and in the future.

Our Vision and Ethos

At Maltby Academy, we believe that all young people deserve the very best education, one that enables them to learn, grow and achieve. We are committed to providing a broad and balanced curriculum, delivered by passionate subject specialists and supported by a highly dedicated staff team.

Our academy has undergone significant transformation and is now a key part of a strong and collaborative learning community. Our modern, well-resourced environment, including specialist teaching spaces, a multi use sports centre and post 16 provision, reflects our ambition and supports both staff and students to succeed.

High Expectations and Strong Culture

We are proud of our culture, underpinned by high expectations, respect and a strong sense of community. We promote traditional values such as courtesy, commitment and responsibility, and we work closely with families to ensure that all students are supported to meet our learning expectations.

The vast majority of our students are motivated, respectful and eager to succeed. Where standards fall short, we act with clarity and consistency to support improvement.

Curriculum and Personal Development

Our curriculum is designed to be both ambitious and inclusive, ensuring that every student can achieve their potential and progress to meaningful destinations at 16, 18 and beyond.

There is a strong commitment to professional development across the academy and trust. Staff benefit from a high-quality professional learning offer, alongside bespoke leadership development pathways that support career progression at every stage.

Physical Education at Maltby Academy

Sport plays a central role in the life of the academy. We have a vibrant and inclusive sporting culture that encourages participation, excellence and personal development.

Our post 16 football scholarship is well established, and we are expanding our provision further with new scholarship opportunities in boxing and football refereeing. This is an exciting opportunity for a leader who is passionate about physical education to shape and develop provision across all key stages.

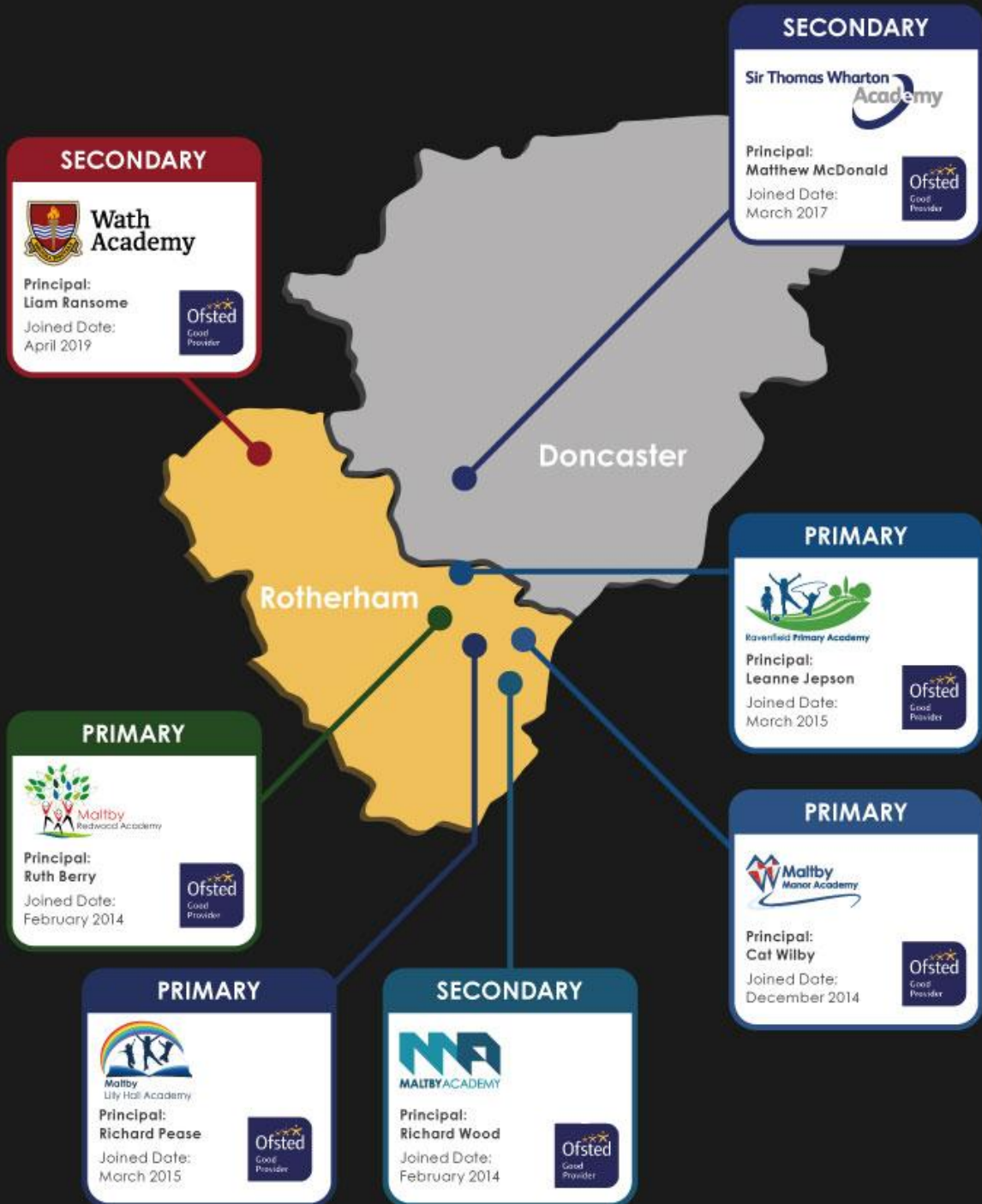
We look forward to receiving your application and learning more about how you can contribute to the continued success of Maltby Academy.

