TAME RIVER EDUCATIONAL TRUST

Teacher of PE – Droylsden Academy

Candidate Information Pack

Great schools in which to learn, teach and belong.

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Welcome to Tame River Educational Trust

Dear Candidate

Thank you for your interest in the post of Teacher of PE with Tame River Educational Trust.

Tame River Educational Trust was established in 2022, with Tameside and Clarendon Sixth Form College as our sponsor. We grew from our desire to make a significant difference to the school days and life-chances of all our young people, including and especially young people who have fewer socio-economic or prior educational advantages.

Our mission is to establish great schools in which to learn, teach and belong. Schools which promote learning, develop character, value diversity and build cultural capital. By the age of 16 we aim for every student to progress to suitably challenging post-16 studies and apprenticeships.

Each of our schools is committed to academic rigour, a spirit of enquiry, talent and character development and providing our students with a significant educational dividend.

The Trust is currently comprised of three academies: Droylsden Academy, Hyde High School and Mossley Hollins High School.

As a Trust we do so much more, and we are growing! We are an ambitious Trust in which to study and work. All our members of staff, both teaching and support staff, are dedicated, committed professionals.

We recognise that our staff are our greatest asset and our Talent and HR strategy places people at the heart of our work.

If, after reading everything about us, this sounds like a Trust you would like to work for, we would very much welcome an application from you.



Phil Wilson
Chief Executive Officer

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An Introduction to our Trust Schools

Droylsden Academy
Headteacher
Mr E Mayell
Droylsden Academy is an 11-16 Co-Educational Academy in Tameside, Greater Manchester. The Academy is currently rated 'Good' by Ofsted and serves over 900 students. The school is heavily over-subscribed and has an impressive modern building. Our staff are driven by the belief that every child should go to a great school and we believe that every child can become a great learner through politeness, hard work and honesty.

We believe that success should be measured by both academic progress and by one's contribution to our community and wider society.

Mossley Hollins High School
Headteacher
Mrs A Din
Mossley Hollins High School is an 11-16 Co-Educational Academy in Tameside, Greater Manchester. The school is currently rated 'Good' by Ofsted and serves over 900 students. The school is heavily over-subscribed and has an impressive modern building. We are a happy, academically ambitious and inclusive school and we are passionate about learning. At the heart of everything we do are our deeply held values of manners, hard work and honesty.

We believe that success should be measured both by academic progress and achievement, and also by one's personal and social development and one's contribution to our community and to society.

Hyde High School
Headteacher
Ms G Arnold
Hyde High School is an 11-16 Co-Educational Academy in Tameside, Greater Manchester. The school serves over 1200 students, is heavily over-subscribed and has an impressive modern building. We provide an engaging and inspiring educational experience that instils in our students a lifelong love of learning and respect for themselves, our community and our environment. A place where warmth, high expectations and strong values are prevalent in everything we do. A learning environment where every student can thrive and belong. Our work is under-pinned by a clear set of values **Ready, Respectful and Safe.**

We are rooted in our community, and we celebrate the diversity and uniqueness of everyone. We know that a successful school depends on a strong partnership between school and home and this shared approach is key to the individual success and happiness of every student.

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Application Procedure

For a confidential discussion on current vacancies please contact the HR Team at hr@droylsdenacademy.com.

To apply for the role please complete the application form – available to download from our website and return it to hr@droylsdenacademy.com

In compliance with Safer Recruitment Guidelines, CVs will not be accepted.

Advertised: 9 November 2026 Closing date for Applications: 23 November 2026 at noon.

Interview Date: Will be held as soon as possible after the closing date, following shortlisting.

Shortlisted candidates will be contacted with details of the interview process. If you have not heard from us within 5 days of the closing date, please assume your application has been unsuccessful, on this occasion.

Safer Recruitment

The Tame River Educational Trust is an equal opportunities employer and welcomes applications from all sectors of the community. We are committed to protecting our students and staff and therefore have a rigorous recruitment process which includes assessing candidates' suitability to work with children. All staff will be required to hold an enhanced DBS Disclosure, with Children's Barred List Check.

Equal Opportunities

The Tame River Educational Trust believes that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in our schools have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation, religion or belief.

