



Briefing Pack for Applicants

Head of Religious Education and PSHE

December 2025

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Section 1 – Post Advertisement



Job title: Head of Religious Education and PSHE
Location: Sheffield Park Academy, Beaumont Road North, Sheffield, S2 1SN
Salary: Highly competitive United Learning Teachers Pay Range (£36,400.00 - £53,040.00 FTE), with TLR2 of £5,000 & a 'Golden Hello' payment of £2,500.00
Contract: Permanent, Full-Time
Start date: Easter 2026 or sooner if possible

'Leaders are ambitious for all pupils to achieve highly'

'This is a school where staff care for pupils and are determined that they succeed'

OFSTED report, December 2022

Sheffield Park Academy is seeking to appoint a Head of Department for Religious Education and PSHE. The ideal candidate will be a driven, goal-oriented and knowledgeable individual who can positively and actively contribute to our mission to become an 'Outstanding' school. Our core values are community, ambition, respect, and endurance and we are seeking an individual who not only shares but exemplifies these principles. This is an excellent opportunity for a current leader or someone wanting to move into middle leadership who wishes to build and create a strong and successful RE department.

This is an excellent opportunity to join an Ofsted rated 'Good' academy. The academy is part of United Learning, a national group of schools and academies. Sheffield Park Academy is an 11-18 school (we have our very own Sixth Form on site). As part of United Learning our aim is to bring out 'the Best in Everyone' and we continuously strive to ensure that students and staff have every opportunity to succeed, with their potential developed to the utmost. Our school has motivated, ambitious students with a high percentage of our students going on to attend Russell group universities.

The academy has over 1,200 pupils and is situated in purpose-built £30million premises, benefiting from excellent, state-of-the-art facilities. We are part of the United Learning Trust, the largest and one of the most successful academy trusts in the country who offer unrivalled CPD and opportunities for nationwide networking and development opportunities.

The city of Sheffield itself is a vibrant place to live and work with two universities and a range of entertainment opportunities alongside the access to the Beautiful Peak District within 20 minutes. Quality of life is routinely ranked very highly, and it is one of the greenest cities in Europe.
<https://www.welcometosheffield.co.uk/>

This role requires a focussed individual who is organised and passionate about making a difference for our school and the local community. The successful candidate will be a highly efficient individual with outstanding attention to detail. This role offers both challenges and great rewards within a supportive and welcoming school environment.

We will offer you:

- Highly competitive pay above national average.
- Excellent facilities and resources.

- Access to an outstanding professional development programme.
- A respectful working environment.
- Supportive, friendly colleagues who are committed to each other's professional development.
- A chance to become part of United Learning, one of the largest groups of academies in the country.
- Opportunities to work collaboratively with colleagues in each school, across the Cluster and United Learning.
- Excellent employee benefits which include a highly sought-after pension scheme with high employer contributions.
- Access to training through the Apprenticeship Levy.
- Free on-site parking.
- Access to an Employee Assistance Programme (EAP).
- We encourage open and regular conversations about work-life balance.

Please refer to the job description and person specification for further details.

To apply, please click the 'Apply online' button at the top of the advert on our website using the following link to our vacancies page: [Sheffield Park Academy Vacancies Page](#) and complete our online application form. Please note that CVs are not accepted.

The closing date for this post is midnight, Sunday 11 January 2026. Interviews will take place soon after the closing date.

If you have any queries regarding this role please email hr@unitedlearningyorks.org.uk

United Learning is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Employees will, in accordance with statutory guidance, be subject to a comprehensive checking process including references from current and previous employers, health, right to work in the UK, an Enhanced DBS check and a further check against the appropriate barred list.

Section 2 – United Learning

The Yorkshire Cluster is part of United Learning which is a large and growing group of schools aiming to offer life changing education to children and young people across England.

Our schools work as a team and achieve more by sharing than any single school could. Our Subject Specialists, Group-wide Intranet, our own curriculum and online learning portal all help us to share knowledge and resource, which supports simplifying work processes and managing workloads for an improved work-life balance.

As a Group we can reward our staff better and provide excellent career opportunities, better pay, employee benefits and ultimately, the satisfaction of helping children to succeed. We also invest in our staff wellbeing. Our academies each have at least eight INSET/training days per year (with three of those solely dedicated to planning) and an ongoing group-wide wellbeing programme. It is an ethos we call 'the Best in Everyone'.

We are working hard to become a more diverse organisation, which is key to our commitment to bringing out 'the Best in Everyone'. We welcome applications from everyone committed to this ethos and would particularly welcome applications from black and minority ethnic candidates who are currently under-represented in the Group as a whole. We always appoint on merit. We are open to discussing flexible working options.

