

# Briefing Pack for Applicants Lead Teacher of RPE/PSHCE



Ecclesfield  
**SCHOOL**

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The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

**The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.**



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**May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.**

## Section 1: Post Advertisement

**Post:** Lead Teacher of RPE/PSHCE  
**Location:** Ecclesfield School  
**Salary:** Teachers' Main Pay Scale MPR/UPR plus TLR 2B - £5,648 gross per annum  
**Contract:** Permanent, full time  
**Start date:** September 2025

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. Ecclesfield School joined the Trust in December 2017 and, as a sponsored academy, is developing this partnership and making rapid improvements for our students and community.

This is an exciting opening to join the team at Ecclesfield as Lead Teacher of RPE/PSHCE. This appointment, which is broadly equivalent to a second in Department role in other secondary schools, is a key opportunity to join a thriving, supportive and committed team. Applications are welcome from experienced colleagues with the drive and commitment to consistently pursue the highest standards of teaching and learning, whilst nurturing a culture of psychological safety where students and staff thrive and grow together.

The successful candidate will work with the Curriculum Leader to continue to drive RPE/PSHCE forward as an outward-facing, innovative area. They will work across the Department and also have opportunities to work with colleagues across school and in our other academies and the Trust.

Candidates are encouraged to visit the school or have an informal discussion about the role with the Headteacher. Arrangements for this can be made by contacting Jo Revill, Headteacher's PA, via e-mail [jrevill1@ecclesfield-mlt.co.uk](mailto:jrevill1@ecclesfield-mlt.co.uk)

**Closing Date is 9am on Friday 31 January 2025 with interviews scheduled to take place on Friday 07 February 2025.**

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website Minerva Learning Trust. The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

Further information is available by contacting Mrs Revill via [jrevill1@ecclesfield-mlt.co.uk](mailto:jrevill1@ecclesfield-mlt.co.uk). The application form and information pack is available on the school website [www.ecclesfield-school.com](http://www.ecclesfield-school.com) **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy as your application may not be considered.**

## Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils. In September 2020, Chapelton Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews  
**Chief Executive Officer**

## Section 3: Letter from the Headteacher – Richard Walkden

Dear Candidate,

Thank you for your interest in this role and in our school. Ecclesfield School is a popular and over-subscribed all-ability, 11-16 school. Ecclesfield School joined the Minerva Learning Trust in December 2017. The school received a 'Good' Ofsted inspection in the summer of 2022, and we continue to build on this work. Results in Summer of 2024 were a step forward from 2023 and we strive to improve in all areas, every day.

Here at Ecclesfield School we understand the power of education to transform lives, communities and society. In everything we do we aspire to achieve individual and collective excellence through nurturing every student's unique potential to make sure when they leave and enter the outside world, they are ready to succeed and make an invaluable contribution to the wider society.

Ecclesfield is a happy, creative, focused and aspirational community that is built on the strong foundations of our broad curriculum, our inclusive ethos, our highly qualified and knowledgeable staff and our enthusiastic students. All our staff ensure that our students are given the very best opportunities through their education. My belief is that people achieve the best outcomes when they enjoy what they are doing, feel safe and are rewarded for their commitment and success. Our philosophy is simple and is based around our core values of Work Hard, Be Kind, Aim High, Show GRIT.

We expect the very highest levels of behaviour and attitude to learning from our students, coupled with a real focus on building positive relationships. We take every opportunity to study a wealth of subjects at both Key Stage 3 and 4. Our wider school life gives students and staff the opportunity to travel all over the world, take part in shows, give back to the local community, be a part of a team, go out into the working world, experience other cultures and meet people from all walks of life.

Support and care are equally important for all members of staff. We have a well-developed Continuing Professional Development (CPD) programme at Ecclesfield School that is now supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear well-being principles in place that guide our work in school and an annual action plan full of suggestions made by staff.

I look forward to receiving your application.



Richard Walkden  
**Headteacher**

## **Section 4: About Ecclesfield School**

### **OUR ETHOS**

Ecclesfield School understands the power of education to transform lives, communities and society. We aspire to achieve individual and collective excellence in all that we do through nurturing every student's unique potential, expanding their horizons and promoting their understanding of the invaluable contributions they can make as citizens in a global society. We recognise the importance of students leading rich and diverse lives and actively pursue a curriculum and pastoral provision which enables them to flourish in this area.