Yours sincerely,
Mr R Wood
Principal

Seven Schools One Trust



Delivering **exceptional learning experiences** that enable all young people to thrive in a competitive world and lead **successful and fulfilling lives**.



Our Key Drivers and Curriculum Intent

At Maltby Academy, we are passionate about supporting all students in their pursuit of success and happiness; we firmly believe that this is achieved through a relentless commitment to demonstrating our six Key Drivers.

Members of staff at Maltby Academy and within the Trust are dedicated to ensuring that all students in our care receive a first-class education and achieve their goals in life, whatever they might be.

Our staff value each of our students as individuals and work tirelessly to ensure that they achieve excellent GCSE and A-Level examination outcomes and develop into positive members of society.





OUR VISION

Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives.

OUR KEY DRIVERS



RESILIENCE

Learn from failures, work through problems and never give up. Be better today than you were yesterday.



ASPIRATION

Aim high and set yourself challenging goals both academically and personally. What does the future hold for you?



COMMUNITY

Accept support and offer it. Give something back to the Academy and the community.



RESPONSIBILITY

Be responsible for your actions, celebrate successes and learn from your failures. Do not make excuses.



CONFIDENCE

Don't be afraid to get things wrong. Believe in yourself and your abilities and step outside your comfort zone.

Delivering **exceptional learning experiences** that enable all young people to thrive in a competitive world and lead **successful and fulfilling lives.**

CURRICULUM INTENT

The Maltby Academy curriculum is designed, delivered and monitored with principles of knowledge and assessment at its core. The curriculum is aspirational and deliberately challenging and it never assumes that students cannot access complex material. Rather, it builds on the knowledge acquired in the primary phase and 'starts with the end in mind' by considering the skills, knowledge and character required for higher education and employment.

It is a curriculum that promotes and delivers our 'Key Drivers' of resilience, aspiration, confidence, responsibility and community, with precision and purpose.

THE INTENTION OF THE MALTBY ACADEMY CURRICULUM IS TO:

- Inspire imagination and develop interests/specialisms/key skills.
- Provide appropriate challenge, through access to complex material and concepts.
- Develop successful life-long learners, responsible citizens and confident individuals.
- Facilitate positive progression routes through the student's educational journey into sustainable further/higher education, training and employment.
- Provide equality and promote aspiration for all learners, irrespective of starting point, learning needs, background and disposition.