<https://unitedlearning.org.uk/>

Section 3 – Letter from the Regional Director

Dear Candidate

Thank you very much for your interest in the role within the Yorkshire United Learning Cluster. The cluster itself is a close-knit group of four Secondary Academies: Barnsley Academy, Fir Vale Academy, Sheffield Park Academy and Sheffield Springs Academy, who work alongside a number of local Primary Academies; all from within the United Learning Trust.

The cluster is well-established and has excellent support from locally based cluster central services. These cover Business Management, HR, IT and Site/Estate Facilities. They are led by an Executive Business Manager. This provides our Academies with excellent trained advice and support in these areas; this benefits the leadership and wider staff of every Academy.

United Learning Trust is a national organisation serving Primary and Secondary Academies, all-through Academies and Independent Schools. Our ethos is, “the Best in Everyone”. This is a useful phrase that sums up the work and focus of the organisation. Every decision taken is done with this aim in mind: for staff, for students and for the community. The Trust values of Respect, Determination and Ambition are driven through the Character Programme, which each Academy has carefully interpreted in their own way. The Trust attributes of Creativity, Confidence and Enthusiasm are demonstrated at every level.

United Learning, and Academies within the Yorkshire Cluster, demonstrate a strong commitment to staff CPD and staff wellbeing. If you join our schools, you will be inducted, supported and developed in a deliberate way from before you even take up post. Our status as an Academy Trust enables highly competitive rates of pay progression and our employee schemes, such as Perkbox, are an attractive feature of employment.

Above everything, we put young people first and seek to recruit adults who share this view. We work with students, parents and families to provide a structured, supportive experience that enables them to achieve as well as they possibly can and become excellent scholars and rounded individuals. We insist on classrooms and corridors that are respectful, orderly places where everyone is expected to display positive and mature attitudes.

Applying for a new job is a huge investment of time and emotional energy. The recruitment decision has to be right for employee and employer. I would encourage you to seek out any information you need in order to make the important decision to apply and we welcome visits to our schools in advance of applications wherever this might be helpful.

I do wish you the very best with your application and thank you again for considering us.

Best wishes,

Laura Moore
Regional Director
United Learning

Section 4 – Letter from the Principal of Sheffield Park Academy



Dear Candidate

Thank you very much for your interest in joining Sheffield Park Academy. I am delighted to introduce you to our school, and I hope that this application pack provides you with a good overview of the type of candidate we are looking for. **If you like what you have read or know about our school, I would advise you to get in contact with us either for a visit to the academy or a phone call (with me or one of my senior leaders) to find out more.**

Sheffield Park Academy is a flourishing 11-18 school and we really value working as part of the Yorkshire cluster alongside our sister schools: Barnsley Academy, Fir Vale Academy, and Sheffield Springs Academy. Our close collaboration across the schools is a real source of strength and support as is the wider support of United Learning, and particularly our Regional Director.

We fully subscribe to the ethos and values of United Learning and as Principal, I would thoroughly recommend working for the group. Our own academy character values of Community, Ambitions, Respect, and Endurance filter through everything we do as a school, and we aspire for all students, staff, and other members of our community to live these into being. We also subscribe to our academy strapline of 'One Community, One Park' to ensure our school is a place of strong values, together, and shared goals.

If you are aligned with our mission and values, we very much look forward to hearing from you.

As an academy, we will be relentless in our aim to provide ambitious and high-quality learning and education to the students of Sheffield Park Academy. To provide that, we are looking for colleagues who wish to make a strong and valuable contribution to positively shaping the lives of young people in our community.

Good luck with your application and thank you again for considering Sheffield Park Academy as the next stage in your career.

Best wishes,

Rob Watson
Principal
Sheffield Park Academy

Section 5 – Job Description



Job Description

Post title	Head of Religious Education and PSHE
Salary	United Learning Teachers Pay Scale
Responsible to	Assistant Principal or Vice Principal
Responsible for	Teaching staff within the department
Role purpose	To ensure that the standard of teaching and learning in all areas within their remit and responsibility is of the highest quality for all students so that they are able to achieve to the best of their ability.
Relevant qualifications	<ul style="list-style-type: none">• Qualified Teacher Status• Degree or equivalent academic qualifications

The postholder must, at all times, carry out their duties and responsibilities within the spirit of United Learning Trust and academy policies and procedures, and within the legislative framework applicable to academies.

Role Summary

The primary purpose of the Head of Religious Education and PSHE is to ensure that the standard of teaching and learning in all areas within their remit and responsibility is of the highest quality for all students so that they are able to achieve to the best of their ability.

Key Responsibilities

This serves as guidance only and is not definitive.

Main duties

To create a curriculum that inspires students to become effective lifelong learners by:

- Ensuring high standards of teaching and learning for all students throughout the curriculum, including the development of appropriate pathways at KS3, KS4 and post 16.
- To use the locally agreed RE syllabus (SACRE) to ensure students are provided with a strong and effective local curriculum for RE.

