

Briefing Pack for Applicants Teacher of Health and Social Care



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

The college 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: Teacher of Health and Social Care
Location: Chapelton Academy
Pay scale: Teacher Pay Scale MPR/UPR
Contract: Part-time 0.8FTE, temporary to cover maternity leave
Start date: 01 September 2026
End date: July 2027 or earlier return of the postholder

Suitable for NQTs: Yes

Minerva Learning Trust is a growing multi-academy trust committed to providing an outstanding education for students from a wide variety of backgrounds across Sheffield and Derbyshire. Founded in 2014, Minerva Learning Trust has expanded to a thriving family of schools, including primary, secondary, sixth form, and a unique post-16 provision. We have a strong track record of school improvement, successfully transforming schools from Ofsted ratings of RI and Inadequate to Good.

The post is a part-time position, **4 days per week** working Tuesday - Friday, equating to 0.8 of a full time equivalent. The successful post holder will join a team of staff who are committed and enthusiastic in realising the vision of the college and ensuring the best possible outcomes for our students.

Candidates are encouraged to have an informal discussion about the role with Dominic Pinto, Principal. Arrangements for this can be made by contacting Hayley Kay, PA to the Principal.

hkay@chapelton-mlt.co.uk

The closing date is at 9am on Monday 13 April 2026 and interviews will take place on Tuesday 21 April 2026.

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 Hayley Kay via e-mail:

hkay@chapelton-mlt.co.uk

The application form and information pack are available on the academy website www.chapeltonacademy.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. 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 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 school.

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 and time to join our 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.

Bev Matthews
Chief Executive Officer

Section 3: Letter from the Principal

Dear Candidate,

Thank you for your interest in this role. Chapeltown Academy is a purpose-built post-16 academy based at Hydra Business Park in the heart of the community between Ecclesfield and Chapeltown.

The college provides A-level and Level 3 BTEC education with a personalised and caring ethos. We are a high performing post-16 provider with a strong reputation for academic success and we are immensely proud of our students and their academic and personal achievements. This success is validated by our recent Ofsted inspection in October 2024 where Chapeltown Academy is judged as a 'Good' provider with significant strengths in a number of key areas. The report can be found here: [Chapeltown-Academy-OFSTED-2024.pdf](#)

I am excited by the next phase of our journey, and our role as part of a wider Trust. Whilst we have a strong reputation for supporting academic excellence, we are much more than that and in recent years our numbers have grown steadily as we have developed our broad and balanced curriculum. The introduction of key vocational courses has enabled us to provide greater options for our prospective students and we are looking to grow this in the future, making sure we provide students with the opportunity to flourish locally, regionally, and nationally.

Following our successful bid last year to increase the numbers of students at the college, we are delighted that this year, we received our highest number of applications ever for September 2026. However, our ambition extends further than that and we want to be the provider of choice for the young people in the north of the city and will continue to innovate and engage to ensure that we offer a curriculum and educational experience that is second to none.

We continue to develop our non-academic programmes and last September launched a new co-curricular programme so that students have as positive experience as possible. This is in addition to our pastoral structure of Progress Tutors and our new 'Look Beyond' and 'Apex' programmes - to find out more please view our [PROSPECTUS - Chapeltown Academy](#).

We appreciate that grades are only one piece of the jigsaw for a well-rounded education. We will never compromise on standards and have high expectations – part of our values is represented by compassion and academic rigour – we will challenge our students to be the best version of themselves, whilst walking alongside them to help achieve their goals.

Support and care are equally important for all members of staff. We have developed a new Continuing Professional Development Programme at Chapeltown Academy that is 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 college and an annual action plan supported by staff and wider stakeholders.

This is an exciting time to be joining Chapeltown Academy and Minerva Learning Trust. We care about working with the right people, with the right values and educational philosophy. If you feel you would fit our culture and will make a positive difference to the lives our young people, then I encourage you to apply and I look forward to reading your application.

Dominic Pinto
Principal

Section 4: About Chapeltown Academy

OUR MISSION

To provide a community that empowers, nurtures and inspires all individuals to achieve academic and personal success, improve everyone's life chances and impact positively on society.

OUR VISION

Our mission is underpinned by our vision and is based upon the principles of; Academic Rigour, Personalisation, Community:

Academic Rigour - Our students will:

- Develop life long learning skills
- Achieve excellent outcomes
- Experience a robust curriculum
- Receive outstanding teaching

Personalisation – Our staff will:

- Promote and model resilience
- Provide outstanding pastoral support
- Develop students' wider key skills
- Show empathy and compassion

Community – Our community will:

- Celebrate diversity
- Respect equality and inclusion
- Collaborate with our neighbours
- Connect with individuals and the wider world

OUR VALUES

Our values underpin all of the work that we do and all of the decisions that we make. We are:

Compassionate

e.g. We care for each other, we support each other and contribute towards the wider good of society.