By fostering our students' spirit of engagement, adventure, and ingenuity, we will nurture all young people as fully rounded individuals, providing them with the challenge and support they require to succeed.

### **ABOUT US**

Ecclesfield School is a popular and over-subscribed all-ability, 11-16 school. We have a truly comprehensive intake and aim to serve all of the school community in all of our work. Our intake is drawn largely from North-East Sheffield, including Ecclesfield, Chapeltown and High Green, though many students travel from further afield. Our standard student number per year is 350 and our current roll is 1750, making Ecclesfield one of the largest schools in the city. Attainment on intake is broadly average. Around 29.4% of our students are disadvantaged.

The school has around 23% of students on the SEN register. The range of special needs in school is considerable; we have students with speech, language and communication difficulties, physical difficulties and some with moderate to severe learning difficulties. In addition, there are also significant numbers of students who have been identified as gifted and talented in a range of areas.

The Senior Leadership Team is comprised of nine colleagues – the Headteacher, two Deputy Headteachers and six Assistant Headteachers, supported by the Business Support Manager and Central Team for the Trust. Senior staff take responsibility for specific and targeted line management of key areas in the school. The school has distributed leadership model in which leaders at all levels increasingly take responsibility for raising standards of attainment and achievement.

Currently we have a teaching staff of over 100 who provide a rich balance of enthusiasm, energy, creativity and experience. Our team of support staff plays a vital part in the success of the school, and all are important members of our community. We aim to involve all staff in the life of the school through communication, including daily briefings and regular meetings. Staff development is supported through a highly effective professional learning policy, which lays emphasis on sharing good practice internally and driving up standards in teaching and learning. All teaching staff belong to departmental teams led by Curriculum Leaders, assisted by Lead Teachers.

All members of the 'Ecco Family' are well supported, and at the heart of this is excellent pastoral care. Each year group family is led by a Progress Leader, assisted by a Pastoral Leader and form tutors. All teachers are attached to a form and year group, and we place great emphasis on the vital role of the form tutor to ensure we foster a culture of belonging across our school. We have a newly established Junior Leadership Team (JLT) to enable students to take on additional

responsibility and shape their school with leaders. There are 8 JLT members in each year group who ensure that the voices and views of their year group are heard and supported.

The school is supported by a committed and supportive Local Governing Body, ready to scrutinise and challenge the work of the school. Led by the Chair of Governors, the Local Governing Body works through a series of committees, each supported by a member of the leadership group. The governors take on 'link' roles and are beginning to work effectively with a range of key personnel within the school. The Local Governing Body feed into the Minerva Learning Trust Board who have overall accountability for schools within the Trust.

The curriculum is organised within a 50 period, two-week timetable and we aim to use this vehicle to support and stimulate all students. As a result, a large number of activities and experiences are timetabled for students. These include a one-week period of work experience for all Year 10 students. Many subject departments organise trips and visits; these include trips to local museums, field trips, visits from theatre groups and curriculum-related visits to sites around the country.

At Key Stage 3, students follow a broad and balanced curriculum including the core and foundation subjects, Drama, ICT, RPE, PSHCE, Art, Music, PE and Technology. All students study Spanish, French or German (with some students going on to pursue two languages at GCSE). In Year 7, with the exception of Maths, all subjects are taught for the year in mixed-attainment teaching groups. Increasingly, the school is moving towards a two-year key stage 3.

At Key Stage 4 we offer a core curriculum of English, Mathematics, Science (combined trilogy and triple sciences), History or Geography, PSHCE, RPE and PE, with up to three further option subjects available. These include Art, Enterprise, Computer Science, Music, P.E. and Religious Studies. Students can opt for Technical Awards in a range of subjects including Sport, Music, Performing Arts, Health and Social Care, Statistics, Food Technology and Engineering. The school is well-placed to meet the demands of the English Baccalaureate with MFL (French, Spanish and German), Science and Geography popular option choices. Our most recent performance indicators shows attainment in the EBacc running above the national level. We are confident that our current curriculum model, whilst under constant review, allows us to meet the needs of all students, preparing them fully for life beyond 16.