CONFIDENCE

Don't be afraid to get things wrong. **Believe in yourself and your abilities** and step outside your comfort zone.



ASPIRATION

Aim high and set yourself challenging goals both academically and personally. **What does the future hold for you?**



RESPONSIBILITY

Be responsible for your actions, celebrate your successes, embrace and learn from your failures. **Do not make excuses.**



COMMUNITY

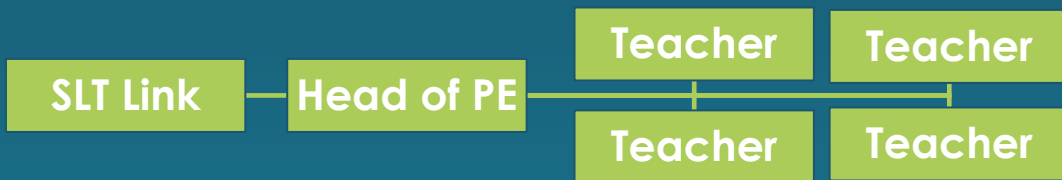
Accept support and offer it. Give something back to the Academy and the community.



RESILIENCE

Learn from failures, work through problems and never give up. **Be better today than you were yesterday.**

At Maltby Academy, we are proud to have a fully staffed Physical Education department of exceptional Teachers, including Leaders at all levels.



To find out more information, please see visit both the Trust website at [Maltby Learning Trust - Home](#) and the Academy website at [Maltby Academy - Home](#)

Informal discussions about the role and a visit to the academy are warmly encouraged. Please contact **Mrs J Holden, PA to the Principal**, directly by email Jholden@maltbylearningtrust.com to arrange a phone call or visit, to discuss the post and the next stage of your career.

The 'Application Form' can be accessed from this link:
<https://www.maltbylearningtrust.com/vacancies>

Closing date: Thursday 14th May 9.00am

An email will be sent to shortlisted candidates with details of the interview process.

We are committed to safeguarding and promoting the welfare of children and young people and expect that all staff and volunteers share this commitment. Any offer of employment will be subject to a satisfactory pre-employment checks.

Employee Benefits

- A Trust and Academy staff body that is fully aligned to deliver our vision
- Modern, purpose-built learning spaces, which inspire exceptional teaching and learning
- Excellent career development opportunities and access to a comprehensive programme of personalised Professional Learning and Development (PLD)
- An excellent induction programme with dynamic, driven and supportive staff, including mentoring and support from an experienced leadership team

- A range of employee benefits, including:

- Cycle to Work Scheme
- 24/7 access to telephone/ video GP service
- Cash Healthcare Plan
- Staff Rewards Gateway
- Smart Tech



Head of Physical Education (PE)

CORE PURPOSE

Deliver an exceptional, all-encompassing curriculum allowing all people to live successful and fulfilling lives which positively impact on local and global communities.

We exist to unlock the potential of every single young person that attends the academy. We will break down barriers of social deprivation so that all young people have exactly the same opportunities and choices when they leave. We will be a high profile, force for good in the community - championing the power of education, unlocking social mobility and transforming the community as a whole.

Our staff are inspired, motivated, empowered and feel valued; they know that the contribution they make each and every day is making a difference and they strive to deliver the highest standards.

VISION, CULTURE AND ETHOS

- Live the Trust Vision, Values, Professional Behaviours and Academy Key Drivers every day and inspire others to do the same.
- Be a role model of highly effective teaching, learning and assessment and promote professional standards and expectations to young people, staff and broader community.
- Engage and inspire young people and professionals to develop a love of learning through strong subject specialist knowledge and broader experiences.
- Develop ambitious, confident, resilient young people and adults.
- Equip all our young people to acknowledge and celebrate their skills, qualities and achievements, securing positive progression routes in a global market.
- Share and support the Trust's responsibility to provide and monitor opportunities for the personal, emotional and academic growth of students.
- Lead the provision and strategic improvement planning and implementation, monitoring and evaluation of: Assessment, Curriculum, Pedagogy across the department/area of learning.
- Be a role model for the professional development of staff, recognising and encouraging talented teaching and non-teaching professionals to excel.