- To plan lessons and learning to ensure that Key Stage 4 students who do not study qualification-level RE/RS benefit from a good quality core religious education.
- To ensure that a well-planned and well-resourced PSHE curriculum is in place for all year groups, including our Year 12 and 13 groups in our sixth form.
- To plan and deliver successful drop-down days for PSHE across the academy.
- To support the delivery of assemblies across the year to develop the RE and PSHE curriculum.
- Developing a curriculum vision and plan which help the Academy adapt to coming changes within provision.
- Creating Schemes of Learning which enable all students to become effective learners for both subject areas.
- Producing a strategic three-year plan to deliver the subject vision which is supported by an annual action plan.
- Completing an annual self-review of the learning carried out in support of the Academy evaluation, including an analysis and commentary of student academic performance. The conclusions of the report should then be used to modify the strategic plan.
- Contributing to discussions on course selection and implementation.
- Playing a full role in the delivery of the Academy's enrichment curriculum.
- Collaborating effectively with partner primary schools to ensure a smooth transition for new students.
- Monitoring and evaluating the quality of learning including planning, lesson delivery, teacher feedback, assessment, differentiation and classroom management.
- Being an advocate and enthusiastic user of the Academy's information

Leadership

To ensure that all members of staff within the subject area are motivated and supported to perform at their best by:

- Communicating a clear vision which encourages ownership, team spirit and commitment from the members.
- Line managing, professionally developing and deploying staff in such a way that they perform at their best.
- Meeting regularly with their line managers and keeping her/him informed of developments within the curriculum area.
- Ensuring that all members of staff in the subject area go through the Performance Management cycle in the manner specified in the Academy policy
- Ensuring that all asset lists and risk assessments are up to date within the faculty.
- Ensure that staff within the department have relevant and worthwhile experience of middle management with clearly defined accountability so to ensure that their professional development is catered for.

Learning & Teaching

- To quality assure the learning and teaching within the faculty is of a high standard.
- To fully participate in learning walks, book looks and formal lesson observations providing supportive feedback which empowers colleagues to develop pedagogy so to improve the learning experience for students.
- To lead on the development of innovative courses and teaching techniques so to ensure the best possible educational experience for all.
- To support work-based learning as appropriate.

Student Care

- To provide a secure and safe learning environment for all students so that they develop into self-confident and self-motivated learners by:
 - Contributing to the delivery of the 'Every Child Matters' outcomes.
 - Contributing to assemblies in a way which support the Academy ethos.
 - Maintaining the highest standards of student behaviour so that all students are able to learn effectively.
 - Providing a proactive presence around the school embodying the Academy's high expectations to students and staff.
 - Ensuring productive communication with parents so that they remain well informed about their children's progress and achievements as well as any incidents of poor behaviour.
- To uphold and actively support the Academy's policies and procedures on the safeguarding of young people.
- To work openly within the framework of best practice identified in the school safeguarding policy.
- To report any concerns regarding pupil safety or staff working practices to the designated CP officer(s).
- To keep up to date with local and national CP training and training requirements.

Assessment

To set challenging targets for all students and staff, and provide the support, guidance and accountability framework necessary to achieve these targets by:

- Devising and implementing subject area student assessment systems which enable student underachievement to be identified and acted upon at an early stage.
- Coordinating effective intervention strategies which support students so that they make the progress that is expected of them.
- Identifying excellent practice within the subject area and coordinating the sharing of practice through a planned and systematic timetable of observations, collaborative planning and team teaching.
- To have oversight of all accredited courses within the faculty. Ensuring that entries, coursework and moderation etc are planned strategically.

Staff Development

- To fully participate in the Academy Performance including as a team leader for staff within the curriculum area
- To identify and support staff in pursuing training needs.
- Acting as a mentor of PGCE, GTP and ELT staff.
- Providing support for staff with a support plan or who are subject to capability proceedings.
- Complete all return-to-work meetings in a professional and supportive manner, balancing staff and business need.

General

- Develop excellent working relationships with colleagues internally, centrally and externally.
- Be an effective and flexible member of the team.
- Ensure any documentation produced is to a high standard and is in line with the in-house style.
- Participate in training and other learning activities as required.
- Participate in the Performance Development Review process.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- To represent the academy at events as appropriate.
- To support and promote the academy and United Learning's ethos, playing a part in strengthening relationships between academies within the cluster and between the academy and central office.
- To be aware of, and comply with, United Learning's policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To actively participate in continuous professional development and act as a positive role model across the academy and Trust.
- The above duties are not exhaustive, and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal and Human Resources.
- This job description will be kept under review and may be amended via consultation with the individual, Principal and Human Resources as required.

Information

The need to adapt working hours around the business need of the academies and Cluster is an expectancy of the job role.