Enrichment is a huge part of our school: There are over 100 weekly lunchtime and after-school clubs and teams which offer the opportunity for students to develop and follow their interests and talents in music, drama, sport, art and academic areas, along with some more creative, inclusive and environmental foci. Our JLT also run clubs for their peers. As a school that particularly values performing arts, there are a host of creative opportunities for students to take part in, from music lessons and crafting to our highly popular school productions. In terms of sport, a wide range of teams and activities take place, achieving considerable local, regional and, on occasion, national success. There is a strong programme of residential, visits and foreign trips throughout the school from the ski trip to language immersion trips.

We aim to enable all colleagues to fulfil their potential. We are partnered in Initial Teacher Training with Sheffield Hallam University and Sheffield University and work in partnership with the South Yorkshire Teaching Hub. We aim to support new colleagues, be they ECTs or more experienced teachers or support staff, via an induction programme and mentoring scheme which can be tailored to meet their needs.

We are developing a vibrant learning community in which all students and staff are able to thrive. Our strategic vision is to move this school forwards by retaining a complete commitment to our ethos, our community and the principles of a comprehensive education.

We look forward to your application and thank you for your interest in our school.

Further information about the school including access to the full Ofsted Report can be found on our website: [www.ecclesfield-school.com](http://www.ecclesfield-school.com)



## Section 5: Job Description



# Minerva Learning Trust Job Description



**Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

<b>POST TITLE</b>	Lead Teacher of RPE/PSHCE
<b>GRADE/SALARY</b>	Teachers' Main Pay Range plus TLR 2B £5,648
<b>RESPONSIBLE TO</b>	Curriculum Leader of RPE/PSHCE
<b>RESPONSIBLE FOR</b>	Supporting the Curriculum Leader of RPE/PSHCE and to deputise when and where appropriate.
<b>PURPOSE OF THE JOB</b>	<p>The role of Lead Teacher equates broadly to being second in Department:</p> <ul style="list-style-type: none"> <li>• To support the Curriculum Leader of RPE/PSHCE and to deputise when and where appropriate.</li> <li>• To monitor and support the overall progress and development of students.</li> <li>• To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</li> <li>• To contribute to raising standards of student outcomes.</li> <li>• To share and support the school and Trust's ethos and culture toward providing and monitoring opportunities for personal and academic growth.</li> <li>• To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.</li> </ul>
<b>RELEVANT QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• A good honours degree or equivalent</li> <li>• Ability to teach subject at Key Stage 3 and 4</li> <li>• Ability to teach RE GCSE (desirable)</li> </ul>

## **SPECIFIC DUTIES AND RESPONSIBILITIES**

The post-holder, must at all times, carry out their duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

## **MAIN DUTIES**

### **Culture**

To work with the Curriculum Leader to:

- Drive a shared culture of respect, kindness, and inclusion across the Department.
- Ensure high standards of behaviour, teaching and learning across the Department.
- Ensure the values of Ecclesfield School are upheld at all times.
- Ensure that safeguarding is at the forefront of all that we do.

### **Curriculum Development**

To work with the Curriculum Leader to:

- Develop and review the curriculum to ensure it meets the needs of Ecclesfield students and meets statutory requirements.
- Keep up to date with national developments in the curriculum area and pedagogy.
- Actively monitor and respond to relevant subject initiatives at national, regional, and local levels e.g. SACRE, PSHE Association etc.
- Ensure that resources are deployed efficiently and accurately.

### **Quality Assurance and Data**

To work with the Curriculum Leader to:

- Develop and refine effective assessment policy, procedure and practice which helps to drive and inform the curriculum.
- Ensure that standardisation and moderation are developed across the Department.
- Working with GCSE teachers (across Minerva Learning Trust) to ensure estimated grades are as accurate as possible and expertise is developed.
- Keep abreast of school data systems e.g. SISRA, Pupil Progress and use these to inform Curriculum discussions and prepare for/deliver RAP (Raising Attainment and Progress) meetings.
- Ensure that student voice is regularly gathered and used to drive improvement across the curriculum and Department.
- Support with moderation and checking of data for consistency.

### **Strategic Planning**

To work with the Curriculum Leader to:

- Use data to analyse trends and target key cohorts for intervention and reward.
- Liaise with other Leaders as required to share good practice within and beyond the Department.
- Develop the expertise of the RPE/PSHCE team through identifying areas of subject knowledge development and designing appropriate CPD to support the team.