DEVELOPING EXCEPTIONAL LEARNING EXPERIENCES

SPECIFIC INFORMATION

- Strategically lead and provide the operational management of the Physical Education (PE) provision at the Academy.
- Secure the highest levels of student achievement through the development of provision (assessment, curriculum and pedagogy).
- Secure the professional development of Teachers and related Associate Professionals.
- Effectively implement systems and processes of quality assurance, data analysis, self-evaluation and improvement procedures.
- Implement, monitor, evaluate an inspirational and progressive curriculum Years 7-13, inspirational enrichment offer and robust assessment which ensures progression and meets the needs of all learners.
- Regularly assess student performance, actively monitor, track and implement appropriate interventions (including for specific groups) to secure outstanding progress for all students and that no student is left behind.
- Remain the curriculum expert, keeping abreast of national developments, new methodological approaches in PE and respond to change.
- Ensure through in-service training (INSET), networking, wide-reading and discussion with relevant colleagues, an up-to-date knowledge, including an understanding of the latest developments with the Ofsted framework.
- Liaise with the Assessment and Examinations Office, relevant exam boards and support networks, to maintain relevant accreditation.
- Lead on the use of MLT's data and assessment, adapt teaching and promote progress in all subjects/classes/phases/key stages.
- Secure consistently highly effective first wave teaching and learning across each key stage/phase in every classroom, every day.
- Ensure Academy leaders (including the Local Governing Body) have an appropriate strategic overview and evaluative evidence of departmental performance.

RESPONSIBILITY AS A FORM TUTOR

- Actively tutor and champion a group of young people, securing open communication between home and school.
- Regularly monitor student attendance, progress and performance in relation to targets set for individuals and ensure that follow up procedures are adhered to and implemented as necessary.
- Seek opportunities for collaborative learning within the group, committing fully to the House identity.
- Contribute to PSHE, SMSC development and model British Values according to Trust/Academy policy.
- Ensure the Behaviour Management and rewards systems are implemented so that effective learning can take place.

DEVELOPING EXCEPTIONAL LEARNING EXPERIENCES

RELENTLESS FOCUS ON TEACHING, LEARNING, CURRICULUM AND ASSESSMENT

- Raise standards through the MLT's highly effective systems and processes of quality assurance, self-evaluation and improvement procedures.
- Secure an inspirational and progressive curriculum and robust assessment procedures which ensure progression and meet the needs of all learners across the key stages and professionals.
- Assess student performance, actively monitor, track and implement appropriate interventions (including for specific groups) to secure outstanding progress for all students and so that no student is left behind.
- Remain the expert in the curriculum/school improvement/or specific area of learning, keeping abreast of national developments, new methodologies and changes to specifications/policy or accreditation and respond to them.
- Ensure through in-service training (INSET), networking, wide-reading and discussion with relevant colleagues/multi agencies and stakeholders, an up-to-date knowledge, including an understanding of the latest developments in the Ofsted/statutory and accountability frameworks.
- Liaise with statutory/awarding bodies/examination boards and support networks, to maintain relevant accreditation.
- Lead on the application and interpretation of MLT's data and assessment processes, to adapt teaching/provision, to promote progress.
- Secure consistently highly effective first wave teaching and learning across each key stage/phase/pathway in every classroom, every day.
- Lead on the production, update and evaluation of development plans and provide leaders with a strategic overview and evidence of performance.
- Represent the MLT/Academy as a highly competent professional, broker links with outside agencies/other providers/multiagency and educational networks.
- Provide coaching and mentoring to other middle leaders, share expertise in departmental improvement.