Tame River Educational Trust and all its schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

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Job description **The Tame River Educational Trust and its schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**	
Job Title:	Teacher of PE
Reporting to:	Head of Department
Hours & Salary	This is a full-time, permanent position, paid according to the National teacher pay scales.
Role Overview	The school has over 900 students divided into 5 Year Groups. Our Classroom Teachers are specialists in their curriculum and subject area. This post provides classroom teaching within one main, specialist subject. You would also be a Form Teacher for a class of students. This is an exciting role which allows you to teach in the specialist subject you love but also be part of a year group and whole-school team. As you would expect, we are looking for high impact teachers, who can support the values of our school. Students will flourish, as a result of your teaching and consistently high expectations. This job description is written at a specific time and is subject to change as the demands of the Trust and school and the role develops. The role requires flexibility and adaptability, and all employees need to be aware that they may be asked to perform tasks and be given responsibilities not detailed in this job description.
Child Protection and Safeguarding:	The successful candidate must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. It is the post holder's responsibility for promoting and safeguarding the welfare of children. You will comply with Child Protection and Safeguarding Policies, and the requirement to report to the Designated Safeguarding Lead any concerns relating to the safety or welfare of children.
Main duties and responsibilities:	This job description is additional to the basic duties outlined in the latest School Teachers' Pay and Conditions Document and the Teacher Standards, in accordance with the school's policies and under the direction of the Headteacher. A summary of the key accountabilities is included below. The school is managed through a network of inter-related teams. **As a teacher, your responsibilities are:** Teaching, Curriculum, Literacy and Behaviour (The Teacher Gold Standard, Strands 1, 2, 4 and 5) 1. Teach in line with policy towards the Teacher Gold Standard (TGS). 2. Plan work in accordance with Trust, school and Curriculum area policy.

	3. Consider the Curriculum area's schemes of work, plan accordingly, taking into account the requirements of the curriculum, syllabus and Strand 4 (Plan Well in the Curriculum) of the TGS. 4. Liaise with relevant expert colleagues on the planning of units of work for effective collaborative delivery. 5. Teach literacy (and numeracy) as part of your subject, in accordance with Strand 5 of the TGS (Power of Language Strategy (POLS)). 6. Work in collaboration with any tutors or Teaching Assistants where necessary. 7. Ensure agreed academic targets are met by building upon students' prior learning and levels of attainment. 8. Set work, where appropriate for students who are absent from school for health or disciplinary reasons and for those who learn in areas of the school outside of the classroom 9. On the rare occasions that you are absent from work, ensure that appropriate cover work is set. 10. The school and the Trust have extremely high standards for student behaviour and expects all its teachers to uphold these standards by establishing a purposeful, warm-strict working atmosphere in the classroom, in accordance with the Trust's and the school's Behaviour and Teaching & Learning policies and the TGS Strand 1 (Being in Charge of your Class and Form). 11. Ensure all students are challenged academically, focussing on the least advantaged (FSM or in care), those with additional needs and the most able. 12. Set appropriate and demanding expectations for students' learning, motivation and presentation of work. 13. Teach up to, and including GCSE at a consistently good to outstanding standard. Assessment, Recording and Reporting (The Teacher Gold Standard, Strand 3) 1. Maintain records of lesson plans and of students' work and progress. 2. Mark, monitor and return work in line with Trust and school policy, the TGS Strand 3 and the assessment and reporting calendar. 3. Prepare for and undertake assessments in line with Trust and school policy, the TGS Strand 3 and the assessment and reporting calendar. 4. Use assessments to plan and teach to an excellent standard, providing a level of teaching activities that demand progressively more of each student to ensuring meaningful progress of all individuals in all year groups. 5. Complete reports in line with policy and as specified in the published calendar. 6. Attend parents' evenings, providing parents/carers with updated information regarding progress, next steps and learning attitudes of their child(ren). 7. Follow the Code of Practice for identification and assessment of Special Educational Needs, keep appropriate records for SEND students and for those in care, reasonable adjusting teaching to reflect an individual's education plan.