- Develop and review the RPE/PSHCE Development Plan and set the direction for the Team.
- Be responsible for the PDR Review of Team members (as appropriate).
- Liaise with Community and Governors to ensure policy is up to date and relevant to Ecclesfield school and community.

## **SAFEGUARDING**

- To be aware of and work in accordance with the school's safeguarding policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

## **OTHER SPECIFIC DUTIES**

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

## **GENERAL**

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. 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 Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

## Section 6: Person Specification



# Minerva Learning Trust Person Specification



**Post title: Lead Teacher of RPE/PSHCE**

<b>Minimum Essential Requirements</b>	<b>Method of Assessment</b>
<b>QUALIFICATIONS AND TRAINING</b>	
Qualified Teacher Status	AF/I
A good honours degree or equivalent	AF/I
Ability to teach subject at Key Stage 3 and 4	AF/I
Ability to teach RE GCSE (desirable)	AF/I
<b>KNOWLEDGE AND EXPERIENCE</b>	
Clear commitment to education and to RPE and PSHCE.	AF/I
Teaching subject at Key Stages 3 and 4.	AF/I
Experience of working with a tutor group.	AF/I
Ensure students' individual needs are met.	AF/I
Using a range of teaching and learning methods to ensure students learn effectively	AF/I
<b>PROFESSIONAL DEVELOPMENT</b>	
Evidence of a commitment to Continuous Professional Development	AF/I
Willingness to actively participate in professional learning.	AF/I
Keep abreast of national developments in education and subject knowledge and contribute to developing resources and pedagogy to reflect the changing landscape	AF/I
<b>SKILLS</b>	
Ability to create and maintain an environment of good behaviour for learning.	AF/I
Administrative and organisational skills, with good attention to detail.	AF/I
Good oral and written skills.	AF/I
Good ICT skills.	AF/I
Ability and commitment to champion literacy as a key element of learning, alongside RPE and PSHCE subject knowledge.	AF/I
<b>QUALITIES AND ATTRIBUTES</b>	
Ability to work supportively and cooperatively with a wide range of staff, and as part of a team.	AF/I
Ability to relate positively to students and show a fundamental commitment to them and their development through unconditional positive regard.	AF/I
Ability to work in partnership with Leaders, Governors, Trustees, Parents/Carers and our wider Community.	AF/I
<b>EQUAL OPPORTUNITIES AND SAFEGUARDING</b>	

An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice, as per the Equality Act 2010.	AF/I

**Key:** AA = Assessed activity  
 AF = Application form  
 I = Interview  
 R = Reference

## Section 7: The Appointment Process

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

- The Application Form  
Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand, please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.
- 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. 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/Letter of Application  
The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**
- 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 some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.
- The Interview  
Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.
- Feedback  
Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.
- Selection for Appointment  
Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.
- Arrangements for Applications  
When you have completed your application, the completed form and covering letter should be e-mailed to [jrevill1@ecclesfield-mlt.co.uk](mailto:jrevill1@ecclesfield-mlt.co.uk) by the closing date.

## **Section 8: Visitors to Ecclesfield School**

### **Approaching from the north**

#### ***By car (via M1)***

Visitors should leave the M1 at junction 35 and follow the signs for Rotherham/Chapelton into central Chapelton. At the mini-roundabout, take the first exit on the left, keeping the railway bridge to your right. This is Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the center of Chapelton.

#### ***By Train***

Chapelton station is served by regular services from Barnsley, Leeds and Kirklees. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the center of Chapelton.

### **Approaching from Sheffield**

#### ***By Car***

Take the A61 through Hillsborough and continue towards approximately 1 mile until reaching the right-hand filter from the dual carriageway, sign posted Ecclesfield. Follow this road, crossing a mini-roundabout, through the housing estate for approximately two miles, until reaching a T-junction. Turn right. Ecclesfield Parish Church will be on your left hand side. Continue for approximately 600 meters until reaching the T-junction with Chapelton Road. Turn left. The school is situated on the left hand side of this road at the top of the hill, about 400 meters travel.

#### ***By Train***

Chapelton station is served by regular services from Sheffield central station. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the center of Chapelton.