RESPONSIBILITY TO SUPPORT THE SCHOOL IMPROVEMENT AGENDA

- In liaison with the senior leadership team, contribute to the school improvement agenda through effective coaching and mentoring of other middle leaders, thereby improving the quality of teaching, learning and assessment and reducing in school variation.

This Role Description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and pursuit of the 'National Standards of Excellence for Headteachers' (2015) underpins this role.

The aim of the Role Description is to indicate the general purpose and level of responsibility of the post. Duties may vary from time to time without changing the character of the post or general level of responsibility. This is an outline Role Description only and the post holder will be expected to undertake duties commensurate within the range and grade of the post or any lesser duties as directed by the Principal.

DEVELOPING EXCEPTIONAL LEARNING EXPERIENCES

LEADING AND MANAGING BEHAVIOUR, WELFARE AND STANDARDS

- Actively promote and model the collective responsibility for managing the personal development, behaviour and welfare of all young people and promote opportunities to link achievement, engagement in learning and pastoral care.
- Promote and model the commitment that every student is supported through high standards of behaviour and safety – ensuring teaching is effectively differentiated to support students' social, emotional needs, mental health and wellbeing .
- Develop institutional resilience and capacity across the curriculum teams/areas of learning, to enable staff to fully engage all students in effective learning.
- Role model positive interaction with young people – using praise, encouragement and recognition as the norm.
- Contribute to the development of policies and practice which promote inclusion, equality and the extended services that the school offers.

POLICIES AND PRACTICE

- Promote the Trust's positive identify, 'Can Do' ethos, commitment to developing employability skills and commitment to lifelong learning.
- Scope, allocate and account for departmental/area capitation to ensure the curriculum/provision/school improvement work provides value for money and delivers excellent outcomes.
- Maintain discipline in accordance with Academy procedures and encourage good punctuality, attendance, behaviour, standards of work and homework/prep learning
- Recognise, reward and celebrate the success of students and staff.
- Contribute to PSHE, SMSC development and model British Values according to Trust/Academy policy.
- Ensure the Behaviour Management and rewards systems are implemented so that effective learning can take place.
- Implement statutory national guidelines, Trust and specific Academy policies and procedures which:
 - promote and safeguard the welfare of young people (as in 'Keeping Children Safe in Education' and Child Protection policy)
 - ensure Health and Safety practices, including Risk Assessments are in line with national and Trust requirements
 - promote working practice (MLT Code of Conduct).
- Meet the Leadership Standard – competency framework.
- Meet the Teachers' Standards (Part 1 & 2) at a level appropriate to stage of career.
- Be highly competent in all elements of the Teachers' Standards. (Upper Pay Range teachers.)
- Sustain substantial achievement and contribution to the department and more broadly. (Upper Pay Range teachers.)

INVESTING IN THE RIGHT PEOPLE

LEADING AND MANAGING STAFF

- Be responsible for the day to day line management of other professionals, secure the safeguarding of young people and adults and ensure the area/provision/school improvement focus fully reflects the Trust's distinctive vision and ethos.
- Lead and model for colleagues working as members of a designated team and contribute positively to effective working practices.
- Participate in and facilitate the engagement of the department in relevant Professional Learning and Development (PLD) opportunities to secure highly effective practice/teaching and learning/provision.
- Contribute to and lead on the Professional Learning and Development of other professionals.
- Actively seek opportunities for networking with other centres and PLD opportunities to enhance department provision/school improvement/area focus.
- Provide the professional support and challenge when managing the performance of others.
- Engage actively in the Appraisal Review Process as Appraiser and Appraised.
- Collaborate effectively, sustaining partnerships with parents, stakeholders, business, educational and broader community.