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Pupil Development

1. Ensure the safety and well-being of all students, with particular regard to Child Protection and Safeguarding.
2. To take on the role of Form Teacher for a Form Group, taking responsibility for that form by developing good working relationships with the students and overseeing their well-being.
3. As a Form Teacher, be the first point of contact for students in your form group, and their parents.
4. Teach Life Skills, as required, ensuring the same standards outlined above are met.
5. Monitor, and set targets for, the personal, social and academic progress of the students in your form group.
6. Promote and develop student character as part of our Character Pillar Programme.
7. Make a positive contribution to the wider life and ethos of the school.

Professional standards and Professional Contribution (The Teacher Gold Standard, Strand 6)

1. Teach to a consistently good or better standards in accordance with the Teacher Standards, the Trust's and school's Teaching, Learning and Marking Policy and The Teacher Gold Standard.
2. Support the values of the school
3. Take responsibility for your own professional development and further improve the quality of your teaching through staff training, practice, acting on feedback and professional development.
4. Undertake and contribute to on-going training through our training institute within our Professional Development Pathway.
5. Treat all members of the community, colleagues and students with respect and consideration.
6. Treat all students fairly, consistently and without prejudice.
7. Set an excellent example for students in terms of appropriate dress, punctuality and attendance.
8. Attend events as required.
9. Take pride in everything that you do, setting an example for students to emulate.
10. Keep up to date with developments in the subject and new teaching methods, making full use of available facilities.
11. Reflect on your own practice and that of the Academy, contributing to ensure that we are the best in everything that we do.
12. Take responsibility for your health and well-being by monitoring your workload and seeking remedial support from your line manager should you be struggling.

As a member of staff, you are expected:

1. To safeguard all students, promoting their safety, health, and welfare in accordance with Trust and school policy, both on the school premises and on school activities elsewhere

	2. To follow and uphold all Trust and school policies, taking particular note of the priorities of the school as addressed in its Improvement Plan, the staff handbook and Curriculum Action Plans, and be an excellent ambassador for the Trust and its schools 3. To have a responsible and diplomatic approach to matters of a confidential nature 4. To ensure awareness of what is happening in and around the school; checking and responding, where necessary, to school emails regularly and at least once every school day 5. To develop yourself through engaging with CPD, including ICT training, in order to maximise effective use of all school systems 6. To undertake any other duties that might be reasonably requested, by the Headteacher, Head of Department, or any other member of the senior leadership team. Any request will correspond with the general character of the post and are commensurate with the level of responsibility.
Health and Safety:	The post holder must, at all times, work within the requirement of the Health and Safety at Work Act 1974, current Health and Safety legislation and the School's and LEA's policies and procedures. The postholder is responsible for their own Health and Safety, as well as that of their colleagues. All Trust schools are non-smoking sites.

General:	This job description may be reviewed at the end of each academic year or earlier if necessary. In addition, it may be amended at any time in consultation with the post holder. The post holder will be expected to participate in the Academy's appraisal programme and to participate in appropriate staff training and development activities.

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Person Specification			
	Essential	**Desirable**	**Method of assessment**
Qualifications	• A good honours degree in a relevant subject • PGCE (Secondary) in a relevant subject, or equivalent • QTS Status	• Evidence of continuous professional development and training	• Production of the applicant's original certificates
Experience	• Experience of teaching students in the relevant age range • Evidence of contributing to extra-curricular of a curriculum area	• Evidence of teaching experience beyond PGCE • Evidence of results achieved at GCSE	• Contents of the application form. • Interview • Professional references
Skills and Knowledge	• Excellent subject knowledge • An ability to deliver creative and engaging lessons • Up to date knowledge of child welfare issues • Excellent classroom management • Excellent organisational skills • Excellent command of English both spoken and written • Excellent interpersonal skills • Ability to use ICT as a teaching tool and for administrative purposes	• Clean Driving Licence	• Contents of the application form • Interview • Professional references
Personal competencies and qualities	• Willingness to contribute to the extra-curricular work of the curriculum area • Passion for helping children and young people learn • Trustworthiness and integrity • Ability to form and maintain appropriate relationships and personal boundaries with children and young people		• Contents of the application form • Interview • Professional references

	• Ability to engender confidence in young people • A warm, friendly, and patient manner • Ability to build positive relationships with all students that allow them to achieve to their highest potential • Discipline and time management skills • A belief in the value of others • A willingness to learn new skills and approaches and to share experiences with others • A sense of humour		