Respectful

e.g. We respect ourselves and each other, even when we might have a difference of opinion.

Independent

E.g. We take responsibility for our own learning, work well in groups and show great leadership.

Resilient

We work hard, we aim high and we never give up; even when things become challenging

We are Chapeltown

OUR BELIEFS

- We are driven to improve the lives of all our staff and students.
- We are passionate about our subjects and teaching them.
- We are dedicated to supporting all individuals.
- We are compassionate with every individual.
- We are dedicated to ensuring all students achieve their potential.
- We are focussed and committed to preparing students for life.
- We are resilient and determined.

ABOUT US

Chapeltown Academy is situated on the business park between Chapeltown and Ecclesfield in the north of Sheffield. The college was established in 2014 to provide academic study programmes for local people aged 16 to 19 and to foster progression to higher education and apprenticeships. The college enrolls students from a wide geographical area, with the great majority coming from Chapeltown, Sheffield, Barnsley, Rotherham and surrounding villages.

Our students follow a range of A-Level subjects in English, Maths, the sciences, humanities, computing, modern foreign languages, law, business, sociology and psychology. From September 2021 we expanded our offer to include BTEC's in Health and Social Care along with Engineering and in 2025 have introduced Applied Science and Criminology.

Extra-curricular activities are a fundamental pillar of the Chapeltown Academy experience. We believe these activities build character and fitness whilst giving students the opportunity to develop additional skills, meet new people and try new things.

Our students are able to access trips and visits which provide the opportunity to explore subjects in depth in different contexts. This includes adventurous residential trips in the UK and abroad, such as a two-week trip to Malta in summer 2026 as part of the Turing Scheme.

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

Further information about the academy including access to the full Ofsted Report can be found on our website: www.chapeltownacademy.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.

POST TITLE	Teacher of Health and Social Care
GRADE/SALARY	Teacher MPR/UPR
HOURS/WEEKS	0.8 FTE
LOCATION	Chapelton Academy
RESPONSIBLE TO	Principal
RESPONSIBLE FOR	Not applicable
PURPOSE OF THE JOB	<ul style="list-style-type: none"> • Carrying out the professional duties of a teacher as circumstances may require and in accordance with Academy policies, under the direction of the Principal. • Ensuring the vision and values of the college are met. • Receiving and acting on feedback to build on strengths and improve personal performance. • Furtherance of the college's desire to provide high-quality, academic teaching through the BTEC course to enable success at the highest level
RELEVANT QUALIFICATIONS	<ul style="list-style-type: none"> • Relevant degree/qualifications in Health and Social Care • Qualified Teacher Status

SPECIFIC DUTIES AND RESPONSIBILITIES

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

MAIN DUTIES

This is not a comprehensive list of all tasks which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

Planning, Development and Co-ordination

- To set challenging teaching and learning objectives which are relevant to all students' in their classes in line with departmental policy.
- To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess students' learning.
- To select and prepare resources, and plan for their safe and effective organisation, considering students' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
- To contribute to teaching teams, meetings and events.
- To plan for the deployment of any support staff who are contributing to students' learning.
- To plan opportunities for students to learn in out of college contexts.
- To produce long and short-term planning in accordance with college policy and procedures and within required deadlines.
- To implement and review the subject development plan in conjunction with the Leadership Team and/or line manager.
- To develop and audit schemes of work and other documentation related to the use of Health and Social Care within college and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met.
- To develop strategies for the use of Health and Social Care to promote new teaching methods and improve learning throughout the college and monitor their effectiveness in raising standards of teaching and learning.
- To lead or contribute to professional development activities as part of the planned programme for the college and to promote the sharing of good practice.
- To manage the resources available for Health and Social Care and make recommendations in order to maintain and develop curriculum provision.

Monitoring and assessment

- To make appropriate use of the college's monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives.
- To use monitoring and assessment information to improve planning and teaching.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support students' as they learn.
- To involve students' in reflecting on, evaluating and improving their own performance and progress.
- To assess students' progress accurately against appropriate standards.

- To identify and support students with differing levels of ability and those experiencing behavioural, emotional, and social difficulties.
- To identify the levels of attainment for students' learning English as an additional language and identify learning activities to provide cognitive challenge as well as language support.
- To record students' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.
- To report on students' attainment to parents, carers, other professionals and students' as appropriate.