HIGH EXPECTATIONS

- Cultivate a positive academy culture and climate that promotes high autonomy, high challenge and high accountability.
- Maintain a common culture which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure a consistent and continuous academy-wide focus on students' achievement where all teachers take responsibility for using data and benchmarks to monitor progress in every child's learning.
- Challenge underperformance at all levels with effective corrective action.

PROFESSIONAL DEVELOPMENT

- Ensure staff have access to high-quality, sustained professional development, aligned to balance whole-school improvement, team and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

Head of Physical Education (PE)

	ESSENTIAL	DESIRABLE
Qualifications and training	<ul style="list-style-type: none"> Graduate (with a good honours degree) Ability to teach Physical Education (PE) to A Level Qualified Teacher Status A highly effective teacher Demonstrate commitment to continued professional and personal development 	<ul style="list-style-type: none"> Middle leadership professional development programme A full and clean UK driving licence
Experience	<ul style="list-style-type: none"> Knowledge of the PE curriculum reform Evidence of wide reading and a genuine interest in research in PE, pedagogy and leadership. Experience of leading curriculum area(s)/projects or whole school area of responsibility which impacted positively on student progress Evidence of leading, supporting and managing others, both individuals and teams and ensuring high quality performance Experience of managing and implementing change successfully at department or whole school level Commitment to extra-curricular learning activities An awareness of good practice in identifying individual needs and providing appropriate curriculum provision and intervention Confidence to try a range of teaching strategies and approaches Exercise firm and fair discipline and develop positive relationships with students, parents, staff and school leaders 	<ul style="list-style-type: none"> Evidence of effective experience in supporting other school leaders and/or teachers at middle or senior level Experience of exam board marking and moderation (GCSE: Eduqas, A-level: AQA). Awareness of the Key Stage 2 PE curriculum
Knowledge and skills	<ul style="list-style-type: none"> Well-developed ICT skills, knowledge and experience of how technologies can be used to transform learning and raise achievement Coach, mentor, support and challenge others to develop as inspiring professionals Monitor, evaluate and review provision and performance data that can be used to improve the quality of teaching, learning, assessment and outcomes Inspire young people by providing, through PE a relevance and context to the wider world/innovative and engaging learning experiences which challenge and motivate students 	<ul style="list-style-type: none"> Budget management and deployment of resources

	ESSENTIAL	DESIRABLE
Knowledge and skills	<ul style="list-style-type: none"> • Proven ability to identify and implement strategies to raise standards of teaching and learning and student outcomes through line management • Lead and manage own work effectively and take responsibility for own professional development • Enhance performance by motivating and developing staff, helping them to acquire the skills to prepare for more senior roles • A student-centred professional 	
Personal qualities and attributes	<ul style="list-style-type: none"> • Successful working relationships with colleagues/other stakeholders • Innovative, able to contribute new ideas and help establish them • Energy and flexibility • A professional approach borne out of confidence and effectiveness in role • Role model of best practice • Maintain a positive attitude and keeps calm under pressure • Communicate effectively and concisely both in verbal and written form to a variety of audiences • A high degree of personal and professional integrity, confidence and loyalty • Emotional and social resilience and intelligence in the face of challenge • Enthusiasm for and commitment to the achievement of the vision for success at all levels 	
Commitment to	<ul style="list-style-type: none"> • Raising standards of student achievement • Continued Professional Development • Community liaison including parental involvement • Links with HE and industry/business • Commitment to diversity and equality of opportunity in all working practices • Enhancing the SMSC awareness of young people and modelling British Values 	<ul style="list-style-type: none"> • Further career development
Attendance	<ul style="list-style-type: none"> • A good attendance record in current employment, (not including absences due to disability) 	
Written application	<ul style="list-style-type: none"> • A well-constructed and concise application showing evidence of knowledge, planning and enthusiasm for the role 	



www.maltbyacademy.com

Maltby Academy, Braithwell Road, S66 8AB | T: 01709 812864 | E: Info@maltbyacademy.com