The information contained above is to help staff understand and appreciate the work content of their post and the role they are to undertake in the organisation. However, it should be noted that whilst every effort

has been made to outline all duties and responsibilities, a document such as this does not permit every item to be specified in detail. Broad headings have therefore been used in which case all the usual associated duties are included in this job description.

This job description will be reviewed annually as part of the performance management process and may be subject to amendment or modification at any time after consultation with the postholder. Elements of this job description and changes to it may be negotiated at the request of either the postholder or the incumbent of the post.

Section 6 – Person Specification



Person Specification

Post title	Head of Religious Education and PSHE		
Salary	United Learning Academy Teacher's Pay Structure, plus TLR2 £5,000 (plus a £2,500 'golden hello')		
Education and Qualifications		Essential	Desirable
Qualified Teacher Status (QTS).		X	
Degree or equivalent academic qualifications.		X	
Evidence of further/higher study.		X	
Ability to teach the subject area at KS3, KS4		X	
Experience		Essential	Desirable
Raising student achievement.		X	
Good teaching at secondary level.		X	
Inspiring staff and students and establishing successful relationships.		X	
The ability and experience to develop a vision and put this into practice.		X	
Establishing and maintaining high standards and expectations.		X	
Appropriate professional development (particularly linked to raising achievement).		X	
Knowledge and Skills		Essential	Desirable
Evidence of a commitment to continuing professional development.		X	
Willingness to actively participate in professional learning.		X	
Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape.		X	
Ability to plan and teach engaging, motivating lessons with clear objectives and student learning outcomes matched to departmental schemes of work.		X	
Ability to teach to Advanced Level, although experience of this is not essential.		X	
Ability to effectively deploy a range of teaching and learning styles to suit the nature of the course content and the ability and attainments of students.		X	
Capacity to manage the learning environment and student behaviour in a manner, which is conducive to productive learning for all students.		X	
Ability to assess student achievements against course objectives and provide outstanding feedback, which enables students to maximise their talents and abilities.		X	
Ability to keep excellent administrative and student achievement records.		X	
Ability to relate well to students, staff and parents in a professional manner.		X	
Ability to use ICT as an integral part of teaching and learning programmes.		X	
Teamwork		Essential	Desirable
Recognises the contribution and achievement of colleagues.		X	
Keeps colleagues, stakeholders and/or customers informed of progress.		X	
Treats others fairly, openly and consistently.		X	

Expresses disagreement or challenges views calmly, constructively and tactfully.	X	
Supports and co-operates with colleagues.	X	
Personal Attributes	Essential	Desirable
Maintains confidentiality and discretion	X	
Able to make connection between their work and the benefits to students.	X	
Good written and verbal communication skills.	X	
Ability to prioritise and manage workload while maintaining a flexible response to urgent requests.	X	
Good interpersonal skills and ability to work with staff and stakeholders at all levels.	X	
Organised and good attention to detail.	X	
High expectations of self.	X	
The ability to act on advice and be open to coaching.	X	
A commitment to extra-curricular activities.	X	
A continued interest in developments in teaching and learning.	X	
The ability to motivate others.	X	
The ability to establish effective working relationships with individuals, groups and organisations.	X	
The ability to remain calm and diffuse situations.	X	
The demonstration of a concern for excellence in one's professional work and the achievement of students.	X	
A commitment to support the school's aims, vision and ethos.	X	
Adaptability and resilience, with the ability to cope with periods of work pressure with good humour and a sense of proportion.	X	
Energy and commitment to professional responsibilities and to the betterment of all students.	X	
A willingness to contribute to the wider life of the school.	X	

Section 7 – The Appointment Process

These notes are intended to guide you when making an application.

The Application Form

The application form is accessible via the 'Apply' link on the job advertisement. Please complete the application form neatly, fully and accurately, including exact dates. You are requested to submit a concise application. CVs are not accepted.

Education and Training

State your qualifications and any training you have undertaken relevant to the post.

Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. References will be taken if the candidate is successfully short-listed for interview. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

The Supporting Statement

The supporting statement is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post.

Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the academy website/s prior to attending the interview.

The Interview

Candidates will be invited to interview at the academy during which time they will have the opportunity to meet staff and students and see the academy at work.

Feedback

Feedback is offered to those candidates who are shortlisted, interviewed and not recommended for appointment. It is hoped that this information will help you with future applications.

Section 8 – Visitors/Contacts for Sheffield Park Academy

The academy is located in a thriving city close to the beautiful Peak District



Sheffield Park Academy

The best in everyone™

Part of United Learning

Sheffield Park Academy
Beaumont Road North
Sheffield
South Yorkshire
S2 1SN

Website: www.sheffieldpark-academy.org

Email: info@sheffieldparkacademy.org

Telephone: 0114 2392661

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