Teaching and Class Management

- To have high expectations of students' and build successful relationships centred on teaching and learning.
- To establish a purposeful learning environment where diversity is valued and where students' feel safe, secure and confident.
- To teach the required or expected knowledge, understanding and skills relevant to the curriculum for students' in their age range.
- To teach clearly structured lessons or sequences of work which interest and motivate students, make learning objectives clear, employ interactive teaching methods and collaborative group work.
- To promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning.
- To differentiate teaching to meet the needs of students of all ability ranges considering varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress.
- To organise and manage teaching and learning time effectively.
- To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
- To set high expectations for students' behaviour and establish a clear framework for classroom discipline in line with college policy to anticipate and manage students' behaviour constructively and promote self-control and independence.
- To use ICT effectively in delivery of teaching and learning.
- To take responsibility for teaching a class or classes over a sustained and substantial period of time.
- To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages students to learn independently.
- To work collaboratively with other professionals and manage the work of support staff to enhance students' learning.
- To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with college policy and procedures.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To attend and participate in regular meetings.
- To participate in training, continuous professional development and other learning activities as required including participation in the college's performance management arrangements.

SAFEGUARDING

- To be aware of and work in accordance with the college's child protection 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 college community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the college and Trust policies.
- To be courteous and provide a welcoming environment.

GENERAL

1. To be aware of, and comply with, Trust and college 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 Principal and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Principal 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: Teacher of Health and Social Care

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND TRAINING	
A good honours degree in a relevant subject	AF
Qualified Teacher Status	AF
KNOWLEDGE AND EXPERIENCE	
Awareness of strategies available for improving the learning and achievement of all students	AF/I
A good understanding of curriculum developments in the specific subject area	AF/I
Able to use a range of teaching and learning strategies	AF/I
An understanding of how Assessment for Learning can improve student performance	AF/I
Confidence in the use of ICT and how this can be used to enhance student learning	AF/I
Able to use student level data to raise standards	AF/I
Awareness of the importance of Safeguarding in education	AF/I
PROFESSIONAL DEVELOPMENT	
Evidence of a commitment to Continuous Professional Development	AF/I
Willingness to actively participate in professional learning	AF/I
Willingness to stay abreast of national developments in education and contribute to developing resources and pedagogy to reflect the changing landscape	AF/I
SKILLS	
Able to work independently and collaboratively as a member of a team	AF/I
Creative in problem solving together with willingness to take on and try new approaches and ideas	AF/I
Ability to relate to students in a pleasant and sympathetic manner and to recognise potential Safeguarding issues	AF/I
Able to communicate both orally and in writing to students and their parents	AF/I
Able to contribute to the wider life of the college, including supporting events at evening and weekends	AF/I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
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	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.

1. 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.

2. Education and Training

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

3. Present Appointment

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

4. 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.

5. Referees

If you are currently working, or have worked before, your first reference must be your present or most recent employer.

- Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
- Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
- If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
- If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
- Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

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.

6. 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.**

7. 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 college website prior to attending the interview. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to the Headteacher's PA hkay@chapeltown-mlt.co.uk

8. The Interview

Candidates will be invited to spend a day visiting the college during which time they will have the opportunity to meet staff and students and see the college at work. Interviews are likely to take place in the afternoon.

9. 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.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to hkay@chapeltownacademy.com by the closing date.

Section 8: Visitors to Chapeltown Academy

Approaching from the north

By car (via M1)

Visitors should leave the M1 at junction 35 and follow the signs for Rotherham/Chapeltown towards Chapeltown. Take the exit onto Cowley Hill/A629 and turn left onto Nether Lane/B6087. At the roundabout take the second exit and stay on Nether Lane. Hydra Business Park is on the left-hand side, and you will see the entrance to the college as you drive through the site.

By Train

Chapeltown station is served by regular services from Barnsley, Leeds, and Kirklees. Upon leaving the station, head for the mini-roundabout and continue straight ahead onto Cowley Lane. Turn right onto Nether Lane and, at the roundabout, follow the second exit and stay on Nether Lane. Hydra Business Park is on the left-hand side, and you will see the entrance to the college as you walk through the site. The college is just over one mile from the station.

Approaching from Sheffield

By Car

Take the A61 through Hillsborough and continue towards approximately one mile until reaching the right-hand filter from the dual carriageway, signpost 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 metres until reaching the T-junction with Chapeltown Road. Turn right then left at the traffic lights onto Nether Lane. Hydra Business Park is situated on the right-hand side as you travel up Nether Lane, and you will see the entrance to the college as you drive through site.

By Train

Chapeltown station is served by regular services from Sheffield central station. Upon leaving the station, head for the mini-roundabout and continue straight ahead onto Cowley Lane. Turn right onto Nether Lane and, at the roundabout, follow the second exit and stay on Nether Lane. Hydra Business Park is on the left-hand side, and you will see the entrance to the college as you walk through the site. The college is just over one mile from the station.